

# Fathers and daughters dine, dance, celebrate

Saturday evening of Family Week, Feb. 12, dads and their daughters will dine and dance in the Convention Hall of the Chase Hotel.

The evening will begin at 6:00 p.m. and a cash bar will be open for the fathers from 6 till 6:30 p.m. Dinner will be served at 6:30, preceded by speeches from dignitaries at the head table. The Emcee for the occasion will be the Rev. Donald Damhorst.

Following dinner, entertainment will be provided by Jan Metternich junior, Marva Kadane junior, and Mary McDonald junior. Dads and their daughters will then dance to the music of the Scheibal Band from 9 p.m. till 1 a.m.

Photographer, Al Rupp, will be on hand all evening to take pictures of the dads with their daughters.

Nancy Broad freshman, student chairman of the Father Daughter Dance, says the decorations will be handled by the Chase Hotel artist and will be in the theme of this year's musical, *Stop the World I Want to Get Off*. The color scheme is red, white and blue.

Mr. Jack Lindsay, director of public affairs and events, is arranging transportation for the mothers to join their husbands and daughters following their banquet the same evening at the college.

The dinner dance is semi-formal and corsages will be presented to the daughters upon their arrival at the hotel.



Madelyn Cain

## Rev. Greeley studies WC

The Rev. Andrew Greeley, sociologist and author of *The New Breed*, visited the Webster campus with a team of researchers on Jan. 27 and 28. Father Greeley is on Carnegie grant to find out, in his words, "why some Catholic schools get more better than others." He continued, "I'm serious about the expression 'more better.' All schools are getting 'better,' but some are getting 'more better' than others, and we want to find out why."

The study began in October and is slated to continue until May with Father Greeley and his team visiting two colleges a week. At the conclusion of his study a report of his findings will be published in the Carnegie Foundation Report, although the report will not name any of the colleges.

During his stay on campus, Father Greeley talked to the faculty, while Mr. William Van Cleve, former registrar at the University of Chicago, interviewed the administration, and Mrs. Van Cleve spoke with the students.

Greeley had some comments to make about his research so far. "In general," he said, "we haven't found many campuses where students, faculty, and administration talk freely together. We have found, on a whole, though, that people are honest about the problems of the school."

Later he commented on another of his major points of study, school organization. "In Catholic universities the power of the president is virtually unchecked. (I haven't found this to be the case at Webster, though I've yet to discover if your president is a charismatic leader.) He is appointed to the presidency by a religious superior, who very seldom understands higher education, simply because he is about the right age. The board of trustees, in most cases, acts as a rubber stamp and there is no powerful faculty organization to check the president. If there is a good president the school will grow, if not, it will not. In the report we will recommend that there be checks on the power of the presidents and that the schools discover ways of removing the mediocre and encouraging the superior."

"Actually," Greeley disclosed at the end of the meeting, "I'm a spy for the Holy Office."



Wayne Loui

The Webster College Drama Department presented an award-winning performance in the intercollegiate competition at Monticello College, Godfrey, Illinois, Jan. 29.

James Antill, junior, placed second in the Theatrical Design Exhibit. He designed a model of the Loretto Hilton Theater and constructed a set for the play, *Othello*.

Harold Pinter's, *A Slight Ache*, a studio production directed by Sister Marita Michenfelder, received the second place award in the Intercollegiate Play Festival.

## N.Y. Theatre Co. to come Mar. 4

The New York theatre company Circle in the Square will present *The Trojan Women* on Mar. 4 at the Maplewood-Richmond Heights Theatre. This production will be co-sponsored by Washington University and Webster College.

*The Trojan Women*, winner of the New York Drama Critics Circle Award, was originally directed in New York by Michael Cacoyannis who also directed the film *Zorba the Greek*.

Produced by Theodore Mann, *The Trojan Women* was acclaimed by the *New York Times* as "a towering, anguished masterpiece."

Originally to be presented in the new theatre at Webster, the play site was changed because of delays in completion of Webster's new playhouse.



Mr. Wayne Loui, star of *Stop the World - I Want to Get Off*, is shown with chorus members Joanne Ragusa, Pamela Mathews, Marva Kadane, Margie Burns, Diane Stephen and Jan Metternich. The musical *Stop the World* is running tonight through Sunday evening.

# The Web

Webster College

Webster Groves 19, Mo.

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## Three gain recognition

A member of the social science department, Sister Ann Christopher Delich, has been presented with a Human Development Award for her study of poverty. Sister is the head of the social science department's Mullanphy Street project.

Twenty-nine members of the Citizens' Advisory Council, representing twelve poverty-stricken areas in St. Louis, received this award at the termination of their study at Washington University. The class was initiated to comply with a clause in the Economic Opportunity Act.

The people on the Citizens' Advisory Council, which advises and suggests to the Human Development Council Board of Directors, studied political science, anthropology, social problems and architecture. These subjects were chosen to broaden knowledge on the subject of housing, education and welfare.

A national competition sponsored by the Economic Opportunity Act under Sargent Shriver, has been entered by junior Elaine Clark. Elaine, who is a social science major, will tour Europe this summer to study their poverty areas if she wins. The results will be given in March.

The St. Louis Human Development Council chose Elaine to compete with thirty-five other young people on a national level. Seven of these entrants will be chosen to go to Europe. It is necessary to tour and to speak about the experiences once one has returned to the states.

Sister Gabriel Mary Hoare was one of several art judges at the recent 1966 Scholastic Art Awards. Sister judged 600 entries which were entered in the exhibit given by the Famous Barr Company. There will be a showing of these winners at the downtown Famous Barr store this week from Feb. 7-12.



The twins, Jean Keough as Susan and Cynthia David as Jane.

## Where but at Webster could the world stop?

Where but at Webster College would anyone attempt to *Stop the World*?

Where but at inventive Webster could a young man rise from a lowly "tea boy" to a distinguished member of Parliament?

Where but at Webster could one traverse four countries in two hours? meet "a typically English rosebud . . . a glorious Russian comrade . . . a typische Deutsche fraulein . . . an all-American female"? Who but sophomore Madelyn Cain could carry it off?

Where but Webster could there be a city named Sludgepool? a Club of Snobs? Where else would there be a Motorscooter Association listening to political "mumbo-jumbo"?

Where but at progressive Webster could the birth process, the life, and the death of a man be por-

trayed on stage? Who but Mr. Loui could present it?

Where but in the free atmosphere of Webster could a man make rather blatant "digs" at society, politics, religion, manners—and remain to his audience "someone really nice"?

Where could one build a mountain from a molehill, make a heaven of hell, a machine of people? Where could one walk a tightrope, climb seventeen flights of stairs, fly across country—all on an eighteen-foot stage? Where but at Webster?

Where but at Webster would so many delightful songs, such roisterous humor, such beautiful tenderness be blended so skillfully in one production? Where but at Webster College during Family Week would anyone attempt to *Stop the World*?



Madelyn Cain as Evie and Wayne Loui as Mr. Littlechop.

# The Web

Founded October 3, 1924

February 11, 1966

## Silent or Silenced?

In any situation where the liberal and the conservative voice are in constant tension with each other, the stronger will ultimately gain temporary control on a majority of issues. Such is the environment at Webster where the liberals presently out-number and out-speak the conservatives. At a recent discussion with the Rev. Andrew Greeley questions were brought up concerning the conservatives on campus. How could they exist in a predominately liberal atmosphere? Do they have a defeatist attitude in all matters up for discussion? Why are they uninvolved when a question arises, yet bitter when a question is resolved? Most important, why are they silent.

The answer seems surrounded by elements of time, impressions and numbers. Because the liberal voice emerged rather quickly at Webster within the last few years, a foundation of trust between the liberals and their counterparts did not have time to develop. While one factor progressed the other remained constant with neither extending toward any type of dialogue. By being forced on the defensive, upholders of the status quo were caught off guard with no time to organize in an attempt to meet the liberal challenge. What conservatives need now is some type of organization, not only with external structures but also with internal theories. They need leaders to compare with the liberal leaders already present in the framework of the student body, faculty and administration.

The silent conservative has been silent with relatively valid reasons. Liberals on campus have a two-fold security which conservatives do not share. First, the security in numbers where the liberal is always assured of a majority backing when he speaks out. Second, the security of authority where the liberal knows the officials of the college are inclined to uphold such a position of progressiveness. The absence of these two factors has a strong effect on the conservative waiting to speak out but being hesitant to do so.

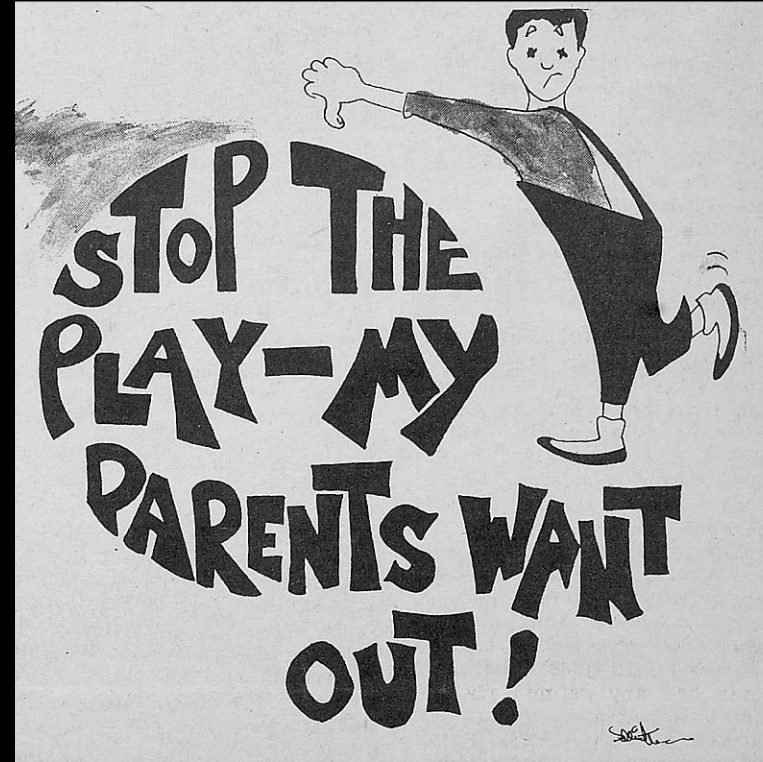
As was mentioned at the meeting, in an encounter where views clash the possibility of someone's being open to all opinions as well as to persons involved is very idealistic. The situation exists that one can hardly divorce an opinion of a person from an opinion of his words. Therefore when a conservative speaks, he feels this tension and knows the improbability of this quality of openness being fulfilled in those whom he addresses. The conservative realizes that what he says will be a reflection on what he is. He realizes that after he speaks no one will accept him in quite the same way. And when many of those people are in the administration of the college, the conservative remains silent rather than establish an unfavorable, insecure and unauthoritarian impression.

Such seems to be the present state of the silent conservative on campus. It appears that only through a basic trust between conservatives and liberals, a trust of the minority in the openness of the majority, can the voice of the conservative be heard. Only through this trust will a conservative speak.

jeanne pecquet

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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## Letters to the Editor

### How high the Heights

Dear Editor and

Miss Maureen McDonald,

The last issue of *The Web* chanced across my desk and reading through it I chanced upon your open letter to the editor in which you call Loretto Heights College, Loretto, Colorado, a "finishing school." I am wondering if you have ever attended Loretto Heights College. Also, I am wondering whether or not you know that most of the doctorates on your faculty are from Loretto Heights College.

If you will permit me to become personal I would like to say, "I am a graduate of Loretto Heights College." My education there was of such a high standard that I have been able to earn an M.A. in Latin and a Ph.D. in American history from St. Louis University. I also have a masters in library science.

I have had membership in many lesser societies. I am the author of 8 books and numerous magazine articles, professional, non-professional, Catholic, and non-Catholic. I have served as Chairman of the (National) Catholic Library Conference which met in St. Louis some years ago. The work done on this conference by me and my very fine committee men and women brought 1000 delegates to the conference. Upon invitation I was named a member of the International Gallery of Living Catholic Authors, and upon invitation I have been included among those who have their biographies in the *American Catholic Who's Who*. Without the fine academic preparation I received at Loretto Heights College none of these things could have been possible.

Are you aware that Loretto Heights College is accredited by the North Central Association of

Colleges and secondary schools as a degree granting institution? It holds membership in the Association of American Colleges, the College Entrance Examination Board, the National Catholic Education Association. It is affiliated with the Catholic University of America. It is approved for granting State Certificates by the Colorado State Department of Public Instruction. It is also a member of the American Association of Colleges for Teacher Education.

The nursing program at Loretto Heights College is recognized by the League of Nursing as a basic collegiate curriculum in nursing. It is also accredited by the same agency for the preparation of students for beginning public health positions.

I am quite sure the administration officers at Loretto Heights College will be happy to get your suggestions for their academic improvement, Maureen, if after reading my letter, you have any to offer.

Sincerely,  
 Sr. M. Lilliana S.L.  
 3407 Lafayette Ave.

### go go Testament

Dear Editor,

I found the article, the "New New Testament" which appeared in the Jan. 28 issue of the *Web*, thoroughly delightful. The style of each Kennedy Gospel corresponded nicely with the work of the original author. If readers found the subject matter or tone sacrilegiously offensive, I believe President Kennedy himself would have found the canonization literature about his

life even more objectionable.

Sincerely,  
 Susan Scholes

### no no Testament

Dear Editor:

Sarcasm, skillfully employed, can be an artful tool to awaken or enrage even the most apathetic of audiences. For this reason alone, I must congratulate you on printing "New New Testament" by Richard Stone. It not only awakened a few people, it enraged many more.

As the author of this article is not of your staff, I do not wish to concern this letter with the poor taste in which, I believe, it has been written. Rather, I question the lack of good judgment exhibited in reprinting such a derogatory and tasteless article in *The Web*. I regret that *The Web* has placed itself among the many publications which unmercifully dwell on the subject of John F. Kennedy to such degrees that it even disgusts his most avid admirers. For it makes no difference whether one agreed or disagreed politically with John Kennedy—he was the President of the United States and demands more respect than this article bestows upon him.

Likewise, *The Web* should show a little more discretion and respect for the intelligence of its readers than was shown by publishing this trash which is a mockery of a man, the Gospels, and those of us who take pride in each issue of *The Web*.

Sincerely,  
 Madonna McGrath

The *Web* staff offers their sympathy to Dr. Alice Cochran on the death of her father, Marshall Cochran, and to Rosemary Bergin, on the death of her father, John Bergin.

## Mr. Strobbridge designs books for little people

by Jacque Black

The warm, friendly atmosphere that greeted me within Mr. Strobbridge's house that Friday afternoon, was, I believe, a reflection of what struck me from the very beginning of our talk, as a very remarkable partnership between an illustrator and an author. The author is Gerard A. Potterbaum, originator of the relatively new and delightful series of Little People's Paperbacks. The illustrator is Mr. Strobbridge, a member of the Webster Art faculty.

Mr. Potterbaum, who is a Notre Dame graduate, said he had always planned a career in writing. While working with the Fides Publishing Company at Notre Dame, he met and began working with Mr. Strobbridge, who was then free-lancing with the Ave Maria Press. Both men seemed to agree that their partnership really began to grow when they found themselves laughing each time they saw each other.

### Saw need for stories

It was upon Mr. Potterbaum's (then the father of two) realization that there were no suitable children's Bible stories on the market, that he conceived the idea of a series of Bible stories. He decided to present these in the form of Little People's Paperbacks. Coordinating his ideas with those of Mr. Strobbridge, for a successful combination of literary and pictorial expression, the pair published their first book, God Made the World, in 1963. They have never had any definite plan for the entire series or for its visual expression. It has, as Mr. Potterbaum expresses it, "just evolved." And with the books have also evolved some interesting and unconventional techniques. Their first publication, the dummy-book, (the original plan drawn up without finished details), was actually photographed and used as the finished product.

### Personal philosophies incorporated

"We just felt that straightening the lines and such would ruin it," Mr. Strobbridge explained.

The pair puts a bit of their own



The illustrator for Little People's Paperbacks, Mr. Strobbridge, is shown here teaching in one of the new art studios on the Fine Arts Campus.

philosophy into each book. For instance, Mr. Potterbaum explained that he felt a parable to be a "torn out segment of life that represents something larger." So, in the parable books, they have combined the story with modern day photographs and upon these, superimposed torn out paper figures. This manner of presentation causes the art to truly follow the character of the parables, and also helps the child to relate the age old story to present day life through the photographs.

The psalm books have another variation all their own. All are fingerpainted in lavish colors to symbolize a sharing in God's creation. "In our fingers you share the power of your hand." (Psalm 8).

The whole idea is so refreshing and has apparently been rewardingly successful for Gerard Potterbaum and his partner. They have certainly made a worthwhile contribution to the children with their Little People's Paperbacks, and I sincerely hope they will continue to do so.

## Overview by Overman

# Class enrollment study

by Ruth Ann Overmann

Would you believe . . . that 205 out of a class of 243 took Freshman English, that 485 out of 858 full time students took history courses, that 288 students enrolled in theology courses, or that 252 students registered in philosophy classes during the first semester effected by no degree requirements? What became of all the dire predictions that the Theology and Philosophy Departments would cease to exist once degree requirements were eliminated? Or that Freshman English would be a thing of the past?

### Faculty comments

Several faculty members were approached with this problem of evaluation and here are a few of their comments.

Sr. Mary Mangan, chairman of the history department, is inclined to be very cautious about any evaluation of the new system as it stands. She believes that it is still too early to tell what the effects are, if any.

But Sister did state that there

seems to be very little change in the number of students enrolled in history classes this year as compared to previous years. Whether this is a function of degree requirements or other factors such as counselor's advice and student interest, Sister was not able to ascertain.

Sr. Deborah Pearson, chairman of the English department and Sr. Ann Richard White, chairman of the theology department concurred with Sr. Mary's pronouncement that it is too early to evaluate and predict trends. Sr. Ann Richard proposed that a complete study of this new system be undertaken in three to four years.

### Evaluation system suggested

In addition to an examination of the course per capita enrollment, the motives of the students should be studied. Motives such as parental pressure, adviser's suggestions, a genuine interest in the course, or a "just-for-the-heck-of-it" approach would have to be considered if the evaluation were to be meaningful.

Also, Sr. Ann Richard suggested a comparison of the kinds of courses being offered under the no-degree requirements with the courses previously offered under the old system.

Where speculation about the feasibility of such an approach to education was rampant this time last year, a cautious approach to an evaluation of this system is now the keynote to discussions of the effects of no degree requirements.

## Local colleges unite

Presently, plans are in operation for the formation of an Intercollegiate Social Council. This council is composed of universities and colleges in the greater St. Louis area. Those participating so far are Webster, Maryville, St. Louis University, Washington University, Fontbonne, Parks and Lindenwood.

The purpose of this council is strictly of a social nature. Plans call for publishing a calendar of social events from all the participating schools, as well as a Social Chairmen's Handbook. The council also plans to sponsor a dance the first week-end in March for all college students (the biggest mixer ever).

# Sister Ann Richard reports on Vatican II

by Maureen Mahoney

"With all the excitement one can hardly remain cold and indifferent," exclaimed Sr. Ann Richard White about Vatican II during a recent interview.

The chairman of Webster's Theology Department, Sr. Ann Richard, acted as interpreter at the fourth session of the Council. Sister, in Rome, worked with Sr. Mary Luke Tobin, Superior of the Sisters of Loretto, from Sept. 10 to Dec. 9, 1965.

This reporter interviewed Sr. Ann Richard, questioning her about her experiences at the Council.

Reporter: What was the role of the women who participated in the Council?

Sister: The official title given to the women was "auditors." The women who were chosen were those who had already done outstanding work for the Church.

At the Council itself, they were listeners since only bishops had voting power. Women were appointed to subcommittees to work on documents. Sister Mary Luke, for example, was on the Lay Apostolate and the Church in the Modern World commissions. Many women gave speeches.

There were many discussions with Protestant observers over

lunch and teas. Many thought, as did Protestant theologian Robert B. Brown, that this was a very important aspect of the Council.

Reporter: Sister, I read that you attended a meeting at Villa Braccio and that the main topic was "women." Did the meeting deal with women in general or a particular field? Did you arrive at any significant conclusions?

Sister: Two important groups, the World Council of Churches and the Secretariat for Promoting Christian Unity, noted the women present. They felt the need for the women of all faiths, who were present at the Council, to unite and to discuss the role of women in the world and their respective faiths.

The most significant conclusion reached was the fact that we realized the need for continuing this kind of meeting.

Reporter: Could you "feel" very different trends in thought between the Europeans of today and those of five years ago?

Sister: I naturally noticed changes in the liturgy. The people do not use books when they join in the celebration of the Mass. There is a definite interest and effort in the good celebration of the liturgy.

The latest theological question is debated by all over coffee. One

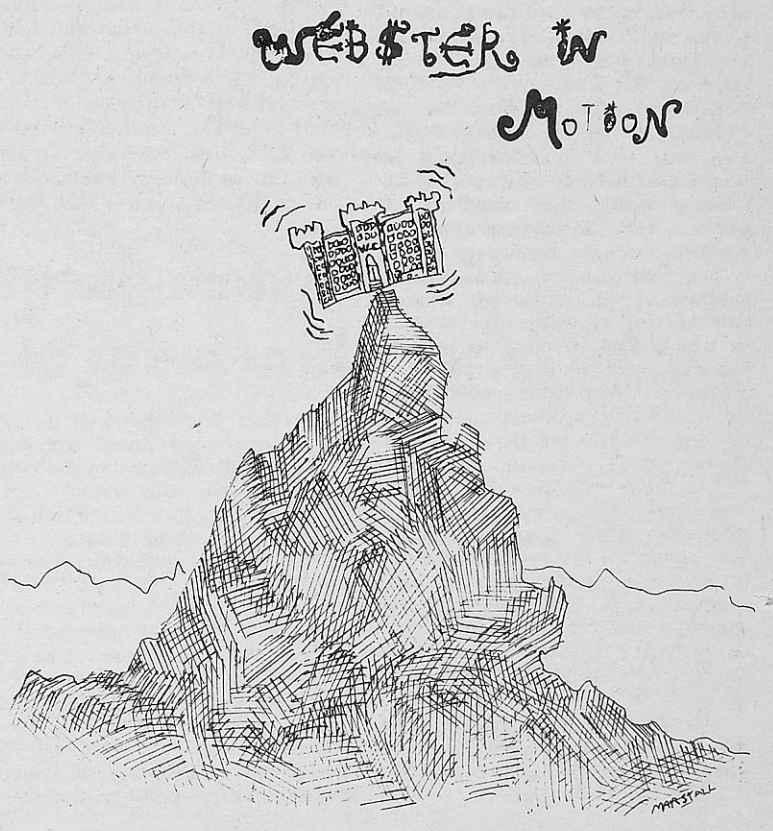
Newsweek photographer said, "You'd think it would become 'old hat', but it doesn't, it gets into your blood."

Reporter: Sister, would you briefly give us what you feel is the basic idea contained in "aggiornamento"?

Sister: "Giorno" is Italian for day. The word itself means to bring up to the present day. The whole point is that there is to be a renewal in the Church, not a rupture. There is to be this renewal so that the Church can speak to the man of today and be truly relevant because she is renewed. "Aggiornamento" is, then, a restudy of the Church so she can speak through man today, whether in or out of the Church.

Reporter: Personally speaking, Sister, what do you feel some of your greatest advantages were?

Sister: One of the greatest advantages was attaining a different and more full understanding of the documents. The understanding increased through the discussions at the daily meetings of the press panel. Reading many articles and having the experience of discussions helped me grasp a new meaning of the documents. It was also valuable for me to hear the talks given by many of the theologians of the world.





## Cathy Cretzmeyer wins best-dressed girl contest

Catherine "Cretz" Cretzmeyer, a sophomore resident student from Iowa City, Iowa, has been elected the Best-dressed Girl on Webster's campus. *Glamour* magazine will receive three photographs of Cretz, entering Webster in its nationwide fashion contest. The winners will be chosen from these photographs and the information on the entry form.

Cretz will receive a certificate of merit for her participation in the contest, and if chosen, will win national recognition.

## Bishop Fernandez looks at ecumenism

Bishop Angelo Fernandez of New Delhi, Coadjutor of India and member of two papal commissions at the Council, spoke to the student body Monday, January 31, in the auditorium.

Sister Jacqueline Grennan introduced the prelate as "a free spirit from a land of free spirits," and his talk reflected this loving freedom.

He said that the faithful today are at the crossroads of history and to meet this challenge they must "take up the spirit of the Council."

The Bishop said that unfortunately in the Church many people are afraid to become saints, afraid to follow Christ to perfection. He also said that work was being done on the Rediscovery of Holy Scripture, The Awareness of Christ, and the Meaning of Faith. The real love of Christ can be found only within an inner dynamism among the members of Christ. This dynamism can be reached through the liturgy which is the "source of all grace and the summit of all activity." Also a catechetical renewal is necessary in which vast revision in preaching and teaching will occur.

Bishop Fernandez said that there will be a greater freedom for the children of God. The Old Testament is over and its negativism must end. Now the laws of love must rule, bringing action into use rather than self-denial. The discipline arising from faith is of much more benefit than legalistic code. With a code of love a new realization of the world will be gained. The world is not to be condemned, but worked in to help all grow in the grace of God.

Bishop Fernandez closed with the message, "Don't be good. We are not trying for goodness, but excellence."



A number of generous Webster students have recently been giving up their valuable time to participate in a nationwide experiment in psychology. These dedicated young people gather weekly in Loretto Lounge where a special television circuit, code-lettered BATMAN, unites them with all the youth of America in a massive group therapy session.

Immersing themselves in the dark regions of the collective unconscious, the viewers are confronted with a series of images representing the primordial forces of nature. Identifying with these images, the viewers project their own interior struggles into the great eternal triumph of Good over Evil, thus releasing frustrations in a fashion analogous to that of primitive man. This theory

is proved by loud cries of ZLOT! WHA-AM! BIFF emanating from the participants, and by sudden bursts of laughter when tensions pass the breaking point.

Although the uninitiated decry this experiment as an Orwellian manifestation of creeping surrealism and pop communism, the loyal participants are quick to refute such claims.

"In the first place we are re-learning the joy of discovery."

"Furthermore, we learn contentment with our own lots by vicariously enjoying a double life."

"Besides, no one can deny the value of occasional escape!" Nor will anyone attempt to. All agree that the refreshment of high camp equips students to deal much more competently with the hard realities of life.

## Sister Jacqueline attends luncheon at White House

"It was fun. One couldn't help but have a good time," exclaimed Sr. Jacqueline Grennan upon returning from the White House luncheon Jan. 25. "Mrs. Johnson is a terribly gracious person."

Mrs. Lyndon Johnson occasionally entertains about twenty guests at informal luncheons. The guest list for that afternoon included such women as Mrs. John Lindsay, wife of Mayor Lindsay of New York City; Mrs. Richard Victor, artist for children's books; Miss Harper Lee, novelist; Mrs. Daniel Brewster, wife of Senator Brewster; and Mrs. Robert

Schwartz, national leader in children's theatre.

The youngest "woman-doer" was Miss Judy Leavitt, a twenty-two-year-old graduate student in nursing whom Mrs. Johnson met while making a tour of the Head Start projects. Miss Elizabeth Ashley, Broadway actress and member of the National Council on the Arts, gave a talk on "Arts and the University."

In addition to the luncheon in the second floor living quarters of the First Family, the guests were paid the honor of an unexpected visit by President Johnson.

# Student groups in and out of class discuss politics and participation

### Viet Nam

The International Relations Club, Young Republicans, and Young Democrats sponsored a display of reading materials in the library concerning Viet Nam during January.

Rory Ellinger, former national representative of Young Christian Student Movement, addressed the IRC and interested students on the morality of our commitment in Viet Nam on January 20.

A movie put out by the State Department on Viet Nam was sponsored by the History Department.

The International Relations Club presented a tape on Conscientious Objection in relation to the war in Viet Nam on February 3.

### Curriculum Development

Nona Plessner, a field researcher in curriculum development, presented a new social studies program at the College School Tuesday, February 1.

The experimental study, programmed for eighth grade students, uses politics and political

culture as the central idea to bring in several of the other social sciences. The course of study, "From Subject to Citizen," covers the development of English government from the Elizabethan Age, through the Civil War, to the Glorious Revolution; and American government from Colonial America, through the American Revolution, to the Constitution.

The program, to be used as a model for schools to develop their own study, employs role-playing, actual documentation, dialogues, map-making, and game methods to teach the students the ideas, rather than the chronology, of the material.

### Young Democrats

The Young Democrat meeting on February 4 presented Chris Allen of the Webster College Young Republicans in an explanation of the Missouri Intercollegiate State Legislature.

She outlined the procedure and functions of the legislature, and the way in which delegates to the mock assembly are to be chosen. She stated that this activity is held to educate college students in the state government, political interactions, and in drafting of legislative bills. At the legislature a governor and lieutenant governor will be set up through which students can accumulate knowledge of campaigns and of administrative techniques.

At the March meeting of the Young Democrats, St. Louis lawyer, Edward Donnelly, will speak on "Grass Roots Politics in the City." Mr. Donnelly plans to organize one of the new wards created by the redistricting of the Missouri House of Representatives.

### Young Republicans

The January meeting of the Young Republicans hosted two speakers on the role of women in politics.

Miss Peggy Heilig, National Young Republican Committee-woman from Missouri expressed belief that politics is a field in which women can work and find satisfaction. She said that the traditional image of the dishonest politician is a misconception. Politics is a fascinating work in which people are able to express their views on current issues and learn the operations of their government.

Mrs. Anne McGraw, committee-woman from Gravois township, said that a woman can be very effective in canvassing and stenographic work for the party. She outlined state party structure and pointed out what positions are open to women.

Both women encouraged the Young Republican members to become active in politics, in which they can play a vital and productive role.

The young Republicans will feature the Finance Chairman of the Republican Party in Mississippi at

**"Stop the you know what" will be presented on February 19 at 8:30 p.m. in Webster's auditorium for the benefit of Town and Country League, American Medical Center, Denver, for Cancer Research. Donations are \$2.50 at the door or call Mrs. Leonard Rosen. PA. 1-5604. PS - All donations are tax deductible.**

2 p.m. on February 23 in Maria Lounge.

### YAF

Mr. Michael Thompson, chairman of Young Americans for Freedom, at the University of Missouri held a discussion with the World Affairs class, faculty, and interested students concerning the structure and political positions of his organization on January 26 in the Oregon Room.

He stated that the YAF was founded in September of 1960 on a set of principles including constitutional government and strong anticommunist activity. The organization is non-partisan and unaffiliated with any other action group.

The YAF has sponsored several functions since 1960. These activities included a rally to the support of the Un-American Activities Committee in the U.S. Senate when its finances were going to be lowered. YAF also held a meeting in Madison Square Garden to support President Kennedy in Cuba, and successfully worked to prevent Firestone from building a plant in Communist Rumania. In Missouri, Governor Hearnes sponsored Victory in Viet Nam Week through YAF efforts.

Mr. Thompson listed some of the stands which his organization has taken on governmental policy including: great implementation of the 1964 Civil Rights Act, and adherence to the principle of subsidiarity.

A question and answer period followed Mr. Thompson's talk.

A series of seven lectures on marriage will be presented by Resident Council. The first talk in the series will be given by Joseph M. Krebs, M.D., of St. Louis on Tuesday, February 15, at 4 p.m. in Maria Lounge. The remainder of the lectures will be held on following Tuesdays.

Titles of the lectures are as follows: The Sexes, Physiology, Some Common Illnesses, The Marital Relationship, Family Planning, The Controversial Pill, The Traditional Position of the Church, and Pregnancy and Parturition.

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WEBSTER COLLEGE  
Webster Groves 19, Mo.

# Two Mozart operas open tomorrow night

The Webster College opera theatre will present two Mozart operas, *Bastien et Bastienne* and *The Impresario*, March 5 and 6 at 8:30 p.m. in the auditorium.

*Bastien et Bastienne* is Mozart's first opera, written when he was only twelve years old. It is the story of the troubles of two young lovers, Bastien and Bastienne, which are solved by a would-be sorcerer named Calas. In this production, Jody Kopine, senior, and Sue Bell, sophomore, will take the parts of Bastien and Bastienne respectively. Calas will be portrayed by Karl Kurth, freshman.

*The Impresario*, the second performance of the evening, is a farce which Mozart composed during the time in which he was composing the *Marriage of Figaro*, which was presented at Webster last year. The librettist for *The Impresario*,

Stephanie the Younger, is the same man who was to write the libretto for the *Abduction of the Seraglio*.

Concerning *The Impresario*, Dwight Jack, stage director for both productions, says, "Since the story context of this opera is ageless and involves the troubles of producing opera, the Webster opera theatre chooses to present this opera in the setting and costuming of the present day."

The characters for this performance include Mrs. Marilyn Ast, sophomore, as Madame Goldentrill, Gloria Lamm, senior, as Madame Silverpeal, Greg Bottini, junior, as Mr. Angel, Karl Kurth as Mr. Bluff, and Ron Youngman, unclassified, as Mr. Scruples.

"Both these operas are historically important and both are popular college productions," says Mr. Jack. "They are written in a Sing-spiel manner; that is, there is spoken dialogue between arias and ensembles."

For the two operas, Mr. Gerald Fischbach will be the conductor. Jean Trinajstic is the coach for the performances and Lawrence Gallagher designed the set. The orchestra will be composed of members of the college.

Admission for the operas is \$1.50 and \$1.00 for students.

(continued)

Either Charles Collingwood or Eric Sevaereid, panel specialists, will moderate the show. The topic for discussion is "Manners, Morals, and Mores in the Twentieth Century."

Never before have women appeared on this program which usually focuses on statesmen and politicians. On last Tuesday's show Senator Robert Kennedy in the U.S., German Politician Franz Josef Strauss in Munich, British Diplomat Lord Chalfont in Geneva, and French General Pierre Gallois in Paris discussed nuclear controls.

## TV to view Sr. J. here via satellite

The Early Bird Satellite transmitters will zero in on Sr. Jacqueline Grennan in her presidential office on March 29 at 9 p.m. The nation-wide, CBS program, Town Meeting of the World, will hook her up with either Jacqueline Kennedy, wife of the late President Kennedy, or Jean Kerr, New York writer, Julie Christie, English actress, Jeanne Moreau, French actress.

Through Early Bird Satellite and CBS crews at each location the four women will appear together in a panel-type discussion, while physically remaining in their respective countries and cities. A system of T.V. monitors will be set up in each woman's office or home enabling each to see the other while conversing.

(continued in next column)

## Concert violinist James Buswell IV is on, off campus for performances

Although many freshmen have difficulty arranging for a pre-entrance interview, few have so unique a problem as James Buswell; at the time his interview was finally scheduled he was performing at Carnegie Hall. Such events are commonplace in the life of Webster's only student concert violinist.

Appearing Feb. 27 for the first time before a Webster College audience, Buswell demonstrated his mastery of style, technique and interpretation on the violin. His opening selection, *Sonata in E Major, No. 12* by Pergolesi was followed with equal skill by Brahms' *Sonata in G Major, Op. 78* and Saint-Saens' *Introduction and Rondo Capriccioso*. The second half of his performance centered upon more modern composers: Hindemith, Tchaikovsky, Ravel and Stravinsky. Walter Robert accompanied Buswell at the piano.

Enrolled as a full-time student at Webster, James Oliver Buswell IV — who prefers to be called Jamie — frequently takes days off from classes to appear in concert halls throughout this country and in Canada. In March he will remain at Webster for the longest continual length of time since he came to the college in November — two weeks.

Music has been Jamie's love ever



James Oliver Buswell IV

since he can remember. At seven he was the youngest solo performer to appear at the Young People's Concert of the New York Philharmonic. At fifteen he won the Merriweather Post Competition in Washington, D.C. His artistry has been described as "evocative," "sensitive," "vital and warm," "seasoned, thoughtful—yet alive and vigorous."

So far in his career Jamie has appeared with such orchestras as the Baltimore Symphony, the New York Philharmonic, the National Symphony, the Pittsburgh,

Toronto, Dallas, San Francisco, and St. Louis Symphony. After a performance at Carnegie Hall the *New York Times* acclaimed his talent. "The young man went through it (Mendelssohn E minor) like a master, exciting the audience no end and making it amply clear that here is a musician born to play the violin. The performance was very mature. Neither pushing nor showing off, Mr. Buswell used his big, colorful tone to dig into the music, outlining the melodic elements with a fine arch, flipping off the virtuoso elements with easy finesse."

Glamour and excitement are not the total picture of the life of a concert violinist. One of the most difficult tasks for a touring performer is leaving a city only a day or two after arriving. "Lots of people get to know you," Jamie comments, "but you don't really come to know anyone. In this respect it's a lonely life."

Once he is back at Webster, he faces another problem not unlike that of many college students; finding enough time for studies. On stage for approximately three hours each week, Jamie carries twelve hours in other subjects, including French, music and philosophy. Before applying to Webster, he was engaged in correspondence courses from the University of California in calculus and German.



Susan Bell, left, as Bastienne, and Karl Kurth, right, as Calas, the sorcerer, in a scene from Mozart's *BASTIEN AND BASTIENNE*, one of the two one-act operas by Mozart which open tonight at 8:30 in the auditorium. *THE IMPRESARIO* will also be presented.

# The Web

Webster College

Webster Groves 19, Mo. 9

VOL. XLIII

March 4, 1966

No. 8

## Dedication service May 8 for Loretto-Hilton Center

The Loretto-Hilton Center for the Performing Arts will be formally dedicated Sunday evening, May 8, 1966, with a Civic Dedication Dinner and St. Louis Symphony Orchestra Concert.

The festivities begin in Maria Dining Hall, where dinner will be served at 6:30 p.m. Invited are guests of honor, Senator Stuart Symington and Mr. Conrad Hilton as well as St. Louis civic leaders, representatives of the theatrical profession, architects of the theatre, members of the Board of Directors, and friends of the college will be present. The faculty as well as the student body will also be represented.

The St. Louis Symphony Orchestra will begin its concert at 8:30 p.m. The program for the

concert has not yet been decided upon; however it is probable that Webster student James Oliver Buswell will be violin soloist with the orchestra.

Because seating capacity in the theatre will not allow the entire student body to attend the concert, interested students will be able to attend the symphony's rehearsal Sunday morning non-cost.

Main features of the new building include a performing arts area with audience capacity of 1056, spacious lobby art gallery, movable walls that will close off sections of the audience for classroom area, a high-ceilinged scenery room off stage-right, organ room, practice rooms, and a dancing studio that will also be used as an experimental theatre comparable to the existing End Room Theatre.

Michael F. Flanagan, associate professor of drama, has been named artistic director of the Center. Jack Lindsay, director of events and public relations, was named administrative director. The total estimated cost of the building is \$1,900,000.

## Greek production presented tonight

Tonight, Friday, March 4, *The Trojan Women* will be presented at 8:30 p.m. at the Maplewood-Richmond Heights High School, 7539 Manchester. The event is a "circle in the square" production, produced by Theodore Mann and originally directed by Michael Cacyannis. Mr. Cacyannis also directed *Zorba the Greek*. The play, written by Edith Hamilton, is a winner of the New York Drama Critics Circle Award.

*The Trojan Women*, which was engaged by the Theatre Arts department in conjunction with Washington University, was originally slated as an opening event of the new Loretto-Hilton Center. Due to difficulties in completion of the center, and to the inadequacy of Webster's present facilities, the play will be performed at the Maplewood-Richmond Heights High School.

Hailed by the *New York Times* as "A towering masterpiece!" and by the *New York Herald Tribune* as "Brilliant! Unforgettable!" *The Trojan Women* will be available to students and faculty for \$2.00 in advance. General admission is \$3.00.

Intercollegiate Social Council, an organization founded for the purpose of co-operation and communication between the colleges and universities of the Greater St. Louis area, will be holding its first function this evening, March 4. An all school mixer, open to all college students, will be held in the St. Louis University's Gym. The dance will be held from 8:00 p.m. until 12:00, with music by the Jay Berry Band.

Free transportation for those desiring it will be provided by the Council. Buses will leave Webster at approximately 7:00 this evening.

## Debate club tournament

Four members of a newly-formed debate club will participate in their first tournament tonight and tomorrow, March 4 and 5. The meet is the 32nd Annual Tournament sponsored by the Missouri Association of College Speech Directors, and will be held at Central Missouri State College in Warrensburg.

Entering the junior division, Trudy Villars, freshman; Frances Lillie, freshman; Heather McTavish, freshman; and Jacque Black, sophomore will meet students from colleges and universities throughout the state to debate for and against the topic: **Resolved: That law enforcement officers in the United States should be given greater freedom in the investigation and prosecution of crime.**

Trudy Villars, responsible for the formation of the organization, and Sister Mary Bernard Barbato of the history department, the club's coach, are planning a second tournament at Southern Illinois University in April.

## Social science conference held

Webster College is hosting a one-day Undergraduate Anthropology Sociology Conference March 19. Students from colleges and universities in Missouri and southern Illinois have been invited to submit papers.

The conference is sponsored annually by the Missouri Society for Sociology and Anthropology. Washington University and Lindenwood College have hosted the conference in past years.

Students submitting papers do not have to be social science majors, but the papers must be related to the social sciences.

# The Web

Founded October 3, 1924

March 4, 1966

## Editorial Feature

### O Rose, thou art sick!

The Sick Rose, William Blake

As my sixteenth year of formal education comes to an abrupt end, I am reminded of the poem "The Walrus and the Carpenter."

It seems a dreadful shame To play them such a trick After we have brought them out so far And made them trot so quick.

It seems that I have been travelling so far and trotting so fast that I forgot to watch where I was going. Now as I near the end of Wordsworth's public road, I find that I cannot recollect, even in tranquility, where I have been. It is as though I have been catapulted through time by an energy of my own invention, to be plunked down just short of the finish line. And, as they say on Batman, "The worst is yet to come."

But I must not panic. I've only to pick myself up, dust off my 3,000 English books, and run with them through a fire ring known as comprehensives. I'll need plastic surgery on my psyche to remove those scars.

For anyone not familiar with this local custom — comps, as we call them, are trials by fire, where one is called to account for everything known to man. Rather like a mass brain-picking orgy.

Still running, I pound the employers' doors feeling extremely like Mr. Littlechap when he visits his father-in-law.

"Well now, and what can you do, Miss Littlelady?"

"Do?" I say. "Ah, I see," he says understandingly, "You went to college didn't you?" "Why yes," I say delightedly, "Does it show?" "Does it!"

After many such interviews, and being entirely convinced that I should have married Johnny Smith right out of eighth grade, I finally decide on my profession. For once I will be able to put my talents to their best use. My card will read like this:

Barbara Wilson English-major-at-large Services include aphorisms for all occasions instant love sonnets court poems odes to anything heroic epics made to order letters to the editor with spunk copyreading by correspondence ghost-written novels quote-dropping for the undergraduate

My place in this tempestuous world finally reserved, I turn to my new philosophy of life. But that is no problem. Psychers say we live the way we have been conditioned to live. Yes, I will carry on. I will apply my workable system to housework instead of homework. . . . I just hope my husband doesn't assign long papers too near finals.

And you shall know me by my G.P.A.

barbara wilson

# Grade poll samples student views

The purpose of the following random poll was to obtain student opinion concerning the present grading system at Webster and whether students thought there should be a change. The questions asked arose from the open forum held by the Evaluation Committee.

Some of the questions were: Do you think the grading system presently in effect should be changed? If so, how and why? Do you think that there is a difference between grading systems of high school and college? Do your parents place any pressure on you for better grades or do they more or less feel that your grades are your business and completely up to you?

All of the students questioned were familiar with the work being done by the Grading Evaluation Committee either through the committee's report or through the Web's coverage.

In response to the above questions, Mildred Stephens, sophomore, replied, "I can't say that I don't like the present system; after all, I have been in it for fourteen years. But I do think it can be improved." Millie thinks that written evaluation would be good, but questions whether or not other schools would accept this form of grading in the case of transferring; and whether or not graduate schools and prospective employers would find it enough in making comparisons with other applicants. "The non-graded system should begin at the elementary school level in order to condition the student; to simply throw a person into a system devoid of grades when he reaches college isn't good." She also feels that any transition from one system to another should be a gradual one, "not one semester you have grades and next semester you don't."

Sandy Blase, senior and S.A. President, thinks that the committee presently evaluating the grading question is approaching the question in the right way, that is, looking at all the possibilities of what can be done. "There are," she said, "two things that must be kept in mind when viewing the question, first, the student, and second, the learning process. If the system is to be changed, it must be in such a way that it benefits both, and the system that is changed to should be proven to be good. In the real life situation, people are constantly being evaluated and while grades may be unrealistic, evaluations are not. Evaluations have to be lived with in every phase of life."

Sandy also believes that "if grading systems are changed, they should be changed in high school, so that students become accustomed to the change."

Regarding grades and parents, Sandy thinks that grades are evidence to parents, tangible results, as to where their tuition money is going. "Parents need feedback, especially those parents who haven't themselves been to college, because they should see that college means more than a better job. Parental outlook will have to be changed if the grading system is. It is not that they shouldn't care, they have to if the child is to be conditioned to want to learn."

Marianne Szatinski, freshman, thinks that the present grading system should be changed, and is in favor of replacing it with a pass-fail one. She also believes that a student should be able to withdraw from a course at any time he wishes, without its showing on his permanent record. To her the pass-fail system seems like an ideal climate for learning.

"My parents feel that my grades are my business but, of course, they like good grades. They know my I. Q. and judge how I'm doing by my past records."

Nancy McAvoy, sophomore, does not think that the system should be changed in any way. "I don't think that a pass-fail system is adequate; students won't be motivated enough to study, especially as freshmen." In response to the question concerning parental pressure, Nancy replied, "Yes, there is pressure from home, 'make one D and you're out, all A's and B's or else . . .'"

Mary Goodrich, junior, feels that the system should be changed because under the present one a student learns through fear rather than a desire to learn. "It gets to a point where you memorize and cram for a specific test, rather than learn to know and to apply

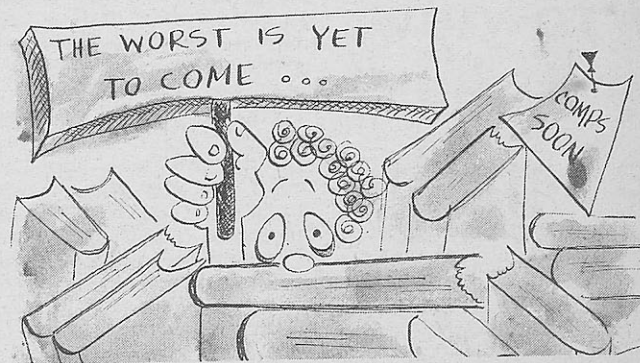
the student is concerned, although the transcripts in the Registrar's office should have the actual letter grade.

"Webster's goal of 'climate for study' would be better realized under the ungraded system," Judy said. "Mainly because grades don't always show a student's ability and sometimes they go beyond the student's ability."

Mary Lou Henderson, senior, commented that the system as it now stands is inadequate. "It's an eternal triangle — some teachers grade high, some low, and classes aren't ever equal."

"I honestly don't know how the system should be changed. If grades were thrown out, it would be good for those who really don't need motivation, and bad for those who do need the added incentive of grades."

"One way the system might be



this knowledge to other fields. There are some courses I remember solely through their names and the grades I received for them, rather than for any specific material covered. I had a course at SIU in which only the pass-fail type of grading was used and I remember quite a bit of the math because I didn't have to worry about the grade. Mr. Cohen's Madison Math 102 is very similar to this, only the student grades himself.

"If the system is changed in any way, I think that grades, as they stand now, should be done away with completely. Teachers could give an evaluation of progress in terms of what they expect the student to have learned, and the student could, at the same time without seeing this, evaluate what he feels he actually learned."

"Many students in college have a fear of the average grade; all want A's and B's. I'm not saying they shouldn't strive for the latter, but A's and B's shouldn't dominate a student's whole life as a student."

In Mary's situation, there is definite pressure for better than average grades, "because," she feels, "my parents don't realize that there is such a difference between the grading systems of high school and college."

Judy Rube, freshman, stated that she believed a pass-fail system would be the best as far as

improved would be to have the student submit what he thinks he should receive as a fair grade, and have the teacher take this into consideration when deciding the student's final grade. Perhaps each professor might find another way of evaluating a student's work and progress instead of by tests.

"Further, if the above means that the grading system has to be changed then I'm all for it."

"There could be a difference between the grading systems of high school and college, but I wasn't aware of it as a freshman. My grades now are about the same as those I received in high school."

Mary Rae Baker, freshman, thinks that "we should try the pass-fail system because it may work out better, in that it would help the student's outlook."

Nancy Broad, freshman, believes that we "have to keep some sort of system. Art shouldn't have letter grades, but rather a written evaluation of progress. We can't really have a uniform standard for every department. Before the decision is made to change the system, a complete study should be made of other colleges using the non-grading system, and all students presently at Webster should get together and really talk about what grades mean."

Reader, what is your opinion? Both the Evaluation Committee and the WEB are interested! Reply, via "Letters to the Editor." —beth stearns

## Letters to the Editor

"By their fruits you shall know them."

Dear Editor,

This would have been submitted for your issue of February 11 had it not been understood that some of the faculty would refute the stigma cast on Loretto Heights in Maureen McDonald's letter published January 28.

"By their fruits you shall know them." In addition to several members of the Webster community who are alumnae of Loretto Heights, our Provincial Superior, our Vicarress General, and Sister Mary Luke, Superior General of the Sisters of Loretto, are all products of our sister college.

Maureen dear, I hope you will attain your goal to become an educated woman and I hasten to add a broad-minded lady, too.

What hurts even more than the slur on Loretto Heights is Maureen's apparent antagonism toward our Denver college. There must continue to exist a strong bond of love and great cooperation between Webster and Loretto Heights for united we stand!

Cordially yours, Sister Kathleen Marie

Your Turn

Dear Editor:

In October, a group of students representing the various colleges, seminaries, and universities in St. Louis, came together to form an intercollegiate council on community affairs. This group, called College Students in Community Service (CSCS), was formed in recog-

nition of the fact that although area students are already involved in community affairs, to a large extent, both communication and the information available are very inadequate. Whole areas of need are neglected, while in other areas there has been much overlap. Nor has there been much opportunity to learn from each other's mistakes and methods.

CSCS hopes to establish an effective communications network among the various campuses and between campuses and community concerning ongoing and proposed service opportunities. This will be done mainly through our Newsletter, Your Turn, which has thus far been published twice and distributed in the halls.

Webster is an active member of this council, and as appointed representative, I am taking this opportunity both to explain CSCS to the college and to urge that students and faculty use the tool well and become both more informed about and more involved in community affairs. There is much utilized and wasted potential for community action in the college ranks. An organized and effective dispensal of student engagement will certainly broaden the collegiate impact in the St. Louis area.

Sincerely, Carol Hinchin

Transfer students! What do you think of Webster College? What comparisons can you make between Webster and your previous college or university? You are the only ones who have any basis for comparison. All replies must be signed when submitted, however your name will be withheld from publication if you desire.

The WEB staff offers their condolences to Lynn Barbre on the death of her father, to Pam Hampton Linehan on the death of her brother, and to Jane Braeckel on the death of her mother.

- Opinions expressed in the WEB, are not to be interpreted as official views of the faculty, the administration or of the student body of Webster College. The college as publisher, however, reserves right to exercise such supervision as will maintain high standards of journalism. Editor-in-chief: Barbara Wilson News Editor: Peg McMahon Page one editor: Jeanne Pecquet Page two editor: Beth Stearns Page three editor: Annie Vaughn Page four editor: Dianne Bechtold Assistant page editors: Maureen Mahoney, Chris Allen, Joyce Dohr Copy Editor: Virginia Rowe Photography: Maureen McGinley Cartoonists: Marcie Schwitters, Bob Marstall Circulation: Mary Ann Wilker Moderator: Sr. Deborah Pearson Mary Daly, Joyce Dohr, Julie Walsh, Ann Garritty, Candy Lord, Julie Eastman, Karen Smith, Jacque Black.

The following articles grew out of an all-day Executive Council Conference, February 6. The conference was called to handle some of the issues that had previously been discussed in Exec Council and referred for further study; and to take action on other issues which demanded more than passing attention. Also during the course of the day the council heard informal talks by Dr. Joseph Kelly, vice-president and director of development, on "The Notion of Change," and by Mr. Edward Clark, advisor for male students, on "The Developing Role of the Male Student." These articles are the result of that conference.

### Hopes realized

When Sandy Blase took office as president of the Student Association, one of her campaign promises was to initiate greater contact between the colleges and universities in the St. Louis area. To some extent her hope has been realized; Webster College is now a member of two newly formed organizations, College Students in Community Service and The Inter-Collegiate Social Council.

College Students in Community Service draws its membership from most of the schools in the St. Louis area: Webster, Washington University, St. Louis University, Lindenwood, Maryville, University of Missouri at St. Louis, Eden Seminary, Kenrick Seminary, and Concordia Seminary. The CSCS functions in three areas. It provides information on opportunities for community service to the member schools in the form of periodic newsletters. It coordinates the community services activities of member schools to allow students from one school to participate in another school's programs and to avoid duplication of community service programs among the schools. And it aids the member schools in implementing their programs.

At the Exec Council meeting Feb. 6 Webster formally voted to become a member of CSCS and to appropriate \$200 as a membership commitment. Carol Hinchey, junior, will continue as Webster's representative to the CSCS council.

Also at the February meeting Exec Council voted for Webster's membership in the Inter-Collegiate Social Council. (See related article page one). The first effort of this group, an all-school mixer, will take place March 4.

## Exec Council reconsiders prom queen

Should Webster bother to have a prom queen? Is it worth the time, money, and effort? In a report to the Feb. 6 meeting of Exec Council the Social Planning Committee decided that the prom queen was really not worth it.

According to social planning committee chairman, Ann Vaughn, there are several reasons why the committee would like to discontinue the prom queen. In her report Ann stated, "The cost of prom queen and its ceremonies should be reason enough to prohibit its function. Flowers alone last year were \$50; the band time was estimated at another \$50. This has to be paid for in the overall cost of the prom, which means that the price of last year's prom bid included approximately 75 cents for the prom queen exercises.

"The time the ceremony takes from the prom is also prohibitive. It takes approximately a half hour for the queen and her court to come and take their bow. Since we have rented the room for only three hours for this year's prom, there will then be only two hours of actual dancing, since the band will be allowed two 15-minute breaks."

In addition, the committee feels that the queen and her court have no special purpose, even at the prom; that the contest for prom queen is strictly a popularity contest with a decided minority of students bothering to vote, and that 50 per cent of the people at the prom, the dates, have little or no interest in the proceedings. To keep the cost of the prom at a

### Exec Council answers

## Question of Who's Who

Each year Webster elects twelve girls to Who's Who in American Colleges and Universities and each year there is a discussion about the meaningfulness of this honor at Webster College. This year Exec Council undertook a thorough study of the process and meaning of the Who's Who election with the purpose of making definite recommendations to the administration.

At the Feb. 6 meeting Exec Council unanimously voted to retain Who's Who on campus as an honor for outstanding students. They agreed with the statement of Sister Mary Bernard Barbato, history professor, that "there are too few distinctions for a job well done these days."

The Exec Council drafted a resolution which will be presented to the administration. The resolution follows:

The Executive Council of Webster College,

\*Recommends that the ad-

minimum and because they feel that the queen has very little significance, the Social Planning Committee recommends that Exec Council either vote to abolish the prom queen or find another committee to sponsor her.

The Exec Council, after much debate, voted against retaining the prom queen. But they voted against abolishing prom queen, too. Instead the Council maintained that what the prom queen had been all along was a sort of "Miss Webster," a girl who embodied all of the ideals of a Webster girl. They decided, then, to study the idea of electing a real "Miss Webster" and to assign her special functions, such as greeting celebrities who visit the school and representing Webster at off-campus functions.

Ann Vaughn, chairman of Social Planning Committee, and Rosemary Bergin, president of Resident Council and last year's prom queen, were appointed to study the matter in greater depth.

ministration hold the number of student honorees to 12 for the time being, but keep the possibility of increasing the number.

\*Suggests that a joint committee composed equally of members of the faculty and student body nominate the honorees. The committee would nominate as many students as it deems necessary to insure a representative selection, and all the students nominated would be voted upon by both the faculty and the student body. A student on the nominating committee could also be subject to nomination.

\*Suggests that, since Who's Who lists its criteria as scholarship, leadership and cooperation in educational and extracurricular activities, general citizenship, and promise of future usefulness, Webster adopt the following definitions of some of the terms used in the criteria: Scholarship—

proper emphasis on academic life in its relationship to the other aspects of the student's life.

Leadership—the ability of an individual to live and work effectively in his environment; not limited to the holding of offices in clubs, etc. Extracurricular — involvement in useful endeavors outside of the classroom.

In its study of Who's Who and its value, the Exec Council contacted several honorees from previous years and questioned them concerning what the award meant to them at the time, and what aid it has been to them since they received it. The general consensus was that the Who's Who award was a definite honor and a challenge at the time of its presentation, and that it is an aid in obtaining admission to graduate school and in finding employment. The honorees felt that Who's Who should be retained as an honor on campus.

## Controversy over NSA causes Exec Council to reorganize it

The controversy over membership in NSA, the National Student Association, is not just occurring on the Webster campus. All over the nation, for one reason or other, colleges are reconsidering their NSA membership. The issue of Webster's membership was raised in a past edition of the Web when Madonna McGrath, sophomore, and Karen Smith, junior, voiced the con and pro views respectively on the matter.

The Exec Council also considered this issue in its Feb. 6 meeting. In spite of pressure by students and outside organizations asking for Webster's withdrawal from NSA, the Exec Council voted to retain NSA at Webster. However, this retention requires a reorganization of NSA's present

campus structure. Instead of having the NSA coordinator elected by the student body, the coordinator will be elected by Executive Council and function as a cabinet officer in that organization.

The arguments against membership in the NSA center around two basic points. First, the NSA is noted for its political liberalism. Every summer the NSA holds a convention at which it passes a number of resolutions dealing with different aspects of the "role of the student." The contention centers around exactly what the role of the student includes. In past years the NSA convention has passed resolutions favoring the entrance of Red China into the U.N., censuring U.S. involvement in Viet Nam, and urging rapid action in the field of civil rights.

In addition to this main consideration, the council called into question the effectiveness of NSA as a campus organization. The NSA seems to affect very few students and to carry very little weight on campus. With this limited effectiveness, the council wondered if the NSA was justifying the expense of maintaining its membership.

Karen Smith, NSA coordinator, spoke in favor of its retention. The main service that NSA can play at Webster is as an information agency. NSA maintains a wide library of publications which deal with all phases of life on campus. Many organizations on campus have found it useful to have the NSA publications to draw from and the need for this type of information seems destined to grow. In addition, there are scholarships, student exchange programs, and reduced rate travel plans available through NSA and its international affiliates.

Therefore, the Exec Council decided to retain NSA but to subject it to thorough reorganization. In the future the NSA coordinator will be elected by the Exec Council, rather than by a vote of the Student Body. The coordinator will function as a cabinet officer in the council and work through the council to make the services of NSA available to the students. In this way the Exec Council hopes to keep NSA alive and useful on campus.

## Art department insight to present and future plans

by Jacque Black

So often the study of art is thought of as the training of the hands to respond deftly to the mind. This is certainly a distinct part of art study, but at Webster the study of art includes far more. It is a nebulous thing, though, which thankfully cannot be grasped long enough to define; it can only be talked about.

Webster art department chairman Sr. Gabriel Mary Hoare, who received her master's degree in two-dimensional art at Notre Dame, remarked, "Art is not an isolated discipline. Art above all must be the expression of a total person; the richer the person, the richer the expression. So the study of art must be more interrelated with the experiences of life itself than other subjects."

Not only more interrelated, but also, as Rudolph Torrini, Webster sculptor, expresses it, more disciplined. "The study of art is so big and vast and broad, I can't define it. It is all-encompassing and discipline is the base." The student must be willing to discipline himself and to search relentlessly for the "awareness" that is so necessary to the artistic being. "To make the student become aware" is Mr. Torrini's constant striving to help the student establish the "basic facility and discipline to implement the reaction to this aware-

ness in some form of communication—sculpture, drawing, painting, or what-have-you."

Sr. Gabriel Mary explains that what she is working to achieve with the students in her art history classes, is to show the "patterns of growth and man's continual striving to express what is most meaningful to him in his particular time." And to her serigraphy students she is introducing "a graphic medium and helping them to explore the possibilities of the serigraphy process." People should learn "to respond to value wherever it is found" and to be able to use "visual expression as a normal means of communication. Art is something that, in some way, should be a part of everyone's life."

Robert Strobridge, one of Webster's graphic artists, divides his teaching of art into two major actions: 1) a relentless barrage of stimulation created through a conducive environment of learning and the questioning of his students about their work, and 2) by always making time for his students and seeing that they have a type of "ideological elbow-room" in which they are free to explore without searching for "terminal points."

"Art should not," said Mr. Strobridge, "be the reflection of times,

but fulfillment of times. About the art department in relation to the rest of the college, Mr. Strobridge says he has a dream that the art department be a "space, an environment, a commodity of time that is available to all students for their exhaling or expressive actions. This would cause dynamics in relation with other departments in the liberal arts context which are mostly inhaling, receiving."

Asked about the future of the art department, Sr. Gabriel Mary reveals many new and interesting dimensions which are in store. Another full-time professor in painting and drawing will, perhaps, be added next year along with a course in three-dimensional design. "We hope to build in the area of three-dimensional design, which is related to sculpture." New and better exhibit areas will also be available next year since the entire foyer of the Loretto-Hilton will be a gallery. A continual series of professional exhibits has been scheduled for the gallery. The first show will be composed of art works from the Morton D. May contemporary art collection. Sr. Gabriel Mary expresses a hope that the art department will remain in a state of constant flux, "moving and changing toward our goals. Changes that have been taking place in the art department

are reflective of changes taking place in the rest of the college. We hope we will continue to change."

Mr. Torrini, a noted artist on campus, with many credits to his name (a few of which are a certificate from the Academy of Fine Arts in Florence, Italy, while on a Fulbright Fellowship; M.F.A. from Notre Dame while on a teaching fellowship; and National Park Service Award to do the Figure for the St. Louis Riverfront) cited "diversity comprised of different approaches and points of view" to be the "greatest strength of the department."

Diversity is now and will continue to be the strength in the future if the department is to grow. The various faculty artists will continue to present to the students a variety of art forms ranging from the academic and universally beautiful approach to the ever-changing, explorative approach — each of which reinforces and complements the other.

The art department is growing not only in curriculum, faculty and techniques, but also in freedom. And, as the department grows so also will grow the aspiring student artist towards more and more meaningful and artistic application of his or her study of art at Webster.

# Students will perform for 'Campus Talent 66'

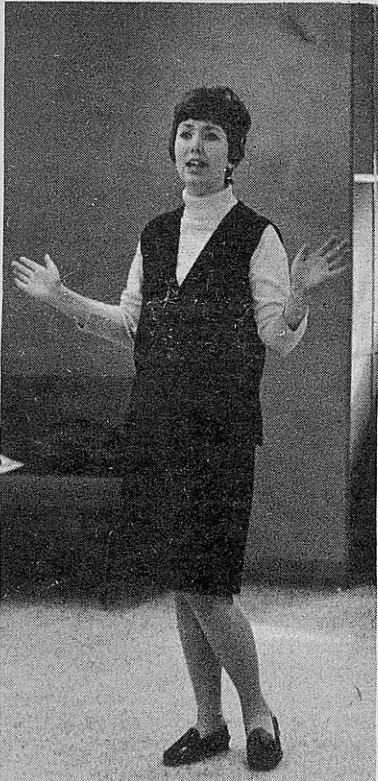
Madelyn Cain, sophomore, Paige Massman, freshman, Priscilla Ryan, sophomore, and Prudence Thoma, freshman, have been chosen to represent Webster College in "Campus Talent '66."

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

Corinthian Productions stresses that the program is not a talent contest, but an opportunity for students to demonstrate the abundant talent in colleges today.

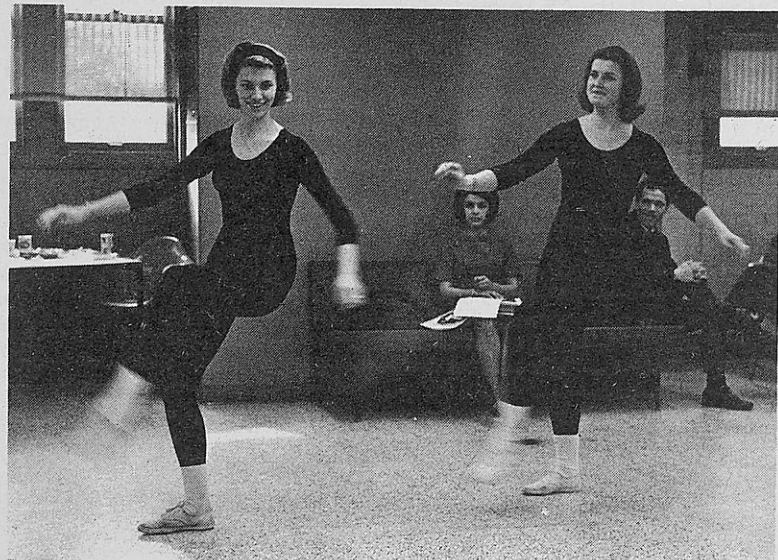
Jack Lindsay, director of public affairs and events, said, "With four girls being chosen from Webster, we have more than our share in the hour show. This just serves to show the high calibre of teaching and talent existing here at Webster."

The televising date of the program, as yet undecided, will be in early spring.



above

Madelyn Cain, a sophomore Theatre Arts major, had the lead and helped direct "Fiorello" and "The Music Man." She directed five productions in high school; has performed in Webster College's Word Shows, had parts in "Ernest in Love" and "The Days and Nights of Beebe Fenstermaker." She also had the female lead of Evie in "Stop the World . . . I Want to Get Off." She would like to do professional acting.



below

Paige Massman, a freshman Theatre Arts major, would like to do a little professional dancing, and then do choreography or directing. She did the choreography and dancing in "The Music Man" and "Tom Sawyer" in high school and has danced on television as one of the Centennial Nuggets during Montana's centennial. She has taken lessons for nine years and has done summer stock.



bottom left

Prudence Thoma is also a freshman Theatre Arts major. She would like to do professional dancing and teaching and has taken lessons for six years. She taught at a local dance studio, has danced in the Toledo Ballet Association and the International Ballet Association. She danced in "Aida" and the "Nutcracker Suite." She also danced in high school class productions and choral concerts.

bottom right

Pris Ryan, a sophomore Theatre Arts and Dance major, has taken dancing lessons for twelve years. She would like to do a little professional dancing, choreography, teaching, and set up a dance department with history, theory, and pedagogy. She has danced in the Shakespeare Summer Festival, and on television in the Peace Pageant and "The Magic Rose" in Washington, D.C. She was in the "Crew Follies" in high school, has performed in the Word Shows, was assistant choreographer for "Carnival." She studies with the National Ballet in Washington, D.C. She would like to attend Jacob's Pillow for a nine weeks summer course in intensive training of all dance areas and would like to do Broadway musical comedy.



Three politically active Young Republicans pictured with Clarke Reed, Chairman of the Republican Party of Mississippi who spoke at the February 23 meeting. Left to Right—Chris Allen, Madonna McGrath, Mr. Clark, Joanne Bruegge.

## Mississippian Clarke Reed addresses YR's

Clarke Reed, Chairman of the Republican Party of Mississippi, addressed an informal meeting of the Young Republican Club on Wednesday, February 23, in Maria Lounge. Mr. Reed spoke on the organization, aims, and functions of the Republican Party, as well as, the racial condition of his state.

Mr. Reed stated that the Republican Party in Mississippi is the only hope of his state to get back into the mainstream of political activity. The block voting of the past will be broken up and apathy destroyed as young, interested Republicans take an active hand in reinstating the two-party system in Mississippi and throughout the South. Mr. Reed feels that the racial crisis in the South is over, and that with time and effort the rights of Negroes will be fully realized. He said that he is a conservative, and believes that this ideology includes respect for human dignity, free enterprise, and as little government control over the individual as possible.

A question and answer session followed Mr. Reed's remarks.

The next meeting of the YR's will include election of officers for the coming school year and an explanation of the Missouri Intercollegiate State Legislature.

## Jeanne D'Arc plans activities

Jean-Jacques Marie, a young Frenchman, spoke to the members of "Le Club Jeanne de Arc" on "Youth in France" at their February 23 meeting, ushering in a busy round of activities for the members of "Le Club Jeanne de Arc" in coming months.

At the end of March a "Crepes Party" will be given at the Kirk House. The members of the French Club will prepare their own crepes suzettes and view the French film, "Le Ballon-Rouge."

A field trip is scheduled for March. Club members will travel to Kaskaskia, Illinois and tour the first French settlement of the Middlewest. Here, French traditions are carried on as they were in the days of the settlers.

The final activity of the year will be a picnic in May.

## Human Relations Seminar Questions God is dead phil

"God is Dead and the Christian Ethic," the third in a series of six Seminars in Human Relations sponsored by the National Conference of Christians and Jews, was held February 23 at Webster College. David Smith, assistant professor of history, and Joseph Hallman, assistant professor of theology, were the speakers. Their presentations were followed by questions from the audience and discussion. Webster College students who planned the series of seminars included Matt Green, senior; Barbara Neilon, junior; Sherry Donohue, sophomore; and Cam Nelson, freshman.

Mr. Smith spoke of historical factors in Western civilization leading to a secular and atheistic society. Among these he included the increasing emphasis on man which leads to a lessening of the religious tone of society; the aim of society to create a cult of happiness; the growth of science which breaks down man's faith in the supernatural; the steady growth of material prosperity; and the main ideological worlds, capitalism and communism both based on the secular, in which modern man lives.

## Jody Kopine Wins Symphony Award

Jody Kopine, senior soprano, won one of the four Young Artist Awards in competition sponsored by the St. Louis Symphony Sunday, February 27. This award given to non-professionals entitles Jody to perform with the St. Louis Symphony at a later date.

The competition consisted of a morning session during which contestants were judged by a panel of three. In the afternoon the finalists selected by the panel were evaluated by the conductor of the St. Louis Symphony.

Jody, student of Sr. Paula Caretto for three years, studied in Vienna at the State Academy of Music and the Performing Arts last year.

Jody is the sixth winner of the Young Artist's Award from Webster. Last year, pianists Arthur Combs and Nancy Alsmeyer both juniors, received the award. Other past winners include sopranos, Patricia Blaylock '64 and Donna Jennewein '64 and Linda Sharp '60, pianist.

Mr. Hallman said that it is not God who dies but man's concepts of God which die. The concept of the medieval Christian God and the mythical concept of heaven are dead. Every single conceptualization of God is subject to death because God cannot live in man's ideas but only in his life. Man's conception of God is always relative and only approximate. Modern man's problem is not whether he can believe in God but rather how does he give expression to his faith.

Another of the series titled "Prejudice and Discrimination" will be held at Webster on March 9.

## YD's sponsor Rep. Grellner

The February 25 meeting of the Young Democrats featured state Representative John Grellner who spoke on his role as a member of the Missouri General Assembly. Mr. Grellner explained aspects of legislation such as how a bill becomes a law, the role of lobbyists in state politics, committee structure and duties, and the channels of information open to members of the legislature. Rep. Grellner also commented on the role of the Democratic party in St. Louis area politics.

The proposed voter registration drive to be sponsored by the YR and YD clubs was discussed. Mrs. Roslyn Harrison, faculty advisor to the Young Democrats, gave a short talk on the scope and the objectives of the drive. Concentrated in two inner-city wards, the program will be expanded to other parts of the city if successful.

Rep. Grellner commented on the drive saying that he thought it was a good idea but he questioned whether it would be effective in the inner city which is largely Democratic. He suggested that the YD's concentrate their efforts in the precinct that includes Webster College. This precinct is a marginal district where Mr. Grellner seemed to feel the drive would have more impact.

ATTENTION  
YD'S AND YR'S  
MISL REGISTRATION DUE  
MARCH 11

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## S.A. Campaigns provide close election contests

**Election Results: President, Rose Giardina; Vice-President, Ann Garrity; Secretary, Carolyn Kolb; Treasurer, Joyce Dohr; and Miss Webster, Barbara Williams. 504 students voted in the election**

During the March 25 campaign speeches, Rose Giardina and Ann Garrity felt that the most serious problem facing the Student Association is the lack of communication among the students. They felt that there is at present no clearly stated definition of the role of the Student Association and that "it has no personal relevance to the average Webster student." Rose stated, "If the Student Association does not affect each of us individually, then it is not a vital organization." They envisioned the Student Association as a union of students organized for the common purpose of communication among students. At another point, Rose said that the "Student Association is a united effort on the part of all students to reach out for information." They also postulated that the Student Association "exists for the benefit of the individual student."

In addition to the primary concern of promoting communication among students, Rose and Ann held that "the purpose (of the Student Association) is to provide students with choices, with the possibility of gaining maturity by choosing between multiple alternatives."

"In hopes of creating the Student Association that they envisioned Rose and Ann campaigned on a four point program:

- 1) Publication and distribution of minutes from Executive Council meetings.
- 2) Monthly information forums in Maria Lounge.
- 3) Making the Student Association office a common meeting grounds for all students—for information, complaints, questions, and ideas.
- 4) Necessity of an organization comparable to Resident Council for day students? How can we include our married students? Our student Sisters?

In closing Rose stated, "Most important of all, we want the Student Association to be a clearly defined organization which means something to each individual student. The Student Association is not separate from the students, the Student Association is students. Our platform is students: all of us together."

Betse McNamara and Elizabeth Donegan also attempted to define the role of the Student Association and to propose a plan to implement this definition. In their view "the Student Association is a service organization. It is a place to act in numbers and to get things done. The Student Association exists to open the valves of communication between the students and the administration, the students and the faculty, and the students and the community-at-large." They proposed that their working concept of the Student Association include the entire college community, student and non-student alike. The Student Association would become a place "to react in" and "to react to." Betse commented that "Webster thrives on spontaneity; the student body thrives on spontaneity; but spontaneity without action is empty."

Their platform for action included six basic points:

- 1) Initiation of an academic evaluation program on the student level.
- 2) Expansion of the services of the present "Webster Way" to make it the high class information organ of the Student Association.
- 3) Continuation and expansion of the kind of involvement which lets the Student Association now act as the placement organization for babysitters.
- 4) Involvement in the creation of a St. Louis Inter-Collegiate Council from the presently existing College Students in Community Service and Inter-Collegiate Social Council.
- 5) Continuation and expansion of the cabinet system in student government.
- 6) Development of greater interest and involvement in the present group system operating in the classes.

## Sr. Bernard wins grant

Sister M. Bernard Barbato and Frank Armstrong, teacher of Modern European History at Clayton High School, have been given a grant by the Department of History at Carnegie Institute of Technology. They will participate in the NDEA Summer Institute at Carnegie Tech. Ultimate goal of the institute, which has the backing of the U.S. Office of Education, is the strengthening of preparation of teachers of history for the high-school level.

The institute accepted only 24 participants, 12 two-man teams consisting of a college teacher who teaches a course in "Methods of Teaching History in Secondary Schools" and a secondary school critic teacher who works with the student teachers enrolled in the methods course of the team applicant.

The six-week program will consist of one course, The Structure of History, considered in four alternative ways: as a process of inquiry, as significant interpretations, as a social science, and as a humanistic discipline.

## Frat to pledge nine musicians

April 6 at 8:00 p.m. Gamma Omega, Webster College chapter of Sigma Alpha Iota will initiate nine girls. The girls to be initiated are: Melodee Placial, Esther Harkins, Cathy Ann Kenner, Trudy Byron, Carole Lewis, Sue Enright, Linda Geiger, Jean Trinajstic, and Barb Anderson.

The prospective initiates completed a six week pledge training period during which they learned about the Sigma Alpha Iota organization. At the end of this period they were given the pledge examination.

Since Sigma Alpha Iota has as one of its purposes the furthering of the development of music in America, the members and pledges of Webster's chapter performed an American Music program on March 30. Appearing in this program were members Nancy Alsmeyer, Sue De Clerk, Mary Beth Farley, Sue Jost, Jody Kopine, and three of the pledges Sue Enright, Carole Lewis, and Melodee Placial.

Works of Roy Harris, David Burge, Howard Hanson, and Samuel Barber were among the selections performed.



Mr. William Frye, producer of "The Trouble With Angels" which premiered in St. Louis March 30, was the guest of honor at a luncheon given at Webster College Tuesday, March 29. Pictured from left to right are: Michael Flanagan, theatre department; Jack Lindsay, director of public affairs and events; William Frye, guest of honor; and Sister Marita Michenfelder, head of theatre department.

# The Web

Webster College

Webster Groves 19, Mo.

VOL. XLIII

April 1, 1966

No. 8

## Cheek earns soph award

Each year the St. Catherine Award is presented to the sophomore who shows the most promise of becoming a member of Kappa Gamma Pi, the national honor society for Catholic laywomen. Connie Cheek, by faculty vote, is this year's recipient of the award. Connie will receive her award at the installation dinner for the Kappa nominees.

Since the primary purpose of the St. Catherine Award is to acquaint undergraduates with the Kappa Gamma Pi honor society, the requirements are nearly the same as those placed on the graduating seniors; a GPA of 3.6 or over, and the potential to become a member of Kappa upon graduation. Seven sophomores, Connie Cheek, Ann Garrity, Ginny Harrison, Mary Pat Reuwer, Jacqueline Roch, Mary Kay Kuzma, and Jane Logli, were eligible for the award.

Past winners still on campus are Angel Fitzgerald and Susan Heinkel, who was elected to Kappa this year.

## Game to feature co-ed basketball

Parksman Charles Oliver, as commander of the Arnold Air Society and "official promoter of the Webster-Parks relations" has challenged the girls at Webster to a basketball game Saturday evening April 2 at 7:30 in the Nerinx gym.

The game is supposedly "all in fun" but there is a penalty for the losing team. The losing team must go to the winning school to serve "coffee, tea, milk, and water" at one of the lunch hours.

The game will be followed by a dance in Maria Hall with music by the Ducains of Parks. The dancing will begin about 9:00.

In keeping with the spirit of election week, the Young Democrats held elections for their officers for the 1966-67 school year. They are as follows: Beth Stearns, president; Pam Tracy, vice-president; Maureen McDonald, secretary; and Joyce Baxter, treasurer.

The French Club, Jeanne d'Arc, elected its new officers this week for the 1966-67 school year. The new president is JoAnn Busse; vice-president, Judy Chik; secretary, Jolee Renna; and treasurer, Jayne Ritchie.

## Concerts to herald spring

Webster's Music Department ushers in the spring season in traditional style. The spring concert, to be presented April 4 in the auditorium, heads the season's calendar. Consisting of selections from large choral works, the program covers a century of music from Bach to Debussy. The women's and mixed choruses will sing numbers ranging from the majestic Choral Fantasia of Beethoven to the simple Folk Songs of the Four Seasons by Vaughan Williams.

In the weeks following the concert, faculty and student recitals will be given. Fulfilling requirements for their degrees, Nancy Alsmeyer, junior, and Mary Beth Farley, senior, will perform on the piano; seniors Jody Kopine and Gloria Lamm, sopranos, and Gregory Bottini, junior, tenor, will present voice recitals. Faculty member Dwight Jack, baritone, will also give a voice recital.

In addition to performing individually, members of the "Webster Trio" — Sister Mary Eloise Jarvis, pianist; Dr. Joan Mack, cellist; and Mr. Gerald Fischbach, violinist — will combine their talents in a program concluding the season. This year as always, with both the concert and the recitals, the Music Department promises "a breath of spring."

## Kappa gains three seniors

Susan Heinkel, Barbara Speas, and Mary Frances Summers have been elected by vote of the faculty to Kappa Gamma Pi, a national honor society for the alumnae of Catholic women's colleges. The three seniors will be welcomed into the St. Louis chapter of Kappa at a formal installation dinner to be held sometime in April. In addition, the girls will be recognized at the Senior Honor's Assembly.

The Webster catalog states that: "Students graduating with honors are eligible to be elected to Kappa Gamma Pi. A potential for leadership and a spirit of service are further qualifications for the nomination which is made by a faculty vote." Stated in more concrete terms, the qualifying student must have a GPA of 3.6 out of 4.0 at the end of seven semesters, must display leadership in extracurricular projects, and must have attended Webster for two consecutive years.

Susan Heinkel has been a class officer, a member of the Social Planning Committee, has worked as a choreographer in school productions, and taught ballet in a

(continued page 2)

## Abolition of comps gets much notice

Due to the in-comparable efficiency of the pre-comp English study groups, Sister Debored O'Standards announced today that comps would be waived to help the students keep their composure.

"Much is at stake," she pointed out, "for what board of examiners would dare face such a Bright group of students—they might appear unenlightened, so to speak. We hate to put students in such a bind since they've read all the books, so the Day of Doom, which is never on Sunday, won't even be Saturday this year."

(See related article Page 5)

# The Web

Founded October 3, 1924  
April 1, 1966

## Editorial

### Editorial Manifesto

As far as is known, no one as yet has been able to come up with a clear definition of what a paper is or what its rights are to be. Like all things that are important or are taken seriously, the concept of a newspaper resists being tied to words. Good journalism is as much a philosophy as it is anything else. As editors change, philosophies change and need periodic redefining.

The Web is primarily exactly what it claims to be—a student newspaper. It is a vehicle for communication to the Webster College community. It tells, as factually as possible, the events which are taking place on the college campus. It hopefully lets each student and each faculty member know what is taking place in terms of the whole college. And yet it is much more than a glorified bulletin board in that it hopes to cover the news in a depth impossible to mere notices, and that it attempts to capture events for those unable to attend them.

But the Web should be much more than a dry fact sheet, it should be a vital organ of communication. The editorial page should be an open forum of all opinions, even the most unpopular and controversial. The editorial page is sincerely open to all contributions on any topic by anybody. The letters to the editor should likewise be a useful way of bringing opinions to the open forum for discussion in depth. And we hope to make them that.

But even more than this, the Web must be able to form opinions and enter into controversy rather than merely recording continually the opinions and controversies of others. The Web must be allowed to take a stand on vital issues and to express that stand as forcefully and as responsibly as it can.

It remains to be seen, of course, what all of this means in practice but we believe Webster has a right to a truly living news media.

peg mcMahon

### Letters to the Editor

Webster's YD's,

YR'S in majority

Dear Editor:

The Missouri Intercollegiate State Legislature Pre-Convention held March 26 gauged accurately the political awareness and interest active on our campus. The Young Democrat and Young Republican delegations from Webster exceeded by a large number the groups from other colleges and universities in attendance. The Young Republicans of St. Louis were allotted fifteen delegates to MISL of which six are from Webster. The Young Democrats, given a quota of ten in St. Louis, are sending five delegates from Webster. Beth Stearns, YD, and Chris Allen, YR, were nominated by their party caucuses as candidates for Permanent Chairman for next year's Pre-Convention. Such spirit and political initiative of both the Young Democrats and Young Republicans at Webster is truly commendable.

Chris Allen

#### WHO IS WE?

Dear Editor:

I want to express an opinion regarding the WEB extra distributed on March 29th. This editorial comment dealt with the WEB's position during the S.A. campaign.

What I do not understand is the "we" reference that occurs several times in the editorial. The editorial "we" usually implies that the

opinion expressed or the fact stated is representative of the feelings of the entire staff involved. As far as this "Extra" is concerned, I feel that the editorial "we" is unjustified. Not all the staff members did agree with the position stated. More importantly, not all the staff members were asked about their opinion in this matter.

True, all members of a single staff cannot be expected to hold the same position—but having one person speak for a partially unconsulted staff is ridiculous.

I would appreciate a clarification of this matter.

Ann Radcliffe  
WEB Business Manager

#### It's difficult to read

Fellow Webster People,

Lately, it has seemed difficult to read a poster or display without the benefit of someone else's side comments written in or, occasionally, a complete written dialogue between passing observers. For a while these talented persons limited themselves to posters and advertisements, but recently they have moved on to more glorious heights such as displays and posted newspaper clippings. Would it be too much to ask these people to tolerate the idiosyncracies of myself and others who would be perfectly contented to read only what the original author intended to be read? Thanks.

Judy Torczynski

## Modern parable predicts tomorrow's tale

And to them the Lord saith:

And it came to pass early in the morning of the second day of April of the year 1966, there arose

a multitude smiting their books and wailing. And there was much weeping and gnashing of teeth, for the day of judgment was at

hand and they were sore afraid. For they had left undone those things which they ought to have done, and they had done those things they ought not to have done, and there was no help for them.

And there were many abiding in their rooms who had kept watch over their books all night, but it nought availeth. But some there were who arose peacefully for they had prepared for themselves the way, and made straight the path of knowledge. And these were the wise, who were known to some as the burners of the midnight oil, but by others they were called curve lousers.

And the multitude arose and ate a hearty breakfast; and they came to the appointed place, and their hearts were heavy within them. And they had come to pass, but some of them to pass out.

And some of them repented of their riotous living and bemoaned their fate, but they had not a prayer. And at last there came among them one known as the instructor, he of the diabolical smile, and passed paper among them and went upon his way.

And many and varied were the answers which were given, for some of his teachings had fallen among fertile minds, others had fallen among the fallows, while still others had fallen flat. And some there were who wrote for two hours, others for four, and some turned away sorrowful. And many of them offered up a little "bull" in hopes of pacifying the instructor, for these were the ones who had not a prayer. And when they had finished they gathered up their belongings and went away quietly, each one vowing to himself, in this manner: "I shall not pass this way again."

And the hearers went away much saddened for they realized that their time was about to come.

And taking these words to heart, they went into their dwelling places to prepare for the day of reckoning.

Too timely to miss, this was adapted from a paper distributed at the College of St. Benedict, St. Joseph, Minnesota.



Copied from a sketch published in the Record of St. John's University, Collegeville, Minnesota.

### The lethargic liturgy

If Webster is in motion it is not affecting the chapel or the Liturgy. Daily Mass is celebrated in a milieu of the past: antiquated statues and pillars, Stations of The Cross, and the Via Dolorosa (Seven Sorrows—the originators of the popular devotion have already officially discontinued the service because of its lack of proper theological emphasis).

Our worship is unenthusiastic and formalized, typified by the sparsity of offertory petitions, the timid mumbling of names at the Mementos, the lack of attendance, and deadness of the celebration. Those who have stopped going have proclaimed in a quiet way that the Liturgy is irrelevant to their lives. But this attitude is indicative of immaturity: rather than finding meaning in the core of our religion, they have chosen to drop it altogether, or are not responsible enough to put meaning into it. Are we mourning the loss of the past or just unconcerned?

The apathy of our Liturgy is immediately evident in the music we use. Instead of providing stimulation for enthusiastic worship the music dampens any enthusiasm that is there. The same songs are used over and over and are often expressions of yesterday's congregations. The few times that lively music is present it is due to Bob Blue: he comes one day with

original music and accompaniment, leads the singing, and the liturgy is beautiful, but the next day we are back in our rut. Bob is a strong crutch, but we have not learned to walk. We need music of today for Webster's own worship.

Can't someone from the music department compose contemporary music for us? Can't our folk singers bring their guitars and lead us in recently published folk Masses? The music department is evidently present on the big occasions, but why isn't their presence felt daily?

Out of the fifty men on campus only five are commenting, one of whom isn't even a student. The drama students are trained to deliver a message effectively, but none are represented.

Limited interest in providing a contemporary atmosphere in chapel has been shown by the art department, but there is still much to be done.

Our theology department is revitalizing itself, but why hasn't it made a more effective impression on our liturgy, the core of our theological expression? Where are our student theologians leading us if not to a meaningful and contemporary form of worship?

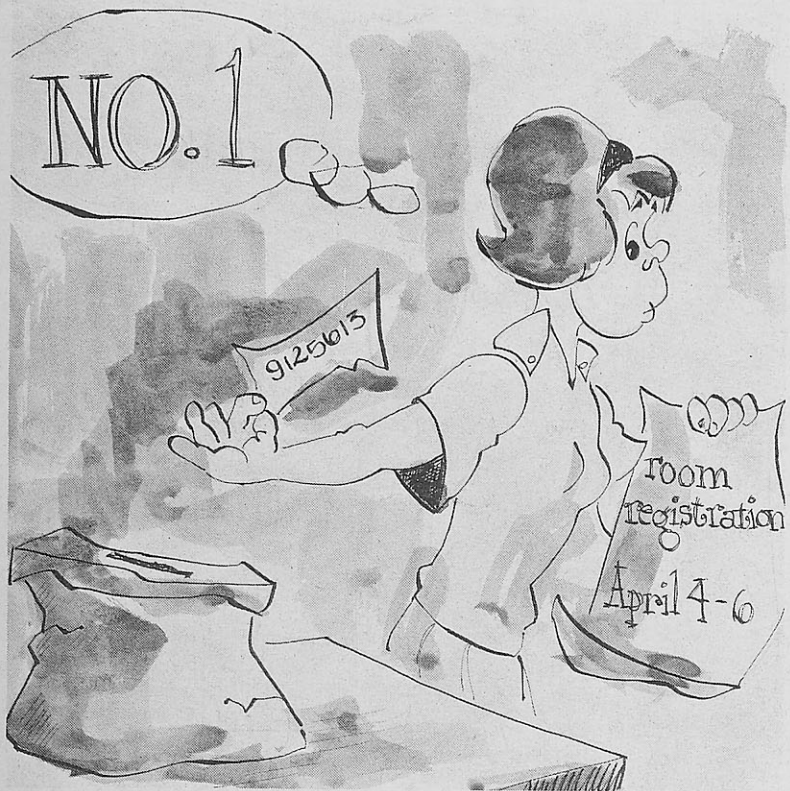
Webster College is trying to provide an atmosphere where we can develop responsible and energetic people. If we can't provide a meaningful liturgy in our own college, what kind of impact will we make on our parishes and society?

—Terry Barrett

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

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## Resident Council initiates new registration system

by Rosemary Bergin

It has been "mentioned" on occasion that Webster students have little interest in campus affairs other than the academic. If there is to be an accused and an accuser, we would probably find that both parties are at fault. We may, however, rejoice in our new found realization that Webster students have not become "apathetic." At least they are not apathetic when you hit them close to home, and that's exactly what happened at the last meeting of Resident Council.

The agenda for the meeting included discussion on the procedure for room registration for next year. The turnout for the meeting was a bit overwhelming as you could barely distinguish the Wing Raps among the vast sea of faces. There were two major points bantered back and forth in reference to room registration. The first was retaining the "old system" of lines in front of Mary Stier's office for days in advance, adding to the discomfort of both those people sleeping on the floor and others merely attempting to walk on the floor rather than on a carpet of prostrate bodies. Everyone was in favor of abolishing the present system, and a new system was created.

Room registration will take place at the beginning of April. There is no registration "fee" to

be paid this year, since last year's fee is being held and carried over on to next year's expenses. The process of registration will continue according to classes beginning with the incoming seniors and ending with the incoming sophomores. The procedure will be as follows: beginning with the senior class, each person will draw a number. For example, if there are fifty incoming seniors the numbers will range from one to fifty; each member of the class getting a number. The procedure of drawing a number will be the same for each class. Registration for rooms will then be held in chronological order starting from number one of the numbers drawn.

Resident Council also agreed to keep a representative group of each class on each floor. This system was devised last year, and seemed to be profitable to everyone, since there was no objection to continuing the system.

Housing available to resident students next year will be Loretto and Maria Halls, the Apartments, and the fourth floor of the Administration Building, newly called "the Penthouse." Houses will also be available with the understanding that the dorms will be filled first, so there is a risk involved in registering for a house.

Resident Council will soon notify all classes as to the definite dates and times for room registration.

by Lucy Christman

Last December, thirty-one faculty members of St. John's University were fired without a hearing in the middle of the semester. At least twenty-three of the teachers were not allowed to continue their classes until the end of the semester. For the past two years, members of the faculty have been clashing with the Vincentian administration which they believe to be too powerful. Teachers complained that they had no voice in university plans or policy. In addition, they wanted more definite tenure rights, better salaries, and a system to provide for the settling of grievances.

Reactions elsewhere

The publicity given to the St. John's dispute has had repercussions elsewhere. Other colleges and universities have begun to reconsider their own systems. Recently faculty members at Catholic University in Washington, D.C. walked out on a meeting with the dean of the College of Arts and Sciences. Several faculty members stated that they were upset because the dean gave them little freedom to help run the school and that teachers are not often consulted when important changes are to be made in departments or when a new school is to be added. These events have caused many people besides educators to re-evaluate the basic structure of the Catholic college and university.

"America's" opinion

St. John's is an exception in that its board of trustees is also made up of the Vincentians who run the school, and it is this arrangement which has prompted many to wonder just how much control a religious order should exercise over a university or college. In a recent issue of *America*, the editors posed this question: "Should the Church withdraw from the university?" They cited the possible dangers of a religious order having majority control of a university. The first danger is that deficiencies in the spiritual and theological training of the order can hamper the university's effectiveness to the students and to the Christian community. Second, this kind of control can lead to the undervaluing of the secular; and third, the ability of the layman to make the Church present to the world remains undeveloped. These are only possible dangers. *America* added that control of a Catholic university by priests or other religious does not inevitably lead to an "indoctrination mentality."

Another view was offered by William D. Kelly in the issue of "Commonweal" devoted to Catholic higher education (Jan. 28,

1966). Kelly, Assistant Professor of Theology at a seminary in Vermont, insists that there is an inequality between religious and laymen on most Catholic campuses today. Religious orders running a school usually hold down key administrative posts and headships of departments. Thus there is limited opportunity for the lay educator to advance under the present system. Kelly thinks that a religious order can be an integral part of a college, but it should not have even majority control. Besides limiting the role of religious in administration, he would also like to put some checks on the administration itself. An active faculty senate is a "must." Faculty members should have a say in university policy especially that which pertains to salaries, tenure rights, and other benefits. A definite avenue of communication along these lines might have lessened the tension at St. John's.

A re-examination of the structure of Catholic institutions has led to a questioning of the quality of Catholic education itself. A recent study of church-related colleges and universities by the Danforth Foundation found that most of these schools are better academically, but weaker religiously, than most people realize. The contributors to *Commonweal* concur in these findings. They repeatedly express the desire that Catholic institutions cease to be just a "pale shadow of secular education in America." A Catholic university should be positively Catholic. In the same issue Joseph F. Mulligan, S.J., writing of the present state of Catholic higher education, concludes that the relation between academic freedom of inquiry and a Christian set of beliefs will have to be more carefully thought out before a Catholic institution can

perform its specific role in education.

Proposal of Fr. Mulligan

Father Mulligan proposes that a Catholic university set standards such as those put forth by Leonard Swidler in *The Christian Intellectual*: the heart of any Catholic institution should be a dynamic theology department which would unite the whole curriculum; a good spiritual life and liturgy should be a vital part of campus life; the faculty should consist of a majority of committed, perceptive Catholics who are tops in their fields. These teachers would keep up the developments of their faith and constantly try to see its relation to their academic field. This is a big order, but not an impossible one; however, Catholic education will probably have to be overhauled from top to bottom first.

Webster has made a great deal of progress in this direction, even in the over-all view of Catholic education proposed by Kelly. One of the reasons Sister Jacqueline accepted the presidency of Webster was to try to work out the problem of the College's control by a religious order. She is revitalizing the College in other ways as well. There are teachers and administrators at Webster who would have been found only on secular campuses five years ago. However, the kind of college Sister Jacqueline envisions needs not only a good administration and faculty; it needs improved students as well. These are people who no longer see themselves as merely passing through the education machine. These students are willing to take the opportunity to use the tools and the freedoms that they find here to build and shape their own education.

## Rey de la Torre lectures on classical guitar music

by Sandra Williamson

He played the piano by ear at the age of five, branched out into classical guitar at the age of nine, and was recognized as great at the age of ten. Rey de la Torre came to Webster College on March 24 to give a lecture and a concert.

During the lecture, Senor de la Torre discussed historical and technical facts. The guitar is a direct descendant of the sixteenth century lute and inherited both the literature and the spirit of the lute. Changes in this instrument, such as changes in shape, were made to render the music more effective. New guitars being developed today revert to the various kinds of lutes which existed during the sixteenth century, as picks correspond to sixteenth century quills.

The guitar, when used as accompaniment, is an instrument of practical benefit, both interesting and enjoyable, so that, once introduced into a country, it gains popularity quickly. The flamenco guitar, in its authentic context, is used to accompany flamenco songs and dances, which require great speed and various rhythms. When the classical guitar was becoming a concert instrument, there was a great resistance on the part of the audience because its new role was unfamiliar. Today it has become an accepted concert instrument.

The classical guitarist is concerned with the sound quality of the music he plays. His instrument is very limited in dynamic range, but he can create a rich-

ness of color, tone and volume if the sound quality is good. He wants the finest guitar available, then, and Senor de la Torre believes that this is the German-made Hauser. As with any fine guitar, its tone becomes better with continual use.

When asked after the lecture what he sees when he looks at an audience, Senor de la Torre answered with a chuckle that he sees only "vague forms," because he is nearsighted. Thirty-five to forty percent of the time, those "vague forms" are university or college students. He prefers playing for younger audiences because they have no prejudice against classical concert guitar music; they are more sophisticated and willing to listen to the guitar as a serious instrument.

Senor de la Torre said, though, that he does not really consider his audience while performing. His main concern is the music itself, and he never compromises to please an audience. He renders the piece of music according to what he believes the composer is trying to express.

Rey de la Torre has gone on extensive tours in many countries, and various composers, such as Julian Orbon, have written pieces especially for him. He manages to practice on an average of three hours each day. He encourages young, classical guitarists to continue studying, and says that they have, since the guitar has been accepted, more of a chance for success today than at any time before.

## Madison Project 'educating' white rats

by Jacque Black

Two of the rooms in the large two-story Madison Project building are now housing groups of little white rats. The animals are part of a lively and interesting dimension which has recently been added to the experimental efforts taking place at the Project headquarters on Big Bend.

It is believed by those in Madison Project that young people are capable of learning far more than that which is being presented to them. Thus, the concept of latent learning, based on the premise that performance is not indicative of learning, is being quite thoroughly researched. It is in this research that the aid of the rats is being employed.

Toni Rapone, a junior in experimental psychology, is heading the "rat research," while she is in St. Louis on a non-resident term from Bennington College in Vermont.

Toni divides the animals into three groups, one a control group and the remaining two experimental groups. The rats must learn to find their way to a specific point of a rather difficult maze. Upon reaching their destination, the members of the control group are immediately rewarded with food. However, the rats in the first experimental group were not rewarded until their fourth day and those of the second group, not until the seventh day, even though they had found their way to the specified point.

Unlike the control group, the experimental groups were removed from the maze after reaching their destination and placed in a cage where they were fed an hour later. In this way they made no connection with their completion in the maze and their receipt of food. Consequently, the performance of the unrewarded groups indicated

little learning, as their errors remained high in comparison to those of the rewarded control group. However, after the fourth day when the first group, and the seventh day when the second group were rewarded upon completion of the maze, the errors in the case of each group dropped 75 percent. This indicated that the animals had learned a great deal about the maze, but when given no reinforcement their performance was not indicative of the actual learning.

The entire experiment throws light on some challenging questions as to the type of thinking involved in learning and what actually constitutes learning.

The rats in the experimental groups learned without a reward even though their performances did not indicate this learning until they had been reinforced. Possibly

(Continued on Page 4)

# Beautiful People, Bedtime Story open in End Room Theatre tonight

Two one-act plays, *Beautiful People*, written by William Saroyan, and *Bedtime Story*, by Sean O'Casey will be presented in the End Room Theatre April 1, 2, 3.

Bob Kruger and Ellen Perry, both senior drama students, will direct *Beautiful People* and *Bedtime Story* respectively.

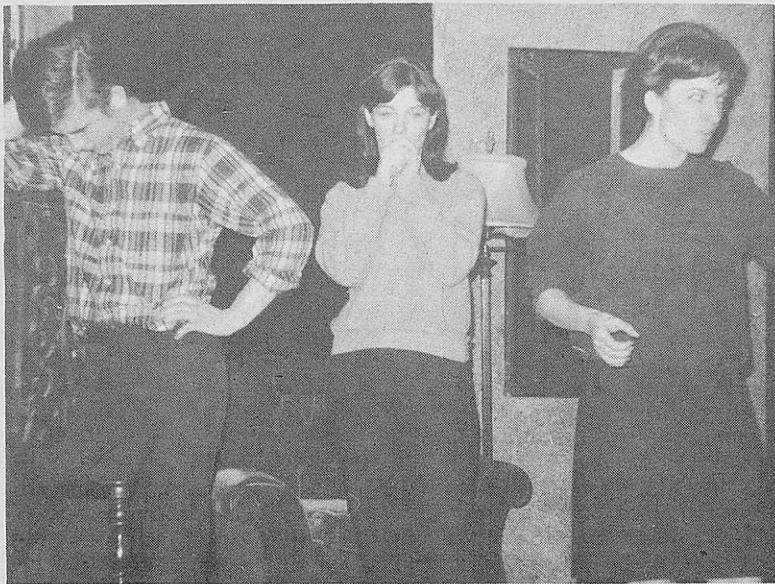
*Beautiful People* was originally produced and directed by the author, who gave three free performances of the play before the opening: one for children, one for people who had never seen a stage play, and one for people who stood in line one morning to get their free tickets for the performance that evening.

Phyllis Grennan, senior, will play the role of Agnes Webster, and Dave Huffman, junior, and John Keck, will take the roles of Owen and Jonah Webster. Dominique Guerin, junior, Tom Kampman, sophomore, Dan Ochs, junior, and Rose Vogel, junior, will also be included in the cast.

*Bedtime Story* is considered to be one of Sean O'Casey's most successful one-act plays. It is the story of John Jo Mulligan, an overscrupulous man who enjoys the horrors of martyrdom.

John Jo will be played by junior Kevin Manning. Leo Gugliocciello, freshman, Margie Burns, sophomore and Sara Garrity, junior, will take the roles of Daniel Halbut, Angela Nightgate, and Miss Mossie.

Admission for the two plays is \$1.00. Curtain time is 8:30.



Ellen Perry (right) directs a scene from the play *Bedtime Story*. Kevin Manning (left) plays John Jo Mulligan; Margie Burns (center) plays Angela Nightgate.



A crucial scene in the play *Beautiful People*, Father Hogan expounds his philosophy of life over drinks at the Webster home. Jonah Webster (left) is played by John Keck; Dan Hilbo (at right) is played by Dan Ochs.

## McGrath runs for Midwest YR federations Co-chairman

Madonna McGrath, sophomore, announced her candidacy for the office of co-chairman of the Midwest Federation of College Young Republicans at the March 7 meeting of Webster YR's. This office constitutes jurisdiction over a thirteen state area of CYR groups, and entitles its holder to participation in national party activities. Madonna is currently co-chairman of Region VII of CYR's which encompasses five states.

Election of officers for the Webster College YR's was also held at this meeting. Chris Allen, sophomore, was elected chairman; sophomore Joanne Bruegge, vice-chairman; freshman Kippy Greene, secretary; and Leslie Morales, freshman, treasurer. Committee chairmen were appointed: sophomore Dianne Bechtold, membership; Cele Husing, program; Toni Ceci, publicity; and Peggy Lucchesi and Martha Hubbard, political information. Cele, Toni, Peggy, and Marsha are freshmen.

The March 23 meeting hosted Eugene McNary, Republican candidate for Prosecuting Attorney of St. Louis County. Mr. McNary listed among his plans, if elected, a greater training program for county policemen, and a reduction of the period of time in jail for a person unable to pay bond before trial. A question and answer period followed. Refreshments were served.

## Elizabeth Travis, pianist, presents Chopin recital

A twinbill of recitals was given in the Recital Hall on the Fine Arts Campus Sunday, March 27. In the afternoon a Student Accordion Recital was presented. Miss Elizabeth Travis, artist in residence at Millikin University in Decatur, Illinois, performed an all-Chopin Recital in the evening.

Miss Travis' concert was presented by the St. Louis Alumnae Chapter of Sigma Alpha Iota, a national music fraternity, for the benefit of the Sigma Alpha Iota Scholarship Fund. Her program included the "Fantasie-Impromptu in C-sharp minor Opus 66" and the "Sonata in B minor Opus 58."

Miss Travis studied with the late Artur Schnabel, "one of the greatest pianists who ever lived." He is considered to have been one of the greatest interpreters of Beethoven. Miss Travis has concertized in Europe, South America and the United States. She has appeared as guest soloist with the Chicago Symphony, the Vienna Symphony and the Buenos Aires Symphony. She has been artist in residence at Millikin since 1945.

The Accordion Recital in the

afternoon featured Bruce Ballentine, senior, Virginia Klueg, junior, and Carl Torrizo, unclassified, who are all students of Mr. Eric Eberhardt of the Webster College music faculty. All three students are residents of St. Louis.

### Rats (continued)

reward is not at all necessary to learning, but necessary to good performance. One learns in a new and interesting environment. When the environment becomes dull one begins to make errors in spite of retained learning—a point demonstrated by a few rats who had become bored with the situation.

It is not only the number of errors made by the rats which is under investigation, but also the type of error. Is the rat less intelligent who takes more time to run the maze, but figures out a short cut, than the one who makes better time but uses a more conventional, less imaginative route? This is a question which seems to occupy Toni, and she's working to find new answers and smooth out the difficulties.

She is probing to discover the



Mr. Donald Hall discusses his work after the program.

## Poet Donald Hall gives reading and discussion

Donald Hall, poet, prose-writer, and playwright, gave an informal discussion and reading of some of his poems in the college auditorium March 23.

Mr. Hall read "The Lone Ranger" in which he wondered why the Lone Ranger wore a mask, "My Son, My Executioner" inspired by his first child's birth, "The Sleeping

Giant" written from a four-year old's viewpoint, satirical "Matter of Fact", and "Christmas Eve in Whitneyville" an elegy to his father. "The Snow" which he calls an act of spiritual exploration, "A Child" which investigates the inner life, "In the Kitchen of the Old House" which is the confrontation of a man's personal past with the present, "The Reclining Figure" written about one of Henry Moore's sculptures, and "Self-Portrait of a Bear" written because he thinks everybody is some kind of animal-type were other readings included in the program.

In a question period following the readings, Mr. Hall said, "The moment the idea of the poem comes is the most important to the creation of the poem, but each poem needs constant revising, scrapping, and rewriting for new words and images. Writers need to revise because of stupidity."

Mr. Hall, an English teacher at the University of Michigan, attended Harvard and Oxford, has a creative writing fellowship at Stanford, a junior fellowship at Harvard, and a Guggenheim Fellowship. He was poetry editor of "Paris Review" and has written a biography of Henry Moore. He has written three books of poetry: *Exiles and Marriages*, *A Roof of Tiger Lilies*, and *The Dark Houses*. He is the co-author of *New Poets of England and America* and the second selection of *New Poets of England and America*.

His works have been published in the "New Yorker", "Saturday Review", and Harper's." He has also written for "Horizon" and "Atlantic."

how of learning in organisms. The entire experiment "started out with latent learning as a sort of curiosity piece," remarks Toni. However, as she advances in her research, valuable conclusions may eventually be drawn. These conclusions will undoubtedly be applied by the Madison Project in their experimental approaches to teaching as they pioneer to advance the field of new mathematical education.

## Debate team competes in Mo. tourney

The newly formed Webster College debate team traveled to Central Missouri State College to compete with 28 other teams in the Annual Missouri State Debate Tournament on March 11 and 12. The team, composed of Heather McTavish, Frances Lillie, Trudy Villars, freshmen, and Jacque Black, sophomore, debated the national debate topic, Resolved: That law enforcement agencies in the United States should be given greater freedom in the investigation and prosecution of crime. Jacque and Trudy won two out of two of their affirmative debates and one out of three of their negatives for a final score of three out of five. Fran and Heather turned in a score of two out of five, winning one affirmative and one negative.

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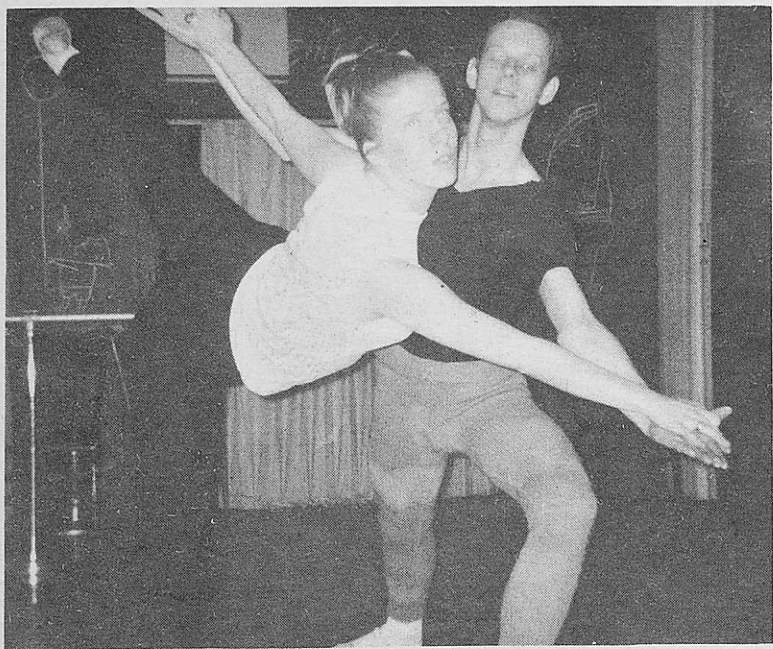
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VOL. XLIII

APRIL 15, 1966

No. 8



Rehearsing for tonight's program of modern dance and ballet are Pat Campbell and Bob Petersen.

## Modern dance, ballet show previews tonight

Tonight is the preview performance of a program of modern dance and ballet presented now through Sunday, April 15, 16, 17, at 8:30 p.m. in the auditorium.

The first half of the program, a lecture and demonstration of modern dance will be presented in conjunction with Washington University, with Annelise Mertz, a dance instructor at Washington U., directing. A lecture on the history of modern dance and a dance choreographed by Judy Mandeville will be followed by an original student choreography done by the modern dance class here at the college. Elaine Knudsen, junior and Stephanie Stoyanoff, senior will be among those participating in the dances.

The second half of the program consists of four ballets, all under the direction of Mr. Michael Simms, dance instructor at Webster. Mr. Simms also has dance studios in Clayton and Creve Coeur.

The first, a romantic ballet in four movements set to Mozart, will feature freshmen Pat Campbell, Bob Petersen, Sheila Antill, Prudy Thoma, Barb Barker, and Jane Lawler, along with sophomore, Priscilla Ryan. In addition to the above, Paige Massman, freshman, and Susan Flax from Mr. Simms studio will participate in the second ballet, The Spider

## Mass to feature original music

This Sunday, April 17, under the auspices of the St. Louis Catholic Radio and Television Apostolate, students of Webster College will comprise the congregation on the weekly television Mass. Broadcast is scheduled for 9:15 a.m. on KTVI channel 2.

Miss Mary Louise Burg, member of the theology department at Webster, was influential in organizing the Mass for Webster students. Production is supervised by Mary Mead and Brother George Wead, well known movie critic of the St. Louis Review. Celebrant for the Mass is Father Montgomery, assistant at St. Luke's Parish in Richmond Heights.

The music for the Mass was composed by Robert Blue. Most of the music has been tested at Webster College during the regular liturgy on Sundays.

Feast. Sophomore Priscilla Ryan will dance the lead role.

The third, a guest ballet called Pas Glazanov, will feature Mr. Michael Simms and Eugenia Hoeflin, a dancer from New York, along with Bob Petersen and Pat Campbell, Michael Henry and Edith Corn.

The finale — Opus; Maybe? — will be an adaptation of primitive movements of jazz music.

Admission for the dance program will be \$1.00.

El Club Hispanico will be presenting their annual "Fiesta," April 18, 7:30 p.m. in the auditorium. This year's theme, "Latindomercia al anochecer," will highlight the traditional atmosphere of the Latinamerican nightlife. Our students, both Latin and American will be performing along with other invited schools of the St. Louis area. Anyone interested in attending will find themselves experiencing a very gay and enjoyable evening, south of the border.

## Comedy closes theatre season

"Take Her, She's Mine" by Phoebe and Henry Ephron will be presented in the Webster auditorium April 27-May 1. This last major production of the school year will be directed by Mr. Wayne Loui.

Jack Murdoch, a well-known actor from the St. Louis area, plays the male lead, the role of Frank Michaelson, a father who attempts to guide his daughter through her college years. Mr. Murdoch played the leading role of George in Gateway Theatre's production of "Who's Afraid of Virginia Wolff," and has worked with Muni Opera. His most recent role was in "Waltz of the Toreadors" at Gateway.

Cynthia David, as Mollie Michaelson, is the pivotal character. Mollie is the epitome of the press image of a typical college girl, free-wheeling and spirited, charming and irresponsible, leading peace marches and spearheading a drive to get the drama club to put on "Lady Chatterly's Lover" during dad-daughter week-end.

"Take Her, She's Mine" enjoyed a long run on Broadway and was made into a motion picture starring James Stewart.

Tomorrow, April 16, the ballroom of the Colony Motor Hotel in Clayton will be the setting of the Webster College Spring Cotillion. There will be dancing from 9:00 p.m. to 1:00 a.m., to the music of the Spectres.

Presentation of Miss Webster, Barbara Williams will be made by Rosemary Bergin, the retiring Prom Queen.

Mr. and Mrs. Robert Corbett, Mr. and Mrs. G. L. Fugate and Mr. and Mrs. Donald Murry will be the chaperons.

General chairman of this event is Annie Vaughn. Program chairman is Linda Kolb, who is assisted by Cathy Bruselback.

## Profs earn study grants

Sister Ann Kathleen Prendergast, chairman of the science division, and Sister Jean Carmel Cavanaugh, professor of English, have received grants to support summer research in their fields.

Sister Ann Kathleen has received a grant from the National Science Foundation to do research work at the Summer Institute in Protozoology for College Teachers of Biology. She will be studying at the University of California in Berkeley from July 6 thru August 16. Protozoology is the study of the most primitive, and possibly the first, forms of life, protozoa and paramecia.

Sister Jean Carmel has received another grant from the American Council of Learned Societies which will allow her to return to England and Ireland sometime in May to continue her research on Lady Southwell, an English poetess of the 17th century. Sister will visit the English and Irish homes of the Southwell family during the course of her stay and research the Southwell papers in the National Library at Dublin.

## New procedure for registration

Registration for the fall semester will be held from 7 to 9:30 p.m. in Maria Dining Hall on Wednesday, April 20, for incoming Juniors and Seniors, and on Thursday, April 21, for incoming Sophomores. Faculty members from each department will be in the cafeteria to answer students' questions on courses offered by the department and on recommended plans of study.

This year, for the first time, all students planning to participate in independent study courses are requested to pick up an application blank from the registrar's office and have it completed by the night of registration. An abstract of the proposed course of study must be included along with the application.

For the most part, however, registration procedure will remain the same as it was last year.

## Election results final; student offices filled

Following the announcement of the Student Association officers for 1966-67, voting was held for the other major officers in the school. On March 31 and April 1 the Resident Council elections were held. Angel Fitzgerald, junior, from South Bend, Indiana was elected president; Rosemarie Schieffer, junior, from Caseyville, Illinois, vice-president; Margaret Beltz, sophomore, from Wheeling, West Virginia, secretary; and Candy Lord, freshman, from Portage, Indiana, treasurer. It has been proposed that these officers be installed at an afternoon tea to be held later this month.

Class elections were also held and the new officers for the senior class are as follows: president, Betse McNamara, Valhalla, New York; vice-president, Ann Barrett, Kirkwood, Missouri; secretary, Rosie Castro, St. Louis, Missouri; treasurer, Cathy Cook, Kirkwood, Missouri.

Slated to head the junior class are: president, Cathy Breech, Indianapolis, Indiana; vice-president, Mary Pat Reuwer, South Bend, Indiana; secretary, Anne Blanchard, Lima, Ohio; and treasurer, Julie Walsh, St. Louis, Missouri.

Sophomore officers for next year include president, Nancy

## Talk on unity by noted rabbi

A rare experience in inter-religious relations will be offered to Webster students Wednesday evening, April 27, as Rabbi Marc H. Tanenbaum, director of the Inter-religious Affairs Department of the American Jewish Committee of the Institute of Human Relations in New York will address the college community at 8 p.m. in the Dining Hall. His topic will be "A Design for the Future of Jewish-Christian Relations."

Rabbi Tanenbaum is considered one of the foremost spokesmen for the American Jewish community in the field of Jewish-Christian relations since he is as well acquainted with all forms of Christian thought as he is with Jewish. He recently returned from Rome where he acted as an observer at the Ecumenical Council. Rabbi Tanenbaum has spoken in most major cities in the United States and has been a participant in several important conferences in the field of Jewish-Christian understanding.

A past Executive Director of the Synagogue Council of America, Rabbi Tanenbaum is presently a member of the Rabbinical Assembly of America and sits on the Board of Directors of Religion in American Life. His speaking topic is a natural choice since he has served as public relations director for publishers Henry Schuman, Inc., and Farrar, Strauss, and Young, and for the Eternal Light radio program.

Broad, Milwaukee, Wisconsin; vice-president, Katie, Gruenheck, Longmeadow, Massachusetts; secretary, Trudy Villars, Houston, Texas; and treasurer, Chris Kulawik, Sioux City, Iowa.

During the April 6 meeting of Executive Council, Connie Cheek, sophomore, from Little Rock, Arkansas was elected as SIS chairman for 1966-67. Holly Nehf, freshman, from Chicago Heights, Illinois, will be her co-chairman.

On the same day, Social Planning Committee elected their officers for next year. South Bend, Indiana Sophomore Mary Pat Reuwer will be the chairman, and Stevie Smith, sophomore, from Denver, Colorado will be the committee's treasurer. Representatives to the St. Louis Intercollegiate Social Council were also selected and are Eileen McCabe, Kansas City, Missouri, senior representative, and Evie Hughes, Webster Groves, Missouri, junior representative.

## Exam cards dis-carded

Examination cards, long the bane of both students and faculty, have been discontinued this semester. In the past, students were required to purchase these examination authorizations at the Business Office and carry them to each exam, but this practice was deemed unnecessary after much discussion.

The procedure was originally established to assure that all students' tuition and fees were paid prior to the examination period but as regular statements are now rendered for unpaid balances, it is presumed that all students are aware of the status of their accounts. Financial pressures are no longer being added to the overall exam pressure.

The 25 cent fee was also used to purchase examination materials but now faculty members are being requested to advise students in advance of the materials that they will need for the examination.

## Recital dates

- April 5—Dr. Mack & Sr. Eloise 8:00
- April 14—Gerald Fischbach & Nancy Jopperi 8:00
- April 19—Fernando Valenti & James Oliver Buswell IV 8:00
- April 22—Student Recital 2:00
- April 23—Barbara Williams 4:00
- April 24—Frances Caplis 8:00
- April 26—Dwight Jack and Nancy Jopperi 8:00
- April 29—Jody Kopine 8:00
- April 30—Connie Cheek & Arthur Combs 8:00
- May 1—Nancy Alsmeyer 3:00
- May 5—Faculty Trio 8:00
- May 7—Greg Bottini and Gloria Lamm 3:00
- May 7—Jeanne Holland 8:00
- May 10—Mary Beth Farley 8:00

# The Web

Founded October 3, 1924

April 15, 1966

## Editorial

With the issuance of the course schedule for next semester and the pre-registration dates set for April 20-21 the pertinent question among students is "What courses shall I take?" Under the guidance of an advisor, but still retaining freedom of choice, students will determine the answers to this question within the next week. Implicit in this action is the assumption by the administration that students possess the maturity, the wisdom, the discretion, and the foresight to decide upon a truly liberalizing procedure of education.

From this, more important questions need consideration. What responsibility, if any, does the administration have toward students to assure them of a liberal exposure to all the "languages" available at Webster? Does their obligation as an institution of learning extend further than the mere presentation of courses?

Because ours is a liberal arts college, the administration has made the primary decision of what they judge to be the elements of a liberal education by the very selection of the curriculum offered. Therefore the sequel judgment to this would be the assertion of their convictions by requiring students to have a limited amount of awareness in each major field. Although a student may resent having to elect a course in the fine arts or the physical sciences, etc., the broadening effect to his perspectives would be most beneficial. The mature student could accept these present restrictions for future enrichment. And with stimulating teachers and courses, immature students could be brought to a realization of the worth of variety in the undergraduate level. But this responsibility lies mainly with the administration.

With an effective program, freshmen and sophomores introduced to the wide range of courses, will be better prepared to select a field of concentration. From the confinements of the required high school curriculum and the less restrictive program in their first two years at college, upperclassmen will have acquired the responsibility to freely and maturely select a field of concentration. Such a process allows for depth, but with a liberal foundation so that the student will have a full awareness of his choices from the multiple alternatives available.

The question of whether freedom to choose one's courses for four years of college brings simultaneously with it the responsibility necessary to make mature choices, remains a question—a very questionable question. The administration may fear stifling a person's individual freedom, but would not a more responsible position be to insure that person of a liberal basis of the languages of many fields so that he may project a free but educated voice?

It seems that a re-evaluation of the school's responsibilities to the students in this matter is necessary and in order at the present moment.

jeanne pecquet

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

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# Letters to the Editor

## Why the WEB?

Dear Editor:

"The letters to the editor should be a useful way of bringing opinions to the open forum for discussion in depth." This is part of the WEB's policy stated in last issue's Editorial Manifesto — and this is the purpose of this letter: to provoke a discussion in depth. The point at issue is another matter of policy stated in the Manifesto: "The WEB must be allowed to take a stand on vital issues."

I question this policy on several counts. Firstly, when the editor says "The WEB," Ann Radcliffe's question remains: Who is "The WEB"? It must be made clear whether the stand expressed is that of one editor-in-chief, a majority of contributors, or the entire staff without exception.

Secondly, why must the WEB be allowed to take a stand? If the paper is "an open forum of all opinions," as the editor in her Manifesto promises, it seems a contradiction that it be allowed to be slanted toward one opinion — it would not then be a totally open forum. If any opinion be allowed expression, I see no need for the paper to take a stand.

My final objection concerns the usual method an audience has of supporting an editorial policy. If I disagree with the slant of the *Post-Dispatch*, I can refuse to patronize it. But I have already paid for the WEB. I resent having already patronized a policy which I may not support. My personal opinion is that a school newspaper, as opposed to a city newspaper, is a vehicle for unbiased communication of facts and opinions.

This is purely an opinion, which, as the editor has said, involves a philosophy. It is a matter I consider important, and I ask for "discussion in depth." I ask for any who agrees with my opinion to please express his views, and those who completely agree with the policies set forth in the Editorial Manifesto please explain why the WEB must be allowed to take a stand.

Thank you,  
Ann Garrity

**Editor's Note:** Regarding the recent letters from Miss Garrity and Miss Radcliffe, editorial policy is set, curiously enough, by the editorial staff. The Web would welcome further discussion of the questions raised in this letter.

## We are lonely

Dear Student Body:

We are three members of the crew of a United States Naval Man-of-War, better known as a destroyer.

We have been overseas since May of 1964 and are presently home ported in Yokosuka, Japan, but spend most of our time off the coast of Viet-Nam.

We are proud to say that we fired the first Naval gunfire Support Mission against the Viet Cong. Since then we have fired over 6,500 rounds of ammunition.

Some of the other tasks we have performed are: the searching of junks for possible smuggling of firearms and other such materials used by the Viet Cong, search and rescue operations in the Gulf of Tonkin, also the refueling of Marine helicopters in flight. These are but a few of our many tasks. Doesn't that just overwhelm ya?

I suppose we should explain the reason for this letter. We have

been away from home for quite some time now and what we really want is someone to write to us. Doesn't that sound pretty sensible?

We think it's about time we introduced ourselves. First is Jim Combs, born in Kansas, age 24. Second is Bob Miller, born in Missouri, age 25. Last but not least Rick Eckman, born in South Dakota, age 21.

After two hours and forty-five minutes of concentration, misspelling, erasing and rewriting we have come to the conclusion that the only thing wrong with us is that we are lonely.

Here's hoping we get some replies to this letter.

Sincerely,  
Jim, Rick, Bob

Our address is:  
 Jim Combs  
 Rick Eckman  
 Bob Miller  
 USS Henry W. Tucker (DD-875)  
 c/o FPO  
 San Francisco, California  
 96601

## Core of the problem is . . .

Dear Editor:

The following is a response to the article entitled "The Lethargic Liturgy" by Terry Barrett. I do not direct this letter merely to the editor, but to those at Webster College who are interested in the subject that I deal with.

In the article I feel that the emphasis did not hit the core of the problem that is involved. Liturgy is not really affected in its core by "antiquated statues, and pillars and stations of the cross" and other such things. Liturgy transcends the physical because liturgy is an expression of the people of God, not only of their commitment to God, but of what they feel about one another in their community. Herein lies the problem — for it seems to me that in my experience I have not found a single, unifying community at Webster College. It is true that there are many small groups, many "in" groups, many small cliques: but where does one find the Community? Where is the single unifying force that can break down the walls of each of these separate groups and bring them to be one — the people of God? Where is the single, unifying force that can take these "developing, responsible and energetic people" and use this responsibility and responsiveness to build a single group of individuals who can be called the community—the united community of Webster, the united community of the people of God?

The test of a Christian liturgy will be the vitality of the human relationships that will be expressed in, with and through that liturgy. There is no music that I could ever write that would be able to do this on its own. There are no rubrics that I could change that would be able to effect this on their own. There is nothing but the relationship between one person and another that will ultimately be able to accomplish this. The problem is not music, it is not the "antiquated statues, the mumbling of the mementoes or the lack of attendance." All of these things assume something that does not really exist — the existence of a community.

I have been thinking about this for a long time now, and I have been trying to find a way in which a community could be built which would be vital, which would be dynamic, which would be responsible and responsive to itself and to those outside of itself. A community that could grow to the

awareness that no one really exists outside of it, for all people are the people of God. But all I see is the development of alienation: a divorce, a separation of the person from those around him. I see relationships that are "safe" — we know exactly how far we will go, how deeply we will get involved, how much of ourselves we will give.

Yet, it is at this level that liturgy is born — the level of relationship. For liturgy is not static, liturgy is movement, it is growing, it is becoming. If we were to have a liturgy that was, in the sense of one that would never change, then God help us; because that means that the people of God would never grow and there is no challenge in Christianity if the work has already been done for us.

Maybe the problem lies in the possibility that the people at Webster have never had the chance to become involved — really involved with those around them. But we must always remember that the hardest things for us to do lie in the area that immediately surrounds us — the area we are growing in. For there will never be a romantic, exciting challenge in such an encounter nor will there be any awards or medals or even notice taken of what you are doing for your own people. The only thing that will keep you going is the love you have for those around you.

Sometimes I wonder where I have the right to say these things for I have shunned my responsibility many times and I have been "safe" many times. Yet if I am to grow in my struggle to be, then I must be honest with myself and those around me. You are looking at one who has fallen many times, but one who struggles to rise up after each fall, one who is struggling to say: "I — thou," one who is struggling to make himself become involved.

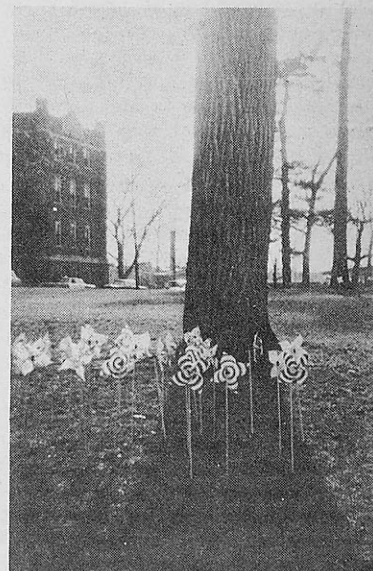
All that I can do is to keep on searching and to constantly bring out the core of the problem, the heart of the "rut" — the lack of community.

"Webster in motion," "Webster College — an investment in the future": but what about Webster College — an investment in the now — the only place where there is growth, the only place where liturgy occurs.

Robert Blue

## PLEASE!

All letters to the editor must be signed when submitted for publication. Name will be withheld if such a request is made.





Barb Williams, Miss Webster 1966, entertains friends and enjoys every minute of it.

## Barb Williams hopes to fulfill dual ambition

by Jacque Black

Barbara Williams, the first Miss Webster, is an attractive junior who hails from El Paso, Texas. She is one of four children, having an older brother who is an officer in the Army, and two younger sisters. She has been at Webster for three years and is a music education major with a specialization in voice. A girl of many interests, Barb also busies herself with occasional fashion modeling and has an avid interest in basketball.

Barbara seems to have a dual ambition in life. While harboring hopes of earning a place in the competitive field of musical entertainment, she is also interested in teaching music.

In expressing what Webster College has meant to her these past three years, Barb hesitated and searched for the words that could express all she was feeling. "An awful lot; I don't know where to start," she began. "Webster has given me the independence that I needed. Just being away from home and enjoying the freedom has been wonderful. And the people I've met—I've never really met people like I've met here—people my own age that all have a lot in common, and friendships that are really very dear to me. The relationship between faculty and students is on a nice level, also. It's been a totally different life from what I've been used to." These are pieces and reflections of a very deep feeling which Barb has for her college. She concluded, "I would have to graduate and look back before I could put into words what it really means to me. I'm glad I chose this college."

Barb's reaction on being told she had won the title was: "I've never been more thrilled in my entire life. After I found I was a nominee, the possibility of being chosen Miss Webster didn't seem a reality to me. My first thought was that my mother would just be totally overwhelmed and proud." Barb is still pinching herself, it seems. "I've got the flowers to prove it, and I've been told, but I still find it hard to believe."

Barb has found that the most rewarding aspect, so far, is the unexpected attention and affection of her friends, which have come with her title. "It has given me a sense of people, friends, having confidence in me. I know it's my

title, but at the same time, it's like it belongs to everyone who voted, and they gave it to me. I've never been happier."

Asked about the responsibilities that accompany her title, Barb replied, "I have to live up to what I think a Miss Webster should be, but I can do it only as myself. What I was to people when they voted for me is what I will stay. The title has a very personal meaning for me. It gives me a better way to express, or represent, the students on an official level."

### Dream materializes

by Michelle Ferretti

How many of us dream of summing in Europe, but have insufficient funds to finance our stay? There are two answers available to the money problem, and your choice depends on whether you like to work or play. If you would rather be completely free than tied down to a job, you might like to follow the lead of ten Harvard and Radcliffe students who used the trial and error method of traveling and have published a paperback entitled *Let's Go. The Student Guide to Europe*. *Let's Go* includes listings of hotels, restaurants, night spots, of twenty countries, plus introductory material, maps, features on hitchhiking, camping, art collecting, and wine tasting. *Let's Go* is available at many bookstores, or through Harvard Student Agencies, 993A Massachusetts Avenue, Cambridge, Massachusetts.

If you are less adventurous, or wish to make a close contact with European people, ISIS, International Student Information Service, may have the answers for you. Both ISIS and ISTC, International Student Travel Center, are non-profit organizations devoted to securing overseas jobs for interested young people (ages 17½ to 40) who wish to go abroad for a summer or longer. Summer jobs offered abroad, from camp counseling to office work, are similar to summer jobs at home, although the pay is lower and the hours longer. Poorer working conditions are greatly outweighed, however, by the unlimited available opportunities. For details, write AIR-MAIL (15c) to: ISIS, 133 rue Hotel des Monnaies, Brussels 6, Belgium.

## Professionals combine with students

by Maggie Beltz

When The Loretto-Hilton Center for the Performing Arts is dedicated on May 8, exciting things will begin to happen. The Loretto-Hilton, the "new theatre" as most Webster students refer to it, will be the first professional repertory theatre in St. Louis, the first continuing Equity company-in-residence in the state of Missouri.

This idea of a professional company residing at Webster will provide many interesting and valuable opportunities for the Webster student. Sr. Jacqueline, Webster's president, has said that the center's aim is to "get our students and faculty involved in the real world of the professional theatre as opposed to the mock-heroic theatre world of the educational theatre." Mr. Michael Flanagan of Webster's Theatre Arts department, who has been appointed artistic director of the center, has said that he hopes "the experience and training will ultimately result in a liberally educated 'young professional,' professional in outlook and discipline, ready to take his place in the theatre, in the classroom, or in the audience."

This summer The Loretto-Hilton's first drama festival will get underway July 1. Five plays, "School for Wives," by Moliere; "The Caretaker," by Harold Pinter; "Desire Under the Elms," by O'Neill; "Barefoot in the Park," by Neil Simon; and "The Cage," by Mario Fratti, will be presented during a 12 week period by an Equity cast. Guest directors will also be involved in the summer festival and will supplement Webster's Theatre Arts faculty in direction of the five productions.

There will be nine to twelve Equity members, including actors, directors, and the stage manager in the Loretto-Hilton company this summer. In addition to this,

auditions were held and a junior company composed of Webster students has been selected to supplement the professional company. Members of this junior company are Ellen Perry, senior, Cynthia David, sophomore, Tom Kampman, sophomore, and David Huffman, sophomore. These four students will also form the nucleus of a company to perform plays for children in the Magic Circle theatre of the Loretto-Hilton. Robert Kruger, senior, will work with the summer festival as assistant stage manager, and Marva Kadane, junior, will be property mistress. Other Webster students will be employed this summer as technical and administrative assistants.

When The Loretto-Hilton summer drama festival ends in September, a permanent professional company, which will number in the area of ten Equity members,

will be organized under the direction of Mr. Flanagan for the presentation next October of Shakespeare's "The Merchant of Venice" and Brecht's "Caucasian Chalk Circle."

Sr. Marita, Theatre Arts department chairman, summed up the feelings of all those involved with The Loretto-Hilton Center for the Performing Arts. The "new theatre" and the professional acting company will give Webster students the chance to "measure their ability and technique to see where they really stand." Sister went on to compliment the Webster students and said, "The students must be willing and talented enough to stand up to this. I know of no other liberal arts college that gives its students this chance. Webster and The Loretto-Hilton are willing to take this chance; the Webster students are willing."

## Registration problems cause mass confusion

by Ann Crahan

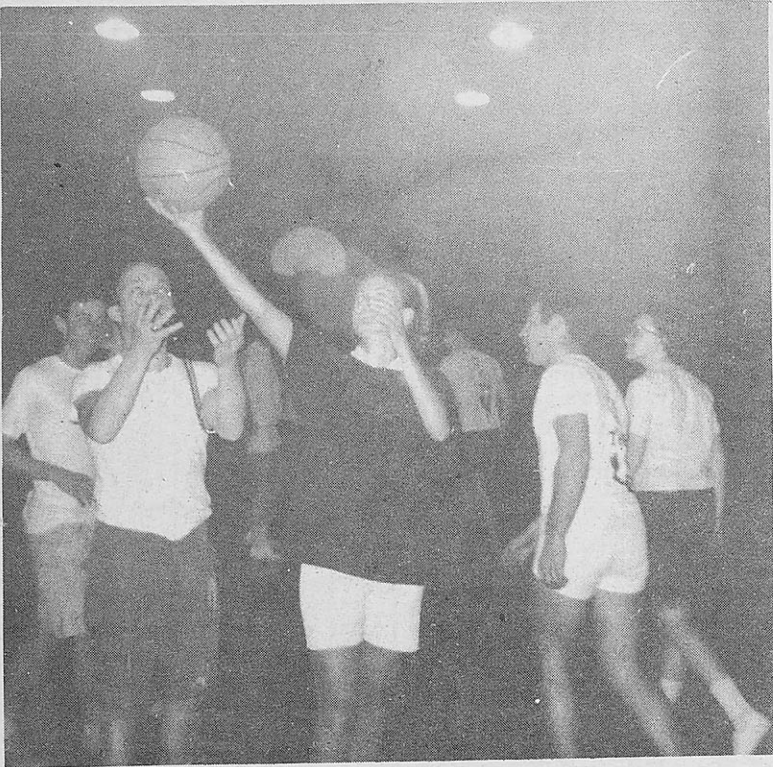
The schedules are out for next semester and everyone busily scans the sheet looking for easy courses. In classes, in the halls, in the dorms, in the cafeteria, the question is the same—what should I take next semester?

One history major who was required to take History 007, Special Spies, had a conflict because of the strong desire to take a Nasty Novels course. Another had all her courses at the same time, which could create problems. Of course, she would be through with all classes at 9 a.m. but quad-location at 8 a.m. is nearly impossible. Later in the day it would be more feasible, perhaps.

A psychology major wanted to take a modern language in the event that she might set up practice in France or Spain. However, all modern language classes conflicted with her other studies. Then light dawned, a previously unannounced course was announced—Ig-pay-Atin-lay. The perfect solution . . . two semesters from now she'll be on sabbatical analyzing pigs in Latin.

The saddest story was the theology major who found out God was dead and wanted to take a math course to prove God's existence by numbers. However, she was disillusioned when she read the schedule of math courses and found that old math was dead, too.

The best news, though, is that one sophomore English major has all her courses at perfect times and no conflicts. What will happen to her registration night when she finds all her courses closed?



A slice of action from April 2's rollicking basketball game with Park's College shows a Webster girl out-maneuvering her foe—at least for the moment.

## Pornographic literature discussed in symposium

Pornographic literature is a thorn in the thinking man's intellect. In an attempt to make students more aware of the complexity involved in confronting pornography, the Literary Club and Counterpoint co-sponsored a symposium Monday evening, April 4.

The speakers were Dr. Norman Hinton of St. Louis University's English Department, Mr. Joseph Hallman of Webster College's Theology Department and Mr. Robert Corbett of Webster College's Philosophy Department. Carol Carroll, president of Literary Club, chaired the symposium.

Mr. Corbett discussed the notion of art and pornography in relation to the subject matter of the work and the artist's intention. He further suggested that possible grounds for regarding a particular work as evil might be its immorality, a correlation between pornography and increased sex crimes, psychological damage, or legal considerations. Mr. Corbett felt that ultimately the decision to label something pornographic must rest with the individual and that "a moral judgment can't be made by one person for others."

Mr. Hallman addressed the pornography problem from the aspect of morality and literature seen from a Christian viewpoint. He supported two approaches: first, the work of the artist in the context of Christian self-expression as the incarnation of the spirit of Christ; or secondly, the combination of the Old Testament and New Testament concepts of God as Son of Man and Suffering Servant resulting in art as a representation of kingship over creation. He stated there were "two sources of the pornographic label; either the reader's apprehension is at fault or the artist's grasp of life is unreal. The ultimate validity is not in the artist but in his expression."

Dr. Hinton spoke on the legal aspects of pornography which only came to the fore as recently as the eighteenth century with a case concerning *Venus In Her New Smock*. The Hickland Rules and

the Roth Rules, both results of Supreme Court decisions, are chiefly responsible for the court's attitude toward pornographic literature in the United States. He mentioned the recent Missouri court decision regarding *Candy* in which the young man who sold the book admitted reading it and was fined and sent to the workhouse. Dr. Hinton summed up the courts decision, saying, "you can buy it, own it, give it away, sell it — just don't read it."

The symposium was followed by questions from the audience.

## Retreat thrusts participants into modern world

The Holy Week Retreat was called "retreat" only for want of a better word. Instead of allowing the student to "retreat" from the modern world, the program intended to thrust him into it. The three day program of lecture and renewal examined every aspect of "The Modern World."

Lecturing in the program were faculty members from almost every discipline in the college and from almost every faith. Frank Van Atta, math; Pat Barrett, admissions; Sister Ann Kathleen, biology; and Bob Strobridge, art, gave the opening talk Thursday, April 7. Mrs. Gertrude Wagner and Sister Marie Francis, two psychologists, discussed the creation of a person through individual relationships in Friday's talk.

Saturday's speakers included Mary Lou Burg, theology; Trudy and Brendan Foley; Ed Clark, social science; and Bob Corbett, philosophy. They discussed "Women," "Marriage," "Dialogue," and "Choices in The Modern World." During the period after Mr. Corbett's talk on choices, the retreatants discussed the difficulty and necessity of compromising to make idealism practical.

The liturgy was conducted by Father Jack Le Moine, S.J., a visiting priest, and Father Melito, Webster's chaplain. During the course of the retreat the movie "Ballad of a Soldier" was shown.

## McGrath gets CYR position

Madonna McGrath, past president of the Young Republicans Club, was elected Co-Chairman of the Midwest Federation of College Young Republicans at the Federation convention held April 1-3 at the Sheraton-Jefferson hotel in downtown St. Louis.

Madonna's new duties will include organization of the federation's standing committees, and compiling a campaign technique brochure to be distributed in the thirteen states which comprise the Midwest division; as well as attending and helping to organize national and regional board meetings and the 1967 convention. The thirteen states included in the Midwest Federation are Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, North Dakota, Nebraska, Iowa, Missouri, Kansas and Oklahoma.

Attending the convention with Madonna were some 30 Webster students who participated in the convention activities and helped Madonna with her campaign. "It was the first occasion for many of the girls who attended, to be involved in any aspect of a convention or campaign from the dull monotonous job of stuffing registration pockets to the excitement of closed door caucuses," commented Madonna.

## Webster Groves policeman discusses safety measures

Chief of Police Fred L. Zinn of Webster Groves talked to a group of students Wednesday evening, April 6, about the extent of crime in Webster Groves and the tactics one may employ to deter the escalation of crime which is occurring around the country. Mr. Zinn said, "Crime (in Webster Groves) is not rampant, but we do have our problems." In Webster Groves with a population of 30,000 there are 6.6 crimes per every 1000 people.

Based on past years the Webster Groves Police Department can estimate that this spring alone there will be 12-15 child molestations and 12-15 assaults on women. Police can bring crime down by educating the citizens. Mr. Zinn mentioned a few basic rules. Do not walk the streets alone at night. Walk on well-lighted streets. If you are grabbed, do not panic. Make a lot of noise and try to get away. Notice facial features, scars, tattoos, hair and other things that could help you to identify the assailant. Most important — report to the police immediately (WO. 2-2000), every minute you wait gives him a chance to get to someone else. If you are in a car and feel you are being followed, simply drive to the police station (Elm and Lockwood).

Webster Groves has twenty-nine uniformed police officers and the department has very high standards. It rejects seven out of every ten applicants. Mr. Zinn is proud of the record of the department, but the responsible citizen can help to improve that record by following basic rules. Citizens could also help to improve the police departments by raising police salaries in order to attract more potential public servants.



Sister Marita Michenfelder greets guests at the April 5th "Conversations with the Faculty."

## Professionals on campus to augment drama dept.

"We are walking into a field which has never been tried; there are absolutely no models." These words, while common enough at Webster, were spoken by Sister Marita Michenfelder in an entirely new context April 5 at "Conversations with the Faculty, III." Sister Marita, head of the theatre department, was announcing the formation of an all-Equity professional troupe in residence at Webster College.

"This experiment," she commented, "has never before been tried on the undergraduate level." Mr. Michael Flanagan, artistic director of the Loretto-Hilton Performing Arts Center, explained in more detail the reasons for importing professional actors to the college campus. "There is a market," he said, "for the young professional in the

world of theatre. What must come next in the strange world where theatre and education meet is the development of a young professional. And we can do this by thrusting the student into the real world of professional theatre by bringing that world on campus.



"Weird I" at Hugo's 66

## Hugo's 66 party honors seniors

"Hugo's 66," the theme for this year's annual "tribute" to the seniors, turned out to be a howling success. The evening, organized by the sophomore class, was characterized by unceasing hilarity and spontaneity. For the occasion the cafeteria donned the casual atmosphere of Hugo's, so familiar to the members of this year's senior class. Go-Go dancers frolicked in their cages, as cokes, peanuts and pretzels were served in the customary "Hugo style".

Patterned after the format of Webster's "Word" shows, "Weird I" presented a variety of recitations and songs which singled out the seniors and sighted in each an often embarrassing, but amusing, trait or two.

And when finally "Weird I" came to a close, the seniors adjourned to Hugo's—where else?

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# The Web

WEBSTER UNIVERSITY ARCHIVES

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## Class of '66 graduates on May 14

One hundred and ninety-five graduates from the classes of July and December 1965 and May 1966 will receive degrees at the forty-seventh annual Commencement Exercise, to be held this year for the first time at the Loretto-Hilton Center for the Performing Arts May 14, 1966.

Sister Mary Francetta Barberis, president emerita and special consultant to the director of Women Job Corps Centers, will present the commencement address and His Eminence, Joseph Cardinal Ritter, Archbishop of St. Louis, will present the degrees. Five Master of Arts in Teaching degrees, seven Bachelor of Science degrees, ten Bachelor of Music Education degrees, five Bachelor of Music degrees and 170 Bachelor of Arts degrees will be awarded in a day-long series of ceremonies that boasts many "firsts."

The Class of 1966 will be the first to participate in ceremonies in the new Loretto-Hilton Center, diplomas will be written in English for the first time and inscribed with the Webster College Seal newly re-cut in English. At the request of the senior class, complete graduation ceremonies including the honors ceremony, Baccalaureate Mass, conferring of degrees, and faculty-senior reception will be held in one day.

Since there will be no Baccalaureate dinner this year, the bestowal of honors upon the seniors will be held at a special 10 a.m. Senior Honors Assembly, presided over by Sister Jacqueline Grennan, president. Besides the awarding of membership in Kappa Gamma Pi (Catholic women's academic honor society), the presentation of women elected to Who's Who, and the awarding of fellowships and scholarships; the parents of the graduates will be awarded token diplomas in the tradition of previous years.

The assembly will be followed at 11:30 a.m. by the Baccalaureate Mass at Holy Redeemer Church. The gowned seniors will walk in academic procession to the mass celebrated by Rev. James Doni, O.S.M. Rev. John W. Padberg S.J., S.T.L., Ph.D., will be Baccalaureate speaker and the college chaplain, Rev. Ignatius Melito C.M. will be Master of Ceremonies.

The afternoon will be free for family get-togethers until 4 p.m. when Graduation Exercises will take place at the Loretto-Hilton Center. At 5 p.m., and immediately following the graduation ceremony, members of the graduating class, their families and friends are invited to a Faculty-Senior Reception on the Fine Arts Campus.

Those students graduating with honors are: Susan Ann Heinkel, summa cum laude; Mary Louise McCloskey, Sister John Elizabeth McMullen S.L., Mary Jane Redel and Barbara Jean Speas, magna cum laude; and Mary Frances Summers, Mary Janice Ray, Jean Ligertwood, Majorie Kaiman, Margaret Jenkins, Matthew James Green, Sister Marian Daniel Golden S.L., and Linda Thompson, cum laude.



An exterior view of the Loretto-Hilton Center for Performing Arts which will be dedicated this Sunday, May 8. See related articles below and picture feature, pages 4 and 5.

## Opening of Loretto-Hilton Center marks Webster's further motion

The official opening of the new Loretto-Hilton Center for the Performing Arts on the Webster College campus will take place Sunday, May 8, with a dedication dinner and a concert by the St. Louis Symphony Orchestra.

Mr. Conrad Hilton, chief benefactor of the Center, will be on hand as well as Senator Stuart E. Symington, Sister Francetta Barberis, president emerita of the college, representatives of the theatrical profession, members of the Board of Directors, architects of the building, and other friends of the college.

The festivities of the day will begin at 6:30 p.m. with cocktails in Maria Lounge followed by a dinner in Maria Dining Room at 7:30. Mistress of Ceremonies for the dinner will be Sister Jacqueline Grennan, president. The Reverend Jerome J. Marchetti S.J. will give the invocation and Sister Francetta will lead the benediction.

Following the dinner, the guests will proceed to the Center for a Dedicatory Concert performance starting at 8:40 p.m. All the members of the college faculty are invited to attend the concert performance.

Main features of the new building include a performing arts area with seating capacity for over a thousand people, a lobby art gallery which will then be showing the art collection owned by Mr. Morton D. Day, a dance studio, and classroom sections.

Michael F. Flanagan, of the drama department, has been named artistic director of the Center and Jack Lindsay, director of events and public relations, was named administrative director.

The ground breaking ceremonies for the Center took place during the Family Week activities of 1964 when Conrad Hilton was the honored guest for the weekend.

## Senior graduates merit scholarships and grants

Several seniors who will be graduated in May have received grants or scholarships to continue their studies in schools throughout the country.

Recipients of these awards are: Jeanne Holland, Mary Beth Farley, Frances Caplis, and Robert Chapman of the music department; Sandy Seim of the biology department; and Sister M. Vincent Koonanickol MSI, of the social science department.

Jeanne Holland has received a scholarship for doctoral studies in Musicology at the University of North Carolina. Mary Beth Farley and Frances Caplis will attend the University of Texas. Mary Beth has a full time assistantship in accompaniment and coaching piano, and Frances has received a full time teaching assistantship. Robert Chapman has been awarded a full scholarship from Washington University for doctoral

studies in Music Theory and Composition.

Sandy Seim has received a summer research educational grant from the Smithsonian Institute Oceanographic Sorting Center in Washington, D.C. Sister Mary Vincent Koonanickol MSI, has received a scholarship to continue her studies in social science at Washington University.

"Campus Talent '66", sponsored by Southwestern Bell Telephone Company, will be presented on KMOX TV (channel 4) on Friday, May 20 from 9 to 10 p.m. Featured on the variety show will be dancers Paige Massman, Priscilla Ryan, and Prudence Thoma, and singer Madelyn Cain. Of the 250 acts in the auditions, 15 acts from 9 colleges will appear on the program.

## Music to fill new center Sunday nite

Climaxing the dedication activities for the Loretto-Hilton Center for the Performing Arts, the St. Louis Symphony Orchestra will present a special concert Sunday evening, May 8, at 8:40 p.m.

Eleazar De Carvalho will conduct the music and violinist, James Oliver Buswell IV will be the performing soloist. The program includes: "Symphonie Espagnole", Opus 21, in D Minor for Violin and Orchestra by Lalo; Overture to "Benvenuto Cellini," Opus 23 by Berlioz; Symphony No. 11, in G Major, "Military" by Haydn; and Petrouchka, "A Burlesque in Four Scenes" by Stravinsky.

The St. Louis Symphony Orchestra is the nation's second oldest major symphony and is ranked among the top American Symphonies. Eleazar De Carvalho has been the conductor and music director in St. Louis since 1963. Previous to this he was the president-founder of the Music Academy of Sao Paulo and the Brazilian Jeunesses Musicales. In his field, Eleazar De Carvalho is renowned as a leading interpreter of modern music and has championed Brazilian and American contemporary composers the world over.

Currently a student at Webster College, James Oliver Buswell IV has made numerous appearances with major symphonies in the United States and Canada. In his performances he "has astounded audiences and critics wherever he has appeared by the understanding he has of the music he selects, and the mastery with which he performs."

Admittance to the concert Sunday evening is by invitation only.

## Theatre crew on stage tour

The Missouri State Council on the Arts has approved a plan for the Professional Equity Company-in-Residence at the Loretto-Hilton Center for the Performing Arts, located on the Fine Arts Campus of Webster College, to tour the state of Missouri in the winter and spring of 1967.

The tour will be made possible by a \$50,000 grant. The Advisory Committee for Theatre of the Missouri State Council on the Arts has allocated \$25,000 which is to be matched by a \$25,000 grant from the National Arts Foundation.

The tour is scheduled to play in five areas in the state besides St. Louis and Kansas City, which will enable most of urban and rural Missouri to take advantage of the production.

Mr. Michael F. Flanagan, artistic director of the Loretto-Hilton Center, and Mr. John Lindsay, the center's administrative director, will administer the plan submitted to the Council. Mr. Flanagan stated, "At present the plan is to tour a two-play repertory: a Shakespearean comedy and one of the plays from our fall season."

Mr. Flanagan explained further, "The principal purpose of this tour is to provide exposure to quality

(Con't in next column)

## Dedicatory convocation

A Dedicatory Convocation in honor of the opening of the Loretto-Hilton Center for the Performing Arts will be called by Sister Jacqueline Grennan, president, Monday, May 9.

All the members of the Webster College community are invited to attend the program which will be held on the Fine Arts Campus beginning at 11:00 a.m. with a selection of music by the Webster Chorale. The convocation by Sister Jacqueline will follow at 11:15.

After the speech, a luncheon for the entire college community will be given on the Fine Arts Campus, starting at 12:15. An official tour of the new theatre will follow at 1:30 p.m.

(Con't)

drama on a statewide basis."

Mr. Lindsay said, "The tour would ideally play two weeks each at the five state colleges and universities, three weeks at the University of Missouri at Kansas City, and three weeks at the Loretto-Hilton Center in St. Louis. These institutions would provide the best facilities and are centrally located throughout the state."

## The Web

Founded October 3, 1924

April 15, 1966

### Editorial

"Intellectual apathy" is a strange epithet of condemnation to hurl at a college but this criticism is very much in order at the present time. To put it bluntly, very few of the students at Webster College care about scholastic life, either theirs or that of the college.

Webster, like every other college, has a reputation, but the reputation of Webster College is based solely upon the reputation of the administration, and certainly not on that of the student body. When students are afraid of comprehensive examinations because they suddenly realize how much they have been allowed to "get away" without knowing, it is a sad commentary on the academic standards. But it is even sadder to find people afraid of the Graduate Record Exams, afraid to be compared to the scholars produced by other schools.

In most classes a student is granted an automatic "C". Anything they do, like attending classes or turning in homework, helps raise the grade, but it takes almost determined effort to lower that C.

The intellectual standard among students is dishearteningly low. If the vast majority were really thinking, then the vast majority would be doing something. The students would be leading the administration instead of running breathlessly along behind trying to catch up with them.

The intellectual apathy of the student body, however, is only one result of several deeper failings. The students themselves have failed to create an atmosphere which encourages scholarship and they have failed to acquire the discipline which makes one a scholar in spite of outside pressures.

But the administration's failure is perhaps more serious. They have provided neither the caliber of teacher nor the high standard of performance necessary to challenge the average student to higher achievement. There are relatively few "good" teachers on campus. Every one of our teachers has an intellectual grasp of his subject matter, to be sure, but too few have the gift of sharing this knowledge meaningfully with students.

And, even more unfortunately, the admissions standards at Webster are low when compared to the other schools that are attempting the same experiments in learning. If our teaching and administrative policy is coming to resemble that of Reed or Bennington, then our student selection policy must, too. If Webster is to be a special kind of school, someone had better fill it with a special kind of student.

There are three ways, it seems, to get intellectual motivation: motivation from teachers and courses, motivation from within the individual student, and grade motivation. There are "stimulating teachers and courses" on campus but there are too few of them to make an intellectual stimulation by the teacher a truly motivating force. And now, as if this weren't bad enough, the faculty is considering, in its usual progressive manner, doing away with the present grade evaluation system with realizing that to get real motivation without grades one must carefully screen and hand-pick the students allowed in the system.

(Continued on Page 3)

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

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## Letters to the Editor

### Calling your bluff

Dear Editor-in-chief,

It is stated in the prefatory notes to the current college catalog that: "In **This is Webster College in Motion** we are trying to give you some feel for the climate that is Webster's, for the attitude toward learning that is evolving at Webster College. Because it is our desire to communicate the mystery of NOW, we'd rather reach your desk, your home, your school in a format more representative of this evolution. We won't stand still for the next two years, the life span of the traditional W.C. catalog. And such motion disclaims the rigidity of the bound printed page." It seems to me that the "motion" of Webster College evolves from interaction among students, faculty and administration on all levels. And, as was pointed up in a recent editorial, the dialogue only becomes meaningful if the polarity of the "liberal" and the "conservative" is struck on a common meeting ground.

In my opinion, "motion" and "openness" are up for grabs at Webster College; you can take it or leave it — and I hazard a guess that most students have chosen to leave it. Students have also chosen to leave responsibility but they choose to take freedom and any ramifications they can construct. (Have we forgotten that in the real world freedom is basically the freedom to conform to authority?) I base these conclusions on my observations of the overall attitude of the student body during the recent Student Association Campaign and Election period and more particularly the resident students during the "explosive" week in the dorms not long ago. **I am secure . . . . . I have a voice.** Allow me to say, and I take the risk that I'll be misunderstood, that this is the most positive involvement (if involvement is determined by numbers) Webster's S.A. has ever witnessed—but the term of college students' politics was also regrettably characterized by a negative commitment. During the campaign period, supporters of both tickets spent hours unwinding rumors in order to protect the reputation of the nominees.

### WEB Extra— symptom of problem

In the process, as altruistic as it was, the "involved" students missed completely the impact that the WEB Extra had on effecting the advent of OPEN communication on campus. The gossip reached such a height before the WEB was issued that the before-math had attained epic stature when compared to the indifferent acceptance of the published work. Save two letters which appeared in subsequent copies of the WEB, there was no after-math. Students were worried that the organ of communication on campus would "step on someone's toes." In the macrocosmic society, of which we will all be a part within the next four years, toes get stepped on everyday, people lose elections all over the place, and then there are those who win. However, if the vote winner sacrifices the basic principle of personal freedom he has not really won at all. Uninformed students who opposed and challenged the legality of the WEB Extra chose not to become informed and consequently clutched the security of false protection from the cold and brutal reality of politics. **And those few who understood the right of freedom of speech, and moreover respected this right, took the personal risk — the greatest risk in this college — that their motives would be misunderstood.** If these students had not been

committed — totally and positively to Voice — they would not have gambled the election away on two pieces of paper which, for the most part, are still unread.

Everytime tuition goes up, a new rule is created, or an "F" appears on a report card, an administrator or faculty member is unknowingly badgered by closed-door gossip and collectively this is the undermining factor in the college — A LACK OF OPENNESS. In her welcoming address to the freshmen, Sr. Jacqueline asked the 1969 graduate to give her an approximation of what it's like to be a student in 1965. And everyday, this is what faculty and administration give us — an approximation of what it's like to be an adult — the statistics can only come from a compilation of the approximations. But students would rather test the limits of their freedom in bull sessions in the cafeteria or in the dorm than discover the responsible freedom through dialogue with faculty and administration. This is another example of voluntary closure of the system. Why ask for more openness? voice? freedom? when we don't exercise the responsibility of voice and freedom we've already been given. Why not shut down the WEB for good if we don't allow it to function as the organ of open communication we've asked it to be? Why not regress, and return to 102 rules rather than 2 if we beg off punishment by claiming the freedom to break them? (It would be more fun anyway.) In short, why not become a conventional college and join the ranks of a Maryville rather than compete for recognition of uniqueness which students don't manifest?

Where does the approximation of the Webster student lie? I submit that it is tied up in the security of statement — "I AM secure enough to be insecure, I AM responsibly free, I have a voice." The ideal is feared and there are few students who have risked running the gamut of PERSONAL consequences in order to realize the ideal. Peg McMahon is one example; in exercising her freedom of speech she suffered the indifference of 800 students who claim to be involved. For the most part, however, students bask in the security of others sympathetic to their views. Small groups huddle in corners and scream their complaints to one another — library, math and science building, tuition. This seems less than an approximation to me. Is there anything students are happy about? Sure, they're happy with the freedom they've been given—in fact, they're so happy with it that they're asking for more. It's kind of like everyone has a great idea; but then students ask faculty to do the dirty work of executing the idea. We ask not to be led but then how many of us LEAD the way to free and responsible action?

In every sphere of the college, students are opting for more freedom—freedom to grade themselves, to smoke in classes, to cut classes, and needless to say—the freedom to overstep the few limits we have. And why? It seems very clear that freedom has been misinterpreted as license and nothing is acted upon with responsibility. It's been called responsible freedom plenty—has it ever been witnessed? And when students ask for freedom they are asking for more openness—the irony is that when students have achieved a satisfactory level of freedom they close themselves off to faculty and administration and thereby create a ghetto of security, a stalemate and worst of all a compromise. (A compromise implies a yielding of

principle which, if taken to its final extension, becomes a negation of personal commitment. This is not to suggest that the strength of commitment lies in pushing the challengers to the wall; it does mean a personal confrontation with the real insecurity of a misplaced commitment.) Students have exhausted the rationalizations for beating the system, but have any students thought about a new system?

### Webster: Image or reality?

It appears that this unique institution will soon be branded in a category of mediocre uniqueness. Indeed, we are coming closer to a realization of secularization than Manhattanville could ever hope for but what about Berkeley, Reed, Antioch or St. John's? We concern ourselves with living up to an image, what about creating a reality first? Everyday a majority of "Funny Girls" are asking that reality not rain on our parade of cliches and securities.

In the last analysis, the problem is a very personal one and the solution is arrived at in 800 ways. Further on in the catalog it says: "All of this movement is designed to bring the Webster student into the mainstream of life, offering ALL the opportunity of dialogue that will help a person to find out who he is, to find out what he stands for." Can we truly determine our own facticity without communication with others? Can we justify breaking a rule by comparing numbers? Can we make decisions on our own without approaching all the alternatives openly? Faculty and administration can't do without our approximation—can we afford to be so bold to think that our choices among the alternatives are responsible without reference to the entire community? No, the motion is not disclaimed but the rigidity of the bound printed page if there is no motion to begin with. Indeed there is an attitude toward learning evolving around here—who would dare describe it? The mystery of NOW is the beauty of each individual discovering himself in constant motion; not in isolating himself in protection from the real world. We won't stand still for two years, it may be more like twenty if students don't face the indecision of the negative commitment and work positively with one another, every member of the community, to raise the level of commitment and the degree of our involvement in college affairs. Are we doing justice to our personal integrity by allowing others to think we are emerging from Webster College as uniquely free and responsible decision-making individuals, intensely involved in the human condition, when, in reality, we are not?

Sincerely,  
Betse McNamara

### Lagging liturgy— universal problem

Dear Editor:

I am writing in reference to Robert Blue's letter in the April 15 issue of The WEB, which I read with a keen sense of interest and appreciation. In it he touched at the very heart of the problem troubling Christian churches everywhere: the nearly total absence of community, a community which is created only through meaningful relationships between people, relationships of the "I-Thou" type, of which he spoke, that are responsible, open, and honest and without which true community can never come about. There are a few comments that I would like to

(Continued on Page 3)

# Would you believe more?

(Continued from Page 2)

make concerning this matter.

Taken negatively, we can see what happens in the absence of community. God dies, anxiety and meaninglessness threaten us, and our unyielding institutional churches give mute testimony to the fact that the creative force which once made them relevant is no longer widely in evidence. The majority of our churches seem to think that we can find meaning in forms and symbols that were created as a testimony of our church fathers who experienced a sense of community. Thus, the church has handed down to our generation, faith formulas which it seems to think, need only to be memorized and mumbled in order for us to somehow be given "The Faith." But this plainly neglects the fact that faith involves a personal decision, a decision arrived at through self-understanding, through responsible and responsive relationships, and through the workings of the Holy Spirit. (I use this last term hesitantly, since it seems to be so seldom understood and so little witnessed.) Rather, forms must be created out of the response of community and where there is a real community present, a community engaged in relationships which are creative and creating, these new forms will arise giving those experiencing this community a "living liturgy," as Mr. Blue so aptly put it. And it will be likely, too, that the old forms and symbols will then regain some of their original richness and meaning.

## New spirit— not product of unity

The second point which I would raise concerns the hue and cry of many church groups over the issue of ecumenicity. I would certainly like to see universal ecumenicity too, but I am afraid that we are fooling ourselves if we think that simply uniting all churches in name will bring about the new spirit which we so desperately need. I think that we will be largely disappointed if this ever does come about. True ecumenicity can happen only when people begin to enter into living relationships with one another, not denying that certain doctrinal or creedal differences exist; but rather confronting these differences honestly and then relating on the much deeper and more significant levels of human understanding. It is at this point that real ecumenicity happens and it is here that community will break through.

## Carefully create new formulas

Which brings me to my third point. We must be careful about trying to create formulas with which to bring community about, for there is only the basic formula of human relationships which makes community possible. Beyond this, we create new structures and once again fall prey to the dangers inherent in institutionalization. A true community can overcome this danger, for it will constantly be calling itself into question, living and moving in total response to the situation in which it finds itself. And let us not be led to think that this will be a widespread movement lest we be constantly frustrated and disillusioned and thereby frozen into inactivity. The true Church has never been troubled by over-population. But when we become aware of what the demands of community are, and when we have been moved by our faith to search it out, then the possibility for community emerges. And when relationships are actualized in the light of this faith, a redeeming and a redeemed community will come into existence.

Sincerely,  
John Pantermuehl  
Eden Seminary

## Yes, Jeanne, there are degree requirements

Dear Editor:

There is no dispute as to whether or not a student must meet general degree requirements, that is, whether or not he must meet course requirements outside his area of concentration. He must certainly meet these requirements. However, general degree requirements are no longer dictated by the administration of Webster College. They are dictated by professional standards, by graduate schools, by future employers, by estimated future needs, by a student's responsibility to himself to have used his four years in college wisely, by his needs for enrichment, self-fulfillment, etc. A student indeed has general degree requirements to consider when planning his schedule.

## choices, decisions belong to the student

In fact, a student not only has to make choices as to how to best meet specific requirements, but he must also decide which requirements he considers most important to meet. In other words, does a student take the extra math courses which he enjoys, or the extra art courses which will help him to get a job with an advertising company? If a student has a wide range of actual requirements to meet, he is not as free as the absence of formal administration-imposed general degree requirements might seem to indicate.

The issue then is not whether a student is to have requirements to meet, but in what way should his college assist him in assessing and meeting the requirements superimposed upon him either by the demands of outside circumstances or by himself. For a student has two sources of criteria with which to make decisions concerning the composition of his academic schedule, 1) his own subjective evaluation, and 2) the resources of the college he attends.

Given the superior wisdom, knowledge, and experience of the curriculum-makers, why is it that they no longer plan a general course of study to be followed by the student? Assuming, for a moment, that such a plan would be adequate to fulfill a student's academic needs, something is still wrong. For the student has missed a vital part of his education. He has missed learning to choose for himself.

An individual's education is not limited to book-learning and classroom experience. He must develop taste and appreciation. He must develop a set of values and criteria

for judgement. They cannot be handed to him on a silver platter. He must formulate them for himself.

## Where does he go?

Where does the student obtain the information he needs to make the choices involved in planning an academic schedule? Again, from his own resources and the resources of his college. And here his college can be extremely helpful to him. For he does not possess all the information he needs to make the necessary decisions. Because of the student's inexperience, we must call upon the college, which we will not allow to make his decisions for him, to assist him in making his decisions by providing him with the information he needs to do so. Herein lies the responsibility of the college to the student which was inquired about in Jeanne Pecquet's recent editorial.

In her editorial, Jeanne Pecquet put forth a value which I feel should be always recommended, the value of a broad liberal education. In fact the promulgation of this value is among the informative responsibilities of the college. Other informative services which the college should provide are:

- 1) to seek to enlighten students as to their limitations and capabilities,
- 2) to point out the values of the various academic disciplines,
- 3) to provide adequate course descriptions to assist the student in planning his course of study,
- 4) to provide adequate advisory and counseling services,
- 5) to provide information about the requirements of various careers, graduate schools, etc.,
- 6) to establish and promote high academic standards,
- 7) to expose the student to the different areas of study outside the classroom, through exhibitions, discussions, lectures, etc.

In closing, all of us are bound to be eclectic in our choice of studies, and there will always be areas whose importance we can appreciate, but which, due to lack of time, we cannot incorporate into our program of study. We must learn that although there are an infinite number of things we could do, there is only a finite number of things which we will actually be able to accomplish. We will learn that we will always be making choices and that this is the essence of discipline. In this way we discover our own finiteness which makes our discipline necessary.

Sincerely,  
Dianne Bechtold

(Continued from Page 2)

As it is, the grading standard is so lax that it neither encourages a student to work to achieve an "A" nor to avoid failure. The ease with which a GPA of 2 point or over can be maintained destroys grade motivation for all practical purposes—but at present it is about all the students have.

The first step towards a solution of the thorny problem of lack of academic motivation is to admit that there really is a problem, that the intellectual and academic standards on campus are dangerously low for a school making the claims that Webster makes. Then we should consider a real tightening of the academic standards. Students should not be so confident of their ability to receive decent grades without effort that they cease to exert any effort at all. And while we consider evaluation standards we should also consider the number of courses we have that are really worth evaluating at all. It is inane to blame any one segment of the college community for this "intellectual apathy," but it does exist. And it cries out for remedy.

peg mc mahon



MANY ARE CALLED BUT FEW ARE CHOSEN

## Book Reviews

by Nathan Pilsner

It is very difficult to be an objective reviewer, and very simple to give your subjective opinion—which may be why there are so many subjective reviewers. In any case, since this is the easy way out, if not the best, the following are not reviews, but subjectives. They are books the opinioner found enjoyable.

(This policy of not giving reviews will continue until we get some-one objective on the staff.)

### Experimental Psychical Research—Robert H. Thouless

Be the first kid on your block to discover latent para-psychological powers in your Mom and Dad! Easy to read, fun to do! Send all positive findings to The Society for Psychical Research, Adam and Eve News, London, England. A great book, even for skeptics.

### Goldfinger—Ian Fleming

Go ahead and read it. Don't worry about spoiling the movie for yourself. Any similarity between book and film must be coincidental.

### The Black Cloud—Fred Hoyle

He's British, and a real scientist, you know. So his science-fiction comes out sounding more like it's going to happen tomorrow. Mathematicians should like this book, because it's got a couple of real live equations in it that are half a page long.

### Herzog—Saul Bellow

We haven't read it, but it's very "in."

### Alice Adams—Booth Tarkington

You'll really like it, but it's very "out."

### In His Own Write—John Lennon

In case you haven't read this because you're afraid to be thought a Beatle fan, you are guilty of preferring a lesser good to a greater one. Which situation should be unbearable if you have any kind of ethical code at all. You'll love the book, if you don't try to drag Freud into it. If you must analyze something, make it the author's hair. The nonsense he writes should not be sullied.

"Analyze his long-haired head,

But spare his nonsense, please," she said.

## Suggested reading

- Profiles in Courage—Cyrano de Bergerac
- The Sexless Single Girl—George Eliot
- A Portrait of the Poet as a Young Man—Sketch Henderson
- Mein Camp—Smokey the Bear
- Slow Down, Sun Up—Earl Fastbuck
- Lower the Boom, Conclusion to Seymour—Pierre Salinger
- Blabbit—John E. Rabbit
- The Cow Badge of Cowardice—Stephen Crane
- Cowardly Old World—Pluto
- Of Mice and Cheese—American Dairy Association
- A Farewell to Arms—Venus de Milo
- American Tragedy—Lyndon B. Johnson
- Grapes of Wrath—Mogan David
- Paradox Lost—John Milton
- Father of Gawain—Mother of Pearl
- Return to the Native—Malcolm X
- Down the Up-Stair Case—Fred Astaire
- The Art of Loving—Adolph Hitler
- The Religious Country—Cardinal MacIntyre
- The Agony and the Agony—Ann Individual

## Modern Laments—

- A Pacifist's Lament—I'd rather bitch than fight.
- Nihilist's Lament—All's well that ends.
- Trappist's Lament at Whisky a Go-Go—There's a live one under the hood.
- Eddie Fisher's Lament—"Why wouldn't Liz kiss me?" "Sorry Charlie, only the best for Starkist."
- Sister Jacqueline's Lament—As long as you're up, get me a grant.
- A Mystic's Lament—I could swear I saw the Holy Ghost fly into Mrs. Brady's kitchen.



The paintings of the Morton D. May collection shown here are a special feature of the dedication program. They will be on display through May 12. The gallery foyer is especially designed for exhibitions with the windowed wall and skylight providing natural light and the windows sectioned in such a way as to form acute angles to allow pictures to be hung on each side. The ceiling gridwork is wired to provide special lighting effects and is designed to support partitions for hanging paintings.

## THE MANY FACES OF THE LORETTO-HILTON



The Loretto-Hilton houses Webster's first dance studio. Included in the total studio layout is a sound-proof observation room (to the right, but not pictured) where the instructor can control the music and observe the dancers.



The interior of the theatre showing the stage area with both thrust and prescenum portions visible. The thrust stage, surrounded on three sides by seats, is constructed on lifts so that the two sections can be arranged to provide different playing levels for the actors or dropped to make an orchestra pit or to aid in moving large properties to the basement storage area.



This view taken from the stage of the Loretto-Hilton Center for Performing Arts shows, on the lower right and left, actor's entrances to the thrust stage. These entrances, one sloping and one equipped with stairs, will allow actors to exit and enter from the front of the stage as well as from the wings. Visible at the top of the picture are the acoustical "clouds" which will distribute sound evenly throughout the theatre. And in the center, one of the auxiliary rooms, seating 250, is opened. This room and the bays to the upper right and left, will function as sound-proof classrooms when closed, but each room when opened will add from 125 to 525 additional seats to the auditorium proper.



Sister Jacqueline Grennan, S.L., president, with some of the alumnae in the exhibit area of the Loretto-Hilton. Sister Jacqueline has labored for several years to make her dream of a Webster performing arts center a reality.

# As curtain falls on 'old theatre' old memories continue to live on

by Maggie Beltz

"Isn't it funny that Webster and the New York Met should both close down the old and open the new within two weeks?" And so began an hour of chatting with Sister Marita about the many stories connected with Webster's auditorium theater. "I hope I never meet the architect who designed and built the stage. I'd probably kill him." It seems that the auditorium has every obstacle Sister or any of the drama instructors has ever been able to imagine. "And there's always the 'john'—it can be flushed at the most inopportune times."

Sister Marita pointed out that no one could ever guess all that goes on back stage during a performance. For one thing there's no possible way for the actors to get back and forth from stage right to stage left. There also is no way to get back stage except through the theatre or the chapel. Sister was able to recall numerous incidents of make-up tracked on the chapel floor and of priests finding ladies' unmentionables in the sacristy.

There are memories from the particular plays too. *South Pacific* had a jungle on stage and the one back stage was even better. Whenever the air conditioner goes on the stage floor begins to get ripples in it, and for *Carnival* Mr. Gallagher had to build a platform to go over the ripples. Concerning that show, Sr. Marita said she would never know how Mr. Loui was able to get all those people

on stage, and even more, how he found space for all of them back stage. "But I guess students shouldn't have everything," Sister continued, "You need a challenge and that stage is certainly a challenge."

Sister went on and recalled stories from her own days as a Webster drama major. That was the time of the illegal midnight parties and most of those were held on the auditorium stage. "No one ever looked for you there." There was also the first time—and the last—that Sister herself worked lights. It seems the old old dimmers she was using suddenly burst into flames. "That was right before the new light board was bought."

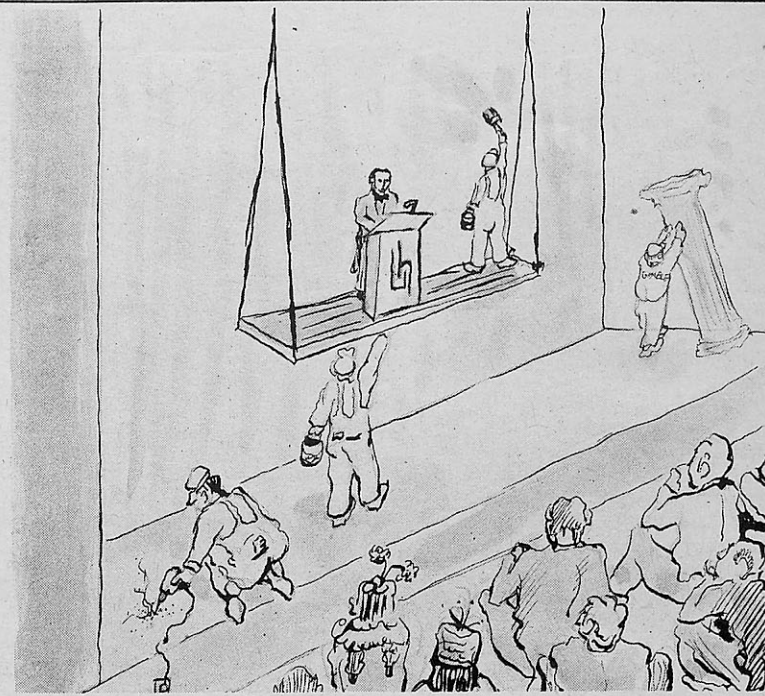
Sister Marita told about some of the Webster faculty and what it was like when they were students. Sr. Ann Patrick has often said the drama instructor wanted her as a drama major because of her height. "She could have been great at the men's role." Sister Jacqueline acted on the auditorium stage and Sr. Marie Francis has danced there; Sr. Deborah and Sr. Marita used to be in plays together. Said Sr. Marita jokingly, "They all dabbled in the theatre and I'm sure they all wanted to be drama majors but..."

There are a few stories so classic they've just remained a tradition of the drama department. When *The King and I* was presented, a number of Chinese children were used. The smallest and everyone's favorite was three year old Ignatius—Iggy to all in-

involved. For that show "X's" of various colors were painted on the stage to help the children remember where they were to sit. During one of the performances little Iggy started a ruckus by pushing the child next to him, and repeating over and over and quite loudly "You're on my X!" "That was the best line in the show."

The story Sister Marita considers the funniest she can remember concerns a dance program. These programs had never gone too well and so Sister took this particular one over herself. One of the freshmen in the show, who was also a member of Sister's acting class, had a very quick costume change. For one number her outfit consisted of tights and a skirt, the front of which was fastened one place and the back another place. During one performance the girl had not been able to fasten the back of her skirt properly. When she went on stage to dance, there she was beautifully gowned in the front, and the back—well, the audience roared every time she turned her back to them. Sister recalled that after the show, she asked the girl why she hadn't danced off stage to get the back of her skirt fixed. The girl replied she had thought of that but went on to tell Sister that she had always told them in acting class that no matter what happens, "the show must go on."

Every show "has gone on" and been lived and loved and has closed. The last major production in the auditorium theatre ended with a couple of lines that more or less said "It's all a matter of growing up. . . . I thought you never would." So Webster's drama department has grown and developed into one of the finest in the country. The Loretto-Hilton is a reality, and Webster's "old Met" has seen the last of many lively and happy curtain falls.



"Ladies and gentlemen, welcome to the Loretto-Hilton Center for the Performing Arts . . ."

## Son of

# Webbles

by Jeanne Jenkins

To take everyone's mind away from threatening concerns, here is a good old-fashioned girl-meets-boy story with a lot of moxie.

Scene I Hall in a familiar-looking college.

Boy: Hi!  
 Girl: Hi.  
 Boy: Are you able to communicate?  
 Girl: No.  
 Boy: Do you think you can speak to this problem?  
 Girl: Definitely not.  
 Boy: Come with me to the melting-pot of the educating society.  
 Scene II Cafeteria  
 Boy: (shouting over the noise) Are you trying to beat the system too?  
 Girl: What system?  
 Boy: I mean aren't you also an avant garde intellectual yearning to breathe free?

Girl: Are you a seminarian?  
 Boy: Will you go with me to the ends of the earth? We could take my bandwagon and leave right away.  
 Girl: I'm sorry, but I shall never leave the womb.  
 Boy: But aren't you all pioneers in this school? Don't you want to strike out on your own and blaze a trail?  
 Girl: I think I want to go to my room.  
 Boy: But just today I met a boy who said: "4xq() (R\*B!!LF-+?+ T'00 1/2AV". Imagine my delight! I then sat in on a philosophy class where people were hitting each other over the heads with their filters. Why, I just know that you're a feather in the left wing.  
 Girl: I bought a pheasant-feathered hat once but Mother said it was full of germs and made me throw it away.  
 Boy: Let's go talk to some young teacher about the paralysis of conformity.  
 Girl: Would it help my grades?  
 Boy: Well, then let's be uninhibited and go fly a kite. Or we could stroll around singing "Yes Sir, That's My Baby."  
 Girl: No, we'd meet too many people.  
 Boy: The old communication problem again, Huh?  
 Girl: (says nothing)  
 Boy: Yes, let's do something really wild like take LSD in the library, or trespass in the co-rec room.  
 Girl: People are there.  
 Boy: So what's wrong? Why do you feel threatened? Are you unable to express your cosmic insecurity?  
 Girl: Well, actually I . . .  
 Boy: Don't worry another minute. Life is elliptical and existential. It's just a series of polarities. You see this in other people don't you?  
 Girl: Really, I just don't like them because they ask . . .  
 Boy: Of course they do. They ask you the meaning of life. They ask for reinforcement. They ask . . .  
 Girl: (interrupting) No, they don't either.  
 Boy: Aha! Worse still, they ask you to relate to them. They ask you to form bourgeois honest relationships. They ask you to share your individuality.  
 Girl: No, no, no, no.  
 Boy: Well, what's left for them to ask?  
 Girl: They ask me what I'm going to do when I graduate.

# Achiever emerges free

by Sandy Blase

Don't let them kid you—it's a Henry James world. After graduation I may become an Irish no-mad—it's a new concept in graduate study for camp counselling. The main purpose is to combat the subversive movement to undermine the Old Testament by bringing Orlando Furioso and the early Italian Renaissance via Boccaccio in juxtaposition to salvation history. It's a challenge for those who are leaving the "real world" of Webster College for the unreal world where the daily paper is preferred to *The Secular City* and *I and Thou* for pleasure reading. Why listen to the president addressing us on the rising cost of living when you can see Batman

in action taking off for graduate study at Malibu?

Basically, this is a consummate discourse of informative narrative. In short, I woke up Wednesday morning, and without any previous warning, I suddenly felt the strain of the last four years — "Pray tell," I said, "what is this you feel?" "Why forsooth!" I answered, "It is the strain of the last four years. But the prognosis is good. I am emerging as a free, responsible, decision-making individual, intensely involved in the human condition via inter-personal relationships; and, in cognitive terms, I am a need-achiever." Suddenly the strain of the last four years didn't feel so bad after all in comparison.

# Adventures of J. Blonde, Secret Agent 36-22-36

by Nathan Pilsner

It was one of those fantastic college days that would never be forgotten . . . The 100 foot recreation room, framed by walls emblazoned with multicolor Pepsi-cola, Whistle, and Vess dietetic grape soda stains, was filled with the strident yet distinctly feminine screams of about forty of the 500 young women attending Mount Marvel, a very select, due to its annual 50% raise in tuition, finishing school in one of the more fashionable mid-western states.

To Jane Blonde, slouching comfortably in a mauve foam-covered contour chair, her legs crossed above a pair of orange Villager knee socks which disappeared into Capezio ankle boots, and flicking dandruff off the shoulders of a black V-neck sweater which settled loosely along the hips of a short grey flannel skirt which did not quite conceal the lacy edge of an Olga long-leg pantie girdle, there was something disgustingly coy about it all.

She nervously flicked imaginary ashes off the end of her Parliament, and glanced at her suedebanded Helbros sports-watch under cover of her New Yorker magazine.

In exactly 4.5 minutes she would be expected to be entering the reception room of Q's office, where Miss Dillardollar would flash her inferior smile and tell Jane to "go right on in."

At exactly 4.8, Blonde was in

Q's office, wondering what the problem was this time, and thanking Secret for keeping her calm, cool and dry.

"Sir!" said Jane, facing Q. Blonde was the only one at Mount Marvel to know Q. as anything but Assistant Dean of Men. And since there were only five men at Marvel, there were few enough who knew Q. at all.

To all appearances, Q. was a rather nondescript little woman of about 50. If she reminded one of anyone, it would probably be of a half-size model in a Sears, Roebuck catalogue. Q's hair was carefully styled in flat, close waves that set off the near enormity of her ears and forehead.

"Sir!" repeated Blonde. Apparently Q's ears did her little service despite their size . . . Q had taken a fancy to being called "sir," saying that "ma'm" made her feel like an Ursuline nun. Since no one had ever been able to figure out Q's process of association, Jane had chalked it up to early senility.

"Ah, yes . . . Agent 36-22-36. And right on time. Sit down, won't you? Have some bouillon?"

"No, thank you, sir. I've just had some excellent bouillabaisse in the cafeteria."

"Then we'd best get down to cases. I suppose you've heard about the paleontology department?"

"Only rumors, sir."

(Continued on Page 8)



charlie says:  
 the hell of life is  
 having to want  
 to want to do what  
 you don't want  
 to do.

# Drama Festival to open with flourish of firsts

July 11 will be an impressive date for firsts. The plays, *The Private Ear* and *The Public Eye*, will open their first professional engagement in the St. Louis area as the first shows of this summer's Webster Drama Festival, and the first dramatic production of the new resident professional company. They will also be the first plays produced in the Loretto-Hilton Center for the Performing Arts.

The Webster Drama Festival, which will run from July 11 to Sept. 4, has five plays scheduled for its summer repertory season: *The Private Ear* and *The Public Eye*, *Twelfth Night*, *Waiting for Godot*, *School for Wives*, and *The Cage*. Michael Flanagan, artistic director of the Loretto-Hilton, commented, "These plays are chosen to represent as wide a spectrum as possible to display the potential of the summer company. Shakespeare to Beckett is quite a gamut."

The American professional premiere of *The Cage*, a drama by Italian playwright Mario Fratti, will take place at Webster this summer. The play has run successfully in Europe and is en route to New York in the fall. Mario Fratti, the playwright, will be in residence during rehearsals and Charles Maryon, who will direct the Webster production, will also direct the New York production of the play. *The Cage* is, in some ways, an allegory of a man who shuts himself off and chooses not to become involved with people or with life.

The *Private Ear* and *The Public Eye*, the two one-acts which open the season, were

written to be produced on the same bill and deal with two viewpoints on the same subject—love. Some critics feel that the author, Peter Shaffer (*Five Finger Exercise* and *Royal Hunt of the Sun*), has created his finest character in Julian Christoforou, the lead in *The Public Eye*. Michael Flanagan will direct.

*Waiting for Godot*, by Samuel Beckett, was the play which first brought the American public to an awareness of the French "theatre of the absurd" movement. Mr. Flanagan adds, "*Waiting for Godot* is very avant garde and — this is seldom mentioned — very funny. It is a dark, bitter comedy which says something about man's ability to survive without hope." Beckett's play will be directed by Wayne Loui.

*School for Wives* by Moliere has been popular for three centuries because it deals with the universal follies and foibles of mankind. Sarah Maryon, a young French actress who spent four years with the National Theatre in France and played with the Jean Louis Barault Company in New York, will direct this traditional French farce.

Shakespeare's *Twelfth Night*, directed by Sister Marita, will round out the summer season.

Tickets will be offered to the Webster College Community at a special rate of \$2.50 for Friday and Saturday nights and \$1.75 for all other evenings. Coupon books are also available to the Webster community at the rate of \$8.50 for 5 coupons for regular performances and \$11.00 for Friday and Saturday nights.



Sister Gabriel Mary, Martha Ferrario, and Tom Linehan participate in the art department's "Unlikely-a-go-go." In addition to a costume party the May 2nd program featured a showing of slides constructed throughout the year by art students.

## Summer lecture series scheduled for Webster

Prominent scholars and educators from across the country will enrich Webster's summer session with a series of provocative lectures on a variety of subjects. The lectures, designed to complement the summer school program, are open without charge to the community at large. All are scheduled for 2:30 p.m. in the Loretto-Hilton Center for the Performing Arts, to accommodate as many people as possible. Topics, dates, and lecturers are as follows:

**General:** Dr. George Denmark, who has served as consultant on curriculum, teacher education, and human relations in more than half of the United States, as well as in several Latin American countries, and is currently Dean of the School of Education, University of Wisconsin, Milwaukee, will speak July 15 on "Emerging Images of Teaching." Sister Jacqueline Grennan, president of the college, will discuss the role of the teacher in decision-making in a speech entitled "Administration in an Innovative World" on July 14.

**Science:** Professor of Physics at Massachusetts Institute of Technology, Dr. Phillip Morrison, will speak July 11 on a topic to be announced.

**Social Science:** "The New Elementary and Secondary Social Science Curricula" will be discussed July 12 by Irving Morrissett, director of the Social Science Education Consortium at Purdue University.

**Religious Studies:** Three lectures on Vatican II are planned. At dates to be announced Donald Quinn, managing editor of the *St. Louis Review* and a representative of the press at the Council, will speak on the "Council's Call for Collaboration"; and Sister Mary Luke Tobin, Superior General of the Sisters of Loretto, will discuss "Women and Vatican II." Chairman of the Conference of Major Superiors of Religious Women in the United States, Sister audited the third and fourth sessions of the Vatican Council — the first American woman invited to attend, Father Frederick McManus, associate professor of canon law at Catholic University of America, will speak June 24 on "Liturgy and Vatican II." Father McManus is past president of the Liturgical Conference, was peritus at the second Vatican Council, and is now a member of the post-conciliar commission on liturgy.

Religious psychology will be the subject of four lectures of Andre Godin S.J. author of several books and articles on various psychological topics dealing with religious attitudes, Father Godin is on the permanent staff of Lumen Vitae, international center for religious education, Brussels, Belgium.

Language Arts: Lectures and dates will be announced.

## Frosh entry wins award

Freshman June Driscoll from St. Paul, Minn., has won Second Place Honors and a Certificate of Merit for her entry in the Atlantic Monthly's 45th Annual Creative Writing Contest for Students.

Jane's poem, "Sunset in a Plum Tree" which won the Second Place Honors and her short story "Forehead of a Hill" which won the Certificate of Honor were chosen from hundreds of entries submitted. Because her poem placed second, it will appear in the 1965-1966 contest booklet this summer.

All undergraduates are eligible to enter the magazine's contest with works written between September and February of the school year. Both of Jane's works were written in Sr. Jean Carmel's writing lab.

Of her story, ATLANTIC MONTHLY judges remarked, "the wrenching impact of moving into a new home and a new neighborhood on a sensitive child . . . discerning and perceptive . . . well written." And on Jane's poem the judges commented, "Visual impact of opening lines very impressive."

## 13 represent student body at dedication

The official student guest list for the May 8 Civic Dinner and Dedicatory Performance of the Loretto-Hilton was announced by Sister Jacqueline Grennan this week.

Student guests are intended to be representative of the student body by virtue of the fact that they hold offices which are in themselves representative.

In addition to the office-holding guests, a small number of seats for the dedicatory performance will be available. Today, names will be drawn from the box provided at the end of the colonnade and winners will be informed personally by phone. Sister Jacqueline stated, however, that preference will go to the graduating seniors in Theatre Arts.

"All members of the Webster College Community are invited to attend the symphony rehearsal Sun., May 8 at 3 p.m.," said Sister Jacqueline. Also everyone will receive individual invitations to a Dedicatory Convocation Mon., May 9 at 11 a.m. and to the "lawn luncheon" on the Fine Arts campus.

The following students have been invited, as representatives of the student body: Sandra Blase, President, Student Association, 1966; Rosemary Bergin, Resident President; Mary Wall, Senior President; Karen Gentemann, Junior President; Susan O'Shaughnessy, Sophomore President; Mary Anne O'well, Freshman President; Barbara Wilson, Web Editor (at time of list); Mary Beth Farley, Senior, Music Department; Marina Tsi, Senior Art Department; Robert Kruger, Senior, Drama Department; Rose Vogel, Junior Drama Department.

In addition, in-coming officers such as Rose Giardinia, new Student Association President, Barbara Williams, Miss Webster, Linda Kolb, the student member of the Planning Committee and Alice Murphy, the daughter of the principal architect of the building, have been added to the student guest list.

**Today students may pick up their year books, the LAURETANUM from 11 a.m. to 5 p.m. in the Student Association office.**

# Registration for credit-only-course fails to attract expected enrollment

Credit-only-courses offered next semester for the first time, are regularly scheduled courses for which students receive no grade. Credit for having taken the course is adequate to fulfill departmental and certification requirements. The Evaluation Committee in charge of studying grading systems initiated the credit-only system and expected a considerable response. There are, however, a very small number of students registered for credit-only-courses.

Sr. Lucy Ruth Rawe, registrar, explains that one reason for the lack of response to this opportunity might have been a lack of adequate publicity and information about the system. But she added that more students are expected to be interested in this type of course the following semesters. In the meantime, the committee intends to follow its present 36-credit-only-students through the fall semester, interview them at the close of the semester, and evaluate their experiences in terms of the program.

The group of 36 consists of five seniors, nine juniors, and the rest sophomores. The registrar concludes that the type of student taking the courses ranges from

excellent to average, with a slight leaning to the better student. Students were not encouraged to take these courses in their major field and for the most part they did not. Art courses were the main attraction — nine out of the 36 opted them.

One of the committee's preconceived ideas was that history and theology students would be interested in foreign language courses due to the fact that they are required by their departments to have a reading knowledge of a foreign language. Except for one student in history who is taking a beginning Spanish course, this did not hold true.

### REGULAR REGISTRATION

The following are interesting items concerning regular registration. A group consisting mostly of 27 sophomores and art students is registered for Freshman History, a course no longer required. Southeast Asian History and philosophy's Oriental Thought class have attracted 48 and 30 respectively. This turn-out is obviously due to the world situation. Other philosophy courses are enjoying unusual popularity. One example is the 65 in Basic Problems of Philosophy.

Cognition, a teaching requirement, is an 8 a.m. class of 55. Other social science courses were small attractions with five students registered for Experimental Psychology, ten for Dynamics of Groups (which closed), and six for Measurements.

Theology courses which have been popular in the past year took a reversal for next semester. The registrar commented that several theology courses offered will have to close due to the fact that there were too few registrants. Only Dimensions of Morality, with 24 and the evening class, The Church and the Secular, with 16, drew a significant number of students.

Likewise the physical education department, which was pushing its Recreation Leadership program, did not draw many participants. A quick survey shows that no P.E. class will hold over ten students.

Theatre Art's new course, Musical Comedy, has attracted 23, while Drama Appreciation holds 41. However there are only two students, both drama majors, who are registered for Advanced Scene Design.

**Blonde**

(Continued from Page 6)

"Suppose you tell me just what you've heard," Q said, toying unconsciously with a half-eaten hard-boiled egg, the remains of what must have been a most dietary repast.

"Well, sir, as you know, a friend of mine is a major in 207 section (Q insisted on numbers for everything—she'd once been a math major), so I'm usually able to dig up the latest news." Blonde paused—embarrassed that Q might notice her very bad pun. "So naturally I've heard that Professor Grindigs has been giving the girls nothing but A's for the last seven semesters. And that, even when my friend Miocene incorrectly matched Jurassic remains with Triassic characteristics in Grindigs' last multiple choice test, she made sufficient errors to warrant a 67% instead of the 99.7% given her by Grindigs. Similar things have happened. . . . Pork chop bones are called Pekin-man jawbones, and no one is corrected."

"Yes, yes," said Q, who was now eating the egg. "Precisely. But there is another factor you have apparently not heard about. Of the sixty paleo majors graduating, sixty are going to graduate school. All have been unconditionally accepted. Does that strike you as a trifle odd?"

"Only insofar as most paleo majors fail to pass their comps—let alone get into graduate school."

"Precisely. The administration is loath to say anything to Professor Grindigs. His wage is a pittance, he has never demanded decent wages or working conditions, he never urges his students to participate in liberal activities, he doesn't fraternize with our young ladies—in short, Miss Blonde, he is an ideal instructor. We should hate to lose him by making him feel that we didn't have utter faith in him. But we don't, so —"

"I presume I am to change my major from Graphic Design to Paleontology, and then proceed to crack this particular nut, as it were?" Blonde said somewhat impatiently. Q may have a great mind (imagine discovering such a strange situation that had existed for only seven semesters!) but it definitely wandered.

"Precisely. I hope you don't find the prospect too forbidding. You were failing Design anyway, you know. And Grindigs is a bachelor," Q said with a match-making grin. Blonde felt like throwing up. Grindigs was not someone to be matched up with.

"Find out why all these girls are getting A's for doing ridiculously poor work, and why they are all going to graduate school," Q continued.

"Very well, sir. Anything else, sir?" Blonde said rather despondently, for the prospects of the assignment were anything but pleasant.

"Pass the salt," Q said, drawing another egg out of a hand-woven Peruvian knitting bag beside her IBM electric typewriter.

**Faculty musicians interpret Mozart**

Sister Eloise Jarvis, Gerald Fischbach, and Dr. Joan Mack performed in an all Mozart program on Thursday, May 5, in the Recital Hall.

Sister Eloise, on the piano, Mr. Fischbach, on the violin, and Dr. Mack, on the cello performed the "Trio in G Major" and the "Trio in C Major." They also played the "Quartet in G Minor" with the assistance of Ethel Baxter on the viola.

This was the last in the series of faculty recitals.

**Senior Art Exhibit**

The seniors' exhibition ranged from displays of graphic art to three-dimensional painting, sculpture and ceramics. The exhibit was marked by an unusually interesting diversity in techniques and approaches and was highly reflective of the seniors' skills.

**Summer program offers innovation in curriculum**

Summer for many means relaxation; for others, a renewed effort at learning. Webster's summer program offers both. A curriculum covering twelve areas, a faculty from colleges throughout the country, and the air-conditioned facilities of the new Loretto Hilton offer a refreshing opportunity for combined education and relaxation. In addition to undergraduate courses, the summer schedule includes classes for elementary school personnel; a series of open lectures in several areas; concerts; and exhibitions by top people in each field.

Along with traditional courses, the undergraduate program includes several unusual features. The Webster Drama Festival, to be staged by a professional company in the new Loretto Hilton Center for the Performing Arts, offers unique opportunities for students in the drama department. A course entitled "From Backstage and on the Aisle" acquaints the student with nearly every aspect of the art of theatre by extensive study of the plays presented in the Festival—from the first reading rehearsal through discussions with the director, designer, and cast, to the final curtain call. A three-month theatre arts sabbatical will acquaint the participant even more fully with theatre as an art by actually involving him with the professional company in the staging of the Drama Festival. Sabbaticals will also be offered by the Social Science Department, which allow a student to pursue independently a particular problem in his own field of interest. The department also plans a Community Study in the Northern Plains—a training in anthropological field work in a small community in Montana—as well as a practicum involving field experience in inner-city problems.

"Field work," and classroom study are combined in Webster's MAT summer schedule. The Master of Arts in Teaching program, involving approximately thirty hours graduate work in one of five areas, is designed to provide creative leadership in the elementary school by providing the elementary teacher with a "specialty"—a Master of Arts in Teaching degree—in Language Arts, Mathematics,

Science, Social Science, or Religious Studies.

Of further interest to elementary school personnel is the Economics Education Institute, August 15-19. This workshop, consisting of five intensive days of involvement with elementary school curriculum materials prepared by Professor Lawrence Senesh of Purdue University, will be directed toward equipping teachers with a high degree of competence in analyzing and interpreting economics for the grade level at which they teach.

Of interest to students, faculty, and the community at large is the lecture-concert-exhibit series to be presented throughout the entire summer. This series, featuring renowned scholars and artists, as well as student recitals and exhibits, opens to the entire community Webster's summer opportunity for combined education and relaxation.

**Summer term at Pre-College**

The Webster College Pre-College Center is opening registration for the summer session, June 20-August 13, 1966. Registration will be limited to high school students from low-income-bracket families who will have completed their junior year by June '66. The Center is an UPWARD BOUND project sponsored by the Office of Economic Opportunity and administered by Webster College under the Human Development Corporation of St. Louis.

The purpose of the pre-college center is to further prepare college-bound students by strengthening their mathematical and English proficiency. Special research materials prepared by Educational Services, Incorporated, while avoiding duplication of high school work, attempt to create an excitement about learning which will reinforce the possibility of success in college. During the eight-week resident sessions on the college campus, students will be exposed to many cultural experiences and take part in a varied recreation program. No grades or academic credit will be given; no fees will be charged.

A representative from Chandler's second hand book store will be in the co-rec room all day Wednesday, May 11, to buy used books from the students.

There will be a pre-inventory sale at the Bookstore May 1 through May 13. There is a discount of 20% on all purchases of \$1.00 or more. Textbooks are not included in the sale.

**Rabbi speaks on relations of Church, Jews**

Rabbi Marc Tanenbaum of the American Jewish Committee and the Rabbinical Assembly spoke on Jewish-Christian ecumenical relationships April 27 in the college dining room.

Sponsored by MAT, Rabbi Tanenbaum said that before there can be any significant interchange, Jews and Christians must understand, in perspective, their relationships for the past 1000 years. "Impulses in the soul toward acceptance and rejection find expression in the human institutional relations between the Church and the Synagogue."

The Rabbi gave two basic reasons for the intense separation between Christians and Jews: 1) the tenets of the apostles founded in Judaism caused the Romans difficulty in distinguishing the two religions and the apostles felt that they must completely disassociate themselves; 2) Jewish life is organized to preserve the Jewish religion which is manifested in strict adherence to the Law.

Stressing the importance of history, the Rabbi discussed the American social myth of judging a body of people, giving the example of stereo-typed nationalities. The significance of discrimination is the emotional effect it has on the Jewish psyche. He said that he did not come to elicit pity or to rub salt into wounds, but to clarify the gap between the separate formations. He believes that the best way for Jews and

**WCYR club second in state**

The Webster College Young Republican Club was honored at the Young Republican state convention, Saturday, April 23. Madonna McGrath, sophomore, recently elected Co-chairman of the Midwest Federation of College Young Republicans, received the award for the Outstanding College Young Republican Woman of Missouri. The Webster club was named as the second most outstanding club in the state. Certificates of merit were given to Chris Allen and Jo Ann Bruegge, sophomores, and Marsha Hubbard, freshman.

The agenda for the convention began with a social meeting, Friday, April 22. The following day resolutions were discussed, and new officers were elected for the Missouri Federation of Young Republicans. Miss Peggy Heilig of Clayton was re-elected National Young Republican Committeewoman. Miss Heilig spoke to Webster YR's earlier this semester on the role of women in politics.

The final meeting of the Webster YR's was held picnic style at the Kirk House, Wednesday, April 27. After Midwest activities for the summer were discussed, a report of the recent convention was given. Marsha Hubbard distributed the new Webster College Young Republican Newsletter which she wrote and had printed. This will be a regular monthly feature of Young Republicans next semester.

**Sr. Mary to be in traveling workshop**

Sister Mary, Chairman of the History Department, will be a member of a Traveling Workshop, also called "university on wheels" during the summer. Sister will be one of a team of five Sisters who will bring solid, intensive institutes on inter-group relations. The project is affiliated with Loyola University of Chicago. Sister's itinerary includes: an institute for public school personnel in San Antonio, Texas; a week-long institute for contemplative nuns at Regina Laudis Monastery in Bethlehem, Connecticut; workshops at St. Joseph's College in Cleveland, Ohio; and other stops in New York, Boston, and Georgetown University in Washington, D.C.

Christians to realize the humaneness of each other is through contact in lay dialogue and works of charity.

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