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Academic tenure report

by carolyn connelly

On January 16 the faculty met to discuss the question of academic tenure for faculty members. A committee consisting of Dr. William Duggan, Rev. Paul Gopaul and Richard Singer composed a document proposing guidelines for the institution of tenure at Webster. The three parts of this paper deal with a description of tenure, the rules governing tenure and eleven recommendations concerning the initiation of some type of tenure program at Webster, which would follow closely the American Association of University Professors guidelines, whose central interests lie in academic freedom and control.

Academic tenure means that the full-time faculty member is guaranteed a permanent teaching position in the college. A teacher who has been tenured is not required to stay at the institution; he can only be released on grounds of academic incompetence or moral turpitude. For example, if a teacher is so involved in political activities that his lesson plans are poor or that he does not attend his class at all, or, for example, he is an overt homosexual, he can be fired although he has tenure. However a professor who believes that his dismissal is a violation of academic freedom may appeal his case through the A.A.U.P. (e.g. if he believes his dismissal is solely the result of off-campus draft-counseling while maintaining his teaching standards.) If a school is consistently violating guidelines established by the A.A.U.P. that school can be placed on a published censored list. This would hurt the school in its recruitment of good professors.

Positive aspects of tenure are both beneficial to the institution and to the teacher. For the institution, it is a means of promoting unity in the achievement of its educational goals and of encouraging an atmosphere of academic freedom and research. It also brings stability and strength to a faculty by reducing frequent changes of personnel. For the teacher, tenure provides a means of job security, such that, a teacher could not be dismissed after 30 years of good service. It also provides a certain status, for example, some teachers just stay at an institution long enough to be tenured and then move to another institution. Despite these positive aspects of tenure, it might occur that once tenured an individual teacher would cease to contribute constructively to the institution. Also too many tenured teachers in a department could lead to academic stalemate. For example, if the political science department in a small school such as Webster had three tenured teachers on the staff, this might lead to stagnation. This develops a financial difficulty in hiring new professors to update the department while continuing to pay full salaries to older, tenured teachers. The ad hoc committee on tenure suggested some general principles whereby the element of risk could be reduced to a minimum. First of all they suggested that probationary periods be established before tenure is granted. This would provide the school with a sufficiently long period to judge the worth of the individual teacher. Under this suggestion the probationary period of full time faculty member beginning his career with the institution should not exceed seven years. In a sense, the institution has no choice but to recognize a teacher's tenure after he has taught at that place for seven years because AAUP automatically recognizes him as tenured at that time.

The Board of Directors and the administration make the final decisions concerning the granting of tenure to teachers. The faculty however, should have a consultative voice, as the ad hoc committee pointed out, in the tenure plan submitted to the faculty. This tenure plan proposes that a standing committee of five tenure faculty members be established to serve as a consultative body for the Board and the administration concerning tenure matters.

The committee's specific responsibility would be to review once a year teachers who are in their probationary period to consider the advisability of recommending them for tenure. In other words, recommendation for academic tenure to the Dean of Faculties would come from the Faculty Committee on Tenure.

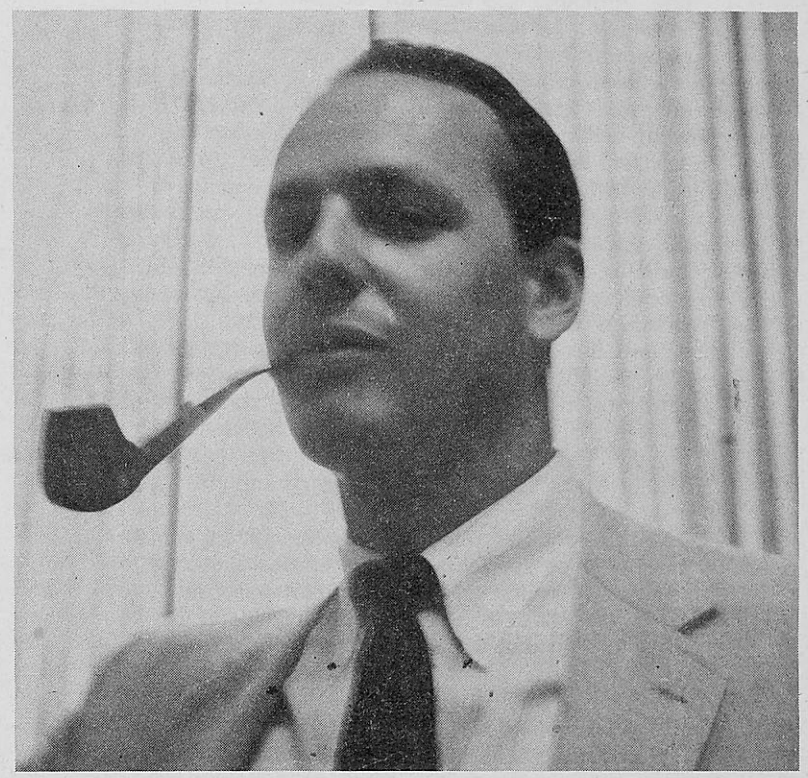
The document presented by the ad hoc committee also proposes that as soon as possible teachers who have served at Webster for more than seven years be granted tenure immediately so that they are available to serve on the Tenure Committee. Already eleven faculty members are qualified for immediate tenure.

The final proposal is that the students should have a formal voice in matters of tenure. However, the Representative Council of the Student Association is undecided as to its perogative through the teaching and learning commitee and through separate teacher and course evaluations. In a recent meeting the feeling of the members was that students should evaluate courses, not teachers. However, members also voiced a desire to influence tenure decisions. More discussion of this matter can be expected in future Representative Council meetings.

Newton resigns as VAULT director

V. Miller Newton, first executive director of VAULT, has resigned that post, effective January, 1969. Mr. Newton also requested, and received, a leave-of-absence for two months from the college. Mr. Newton was also director of Upward Bound and taught in the Social Science department. Don White has assumed the post of acting executive director of VAULT. Eddie Watson will replace Mr. Newton as director of Upward Bound.

Mr. Newton stated that his principal reason for requesting a leave-of-absence was an opportunity to head Steven Darst's campaign for president of the board of aldermen of St. Louis. He has been working with Mr. Darst since last year. Mr. Newton added that "political tensions" concerning the VAULT program had made his resignation seem advisable.



V. Miller Newton

Rumors from usually reliable sources have stated that Mr. Newton had been fired or forced into resigning from his VAULT post. However, both Mr. Newton and President Grennan denied these reports. According to Miss Grennan, "The only thing we've done is give him a leave of absence until March." She added that Mr. Newton had seemed under considerable pressure during the last semester and that a leave-of-absence was usual procedure in such cases. During his leave, Mr. Newton plans to decide if he will return to Webster, although he now feels that he probably will not return.

The VAULT program has had considerable difficulty in its first semester, difficulty which Mr. Newton noted is not surprising in an experimental program. Although provision for a VAULT counselor had been made, only a part-time counselor who proved unqualified had been obtained. (The program currently has a new part-time counselor.) VAULT students also had considerable difficulty in finding housing when they arrived on campus last fall. Other more specific and individual complaints have been voiced by VAULT students.

Mr. Newton admitted that if he had it to do over again, he would make considerably more detailed plans in the beginning stages of the program. However, he feels that the program is a good one and is having no more difficulty than could be expected in its first stages. He credited Webster College and President Grennan with expending much energy and support for the success of the program.

Family Weekend – 1969

Family Weekend, 1969, will begin with an informal welcome (Irving's Follies) held in Maria Lounge, Friday evening, January 31. Student entertainment will be provided, punch and cookies will be served.

A buffet luncheon will be served in Maria Hall Dining Room beginning at 11:30 on Saturday, February 1. The major address of the weekend will be delivered by President Grennan; her topic is one of interest to both parents and students: Campus Revolution.



A "multi media glimpse into Webster," Academic Kaleidescope is being produced by senior Candy Lord, and will be viewed on the main stage of the Loretto-Hilton from 1 to 2:30 Saturday afternoon. Five live presentations are planned: these will include an address by Donald White, acting executive director of VAULT; a sampling from mixed chorus under the direction of Dwight Jack; a demonstration of Marsha Creveris' body movement class; Mr. Irving's Morality Game, to be played by parents and students; and a slide presentation of "life at Webster."

These events will provide the basis for a discussion featuring a three member panel which will include one administrator, one faculty member, and one student. Julie Robben will serve as moderator.

President Grennan's formal reception at 7:00 p.m. Saturday evening will welcome parents and students to the Dinner Dance in the Mayan Room of the Bel-Air East Motel. Dinner will be served at 8:00 p.m., followed by dancing from 9:00 p.m. to 1:00 a.m.

A Mass, written largely by Webster students, will be offered in the Loretto-Hilton at 11:00 a.m. on Sunday. Participation by people of all denominations is encouraged. The Dutch Canon will be used and a slide presentation is planned. Brunch after Mass will be available in Maria Hall Dining Room; it will be served on a cash basis and is expected to cost approximately $1.25 per person.

Family Weekend Headquarters will be room 120 in the Administration Building. Students can pick up reservations on Tuesday, Jan. 28, Wednesday, Jan. 29, and Thursday, Jan. 30 between 1:00 and 3:00 p.m., or on Friday the 31st between 2 and 9. Headquarters will also be open from 9:00 a.m. until 1:00 p.m. on Saturday.

Editorial:

Department VAULT?

Because we are convinced that VAULT operates much like any other department of the College, I presented a plan, Friday, January 17, to the Steering Committee of the Faculty and to all department chairmen which would institutionalize VAULT as a regular department. —The President's Communique

The announcement that consideration is being given to changing the status of VAULT from that of "project" to "department" is indeed an interesting one. Although the ultimate decision lies with the President, the proposal raises serious questions for consideration by the entire college.

What is a "regular department"? Does VAULT operate "much like any other department"? Is what seems to be the easiest, and most logical, solution to recent problems in VAULT, the best solution for VAULT and the rest of the college?

From the context of the Communique, it seems the President views a department as an organizational structure defining the relationship of its members through financial and administrative channels to the rest of the school.

Until this time, the concept of a department has also included certain assumptions involving academic offerings. Most frequently, the core courses involve a specific area of academic endeavor, e.g., history. The core offerings present different facets of that area, e.g., American history and European history.

VAULT courses, on the other hand, range from math/science seminars, to humanities sections, to psychology courses. Their common purpose is to equip the VAULT student with special skills he needs in his work. However, their organizing principle is not analogous to that of the traditional academic departments.

Is it advantageous to abandon the accepted concept of department, essentially broadening it? Even if we were to ignore the differences in curriculum organization, is the change advantageous in other respects?

—Because of its unique conception, Project VAULT involves procedures requiring special handling. The nature of the project requires separate admission procedures; present departments can rely on the Admissions Offices.

—Because of the peculiar instructional and adjustment problems involved, VAULT must maintain a separate counselor, specifically for its own students.

—The experimental nature of VAULT curriculum requires constant and careful revision and development unmatched in scope by any present departments.

—Because VAULT is a pilot project for which money has been allocated rapidly and, necessarily, without any precedent for expected expenditures, the project's financial arrangements should be given particular and minute inspection, especially in the early stages of the program.

Is it reasonable to class such a project requiring a disproportionate amount of attention, however justified with departments having more conventional problems? Such an experimental program requires constant scrutiny and evaluation. Is VAULT ready to be a "regular department"?

Project VAULT has experienced serious difficulties in the first semester which can be alleviated by adjustments in its organization. An obvious alternative to its present structure is that of a department. But is that the only alternative? Could not rather modifications be made in the present structure, retaining its flexibility, yet adding institutional safeguards? That question deserves serious consideration.

pat eickman

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

New politics in old St. Louis

by mary thelan

Stephen Darst, St. Louis alderman of the 25 ward and candidate for the presidency of the board of aldermen, spoke at Webster College Monday, January 20. In his talk Mr. Darst explained his own political background and activities and also outlined the "New Politics" as he sees it developing in St. Louis.

Darst's career began with his work as a journalist for the St. Louis **Globe-Democrat** and later the St. Louis **Review.** Early in his political involvement Darst was one of the founders of the Mid-City Community Congress and became the first financial chairman of that organization.

Darst also co-authored with Donald Gunn, then president of the board of aldermen, a slum receivership bill. This bill provides for fair treatment of tenants by landlords. Under the bill, if the landlords do not maintain their properties in conformity with the minimum standards housing law, the properties are placed in receivership so that the deficiencies may be corrected.

The aldermen of St. Louis adopted the bill by a vote of 28-0, and similar ordinances have proved successful in New York and Chicago. However, the ordinance was declared unconstitutional by the Missouri Supreme Court, and enabling registration has not been passed by the state legislature.

As alderman of the 25 ward, Darst worked to update city zoning regulations and also supported the gun control bill recently defeated by the aldermen, but due to come up for reconsideration.

Late in 1968, Stephen Darst initiated meetings from which the proposal for the New City School was advanced. He is on the board of directors for the school, now in planning. The school would be an independent, private, elementary school which would make use of the city's cultural opportunities and public facilities to maintain a high academic standard.

The New City School would provide for the varying educational needs of families in the Central West End of St. Louis, an area of various economic levels and racial backgrounds. New City School is described by its supporters as a reflection of St. Louis urban life, taking advantage of the best the city has to offer.

The proposal for New City School was designed to fill the vacancy left by the closing of two St. Louis private schools, City House and Barat Hall.

Another recent activity was Darst's involvement in the presidential race: he served as state campaign manager for Eugene McCarthy. Darst used the McCarthy campaign in Missouri as an example of the state's political workings. He explained in his lecture at Webster that Missouri's complex and outdated systems made it extremely difficult to get McCarthy delegates for the convention. Though McCarthy and Robert Kennedy had been the most popular of the candidates in the state, this was not reflected in the convention delegates chosen.

The St. Louis Democratic party, Darst stated, is still controlled by the old school Democrats, who are less concerned with national affairs than with local concerns. These officials control approximately 700 patronage jobs. They perpetuate their archaic political machine through the assured support of voters in such patronage positions.

This system of voter control dates from the 1890's, when large numbers of immigrants entering the country were dependent on the political machine for citizenship papers, legal help, and jobs. The machine also "advised" the new citizens on how to vote wisely.

Darst explained that the newly formed Democratic Coalition was organized to counteract such party machines as that of St. Louis — and even worse — Chicago.

A national meeting of the Coalition in November of 1968 indicated that the organization is now established in 20 states. Its members work within the Democratic party for the kind of reform McCarthy, Kennedy, and McGovern represented. They stand not so much in support of particular candidates as in support of any candidate who promotes the reforms they support.

The Coalition includes Blacks, rural and urban poor, disaffected middle class, students, and intellectuals. Hopefully, the Coalition in St. Louis will support Darst in his bid for the aldermanic presidency.

At this point, the St. Louis Coalition has about 800 members. They will have to take on the existing machine and match the 700 patronage employees who will be precinct captains and election officials for the machine. This confrontation, says Darst, will be the "test of the New Democratic Politics."

In his campaign, Darst faces the opposition of Sorkis Webbe, Joseph Clark, and a possible fourth candidate, Anthony Sestric. A plurality, not just a simple majority, is required to win his election.

However, Darst's full time campaign manager, Miller Newton, (formerly director of Webster's VAULT program) has predicted a plurality of 2,000-10,000 votes.

As far as ward support: of the 28 wards in the city, Darst is hoping to carry the 20 ward and others claimed by the workers of the New Democratic Coa-

(Continued on Page 3)

Letters to the Editor

Pax sur la terre

(Ed. note: The following Christmas letter was sent to Peggy Davies, WEB news editor, by her brother, a member of the Army Psychological Operations Battalion in Bien Hoa, South Vietnam.)

Dear Peggy,

I was sitting up in Alex's room, he and I listening to Dylan on the tape recorder, I was trying to finish a long poem to Kate, and suddenly I realized it was Christmas night and, rather obviously, it didn't seem much like Christmas at all. Then I began to wonder about all my lovers and friends and what it would be like to be with them today but that didn't help matters any. Alex and I talked a bit about how nice it would be to go outside and sit in a snow storm until we were all covered with snow and then go walking around like abominable snowmen or Frosty the Snowman. But Alex and I both have colds and it wouldn't be very wise to sit in the snow. Would it? I'm sure my mother would not approve. Luckily, there's not much chance of snow here so I doubt we'll be that foolish.

Last night, the Army did its best to celebrate the occasion, or I guess, some of the guys out on guard posts did what they could. All through the night, they would send up red and green flare clusters. It was less than a quarter moon and you could see the flares from as far away as Thu Duc. And then, about two in the morning, all the other flares went out and some private on some guard post out in Long Binh set up a single white flare--an especially bright one—and I thought it might be a little schmaltzy but, nonetheless, very nice. One of the older troops, a career soldier, of course, came out on the balcony then and told me he was worried. I asked him why, of course, and he said it looked like a real bad night on the war front. He said, look at all those green flares, that means a ground attack and all those red flares, that means a mortar attack, and, then, a little while ago that big white one, that means they see something suspicious out by Long Binh, and that's awfully close. I told him not to worry and asked him how long he'd been in the Army. He said twenty years. I understood.

And it was Christmas, too, on that tragic hill in Arlington where the last man of politics I loved lies now so hopelessly forgotten by the land. I had hardly been here for a week or so, very embarrassed and getting more so by the day when what was the only gentle man there to be was ripped of his mind and the nation of its hope. And there were suddenly so many more orphans of Amerimama's way.

I remember in Indianapolis with the people pouring all over him, tearing at his sleeves and howling his name, how he looked at me when he passed. There was no love of the adoration there, only fear and a question. And when he spoke to those fat Indiana businessmen, belching on their food, how he told them what they were afraid to hear and how they listened before dessert had time to come. And, the night of the black man's death, when I saw him tell his children he had died, and quoted from Aeshylus, and was sad with them. And I wondered if the man who by the bullets was given the laurel of our leadership, could he have told them? Or would he have been caught up in the violence of frustration that erupted from their hearts when they knew?

Or the conversation I had last week with the nineteen year old from Kansas who was on Long Range Patrol teams and was very thin and short and had white blond hair, like a little Swedish kid. A toe-head at nineteen. And how he was talking very quietly, apparently bothered by the twitch in his right eye, about the last patrol.

"Ol' Cunningham got it on the day he finally made Spec Five. Poor Cunningham. He was never lucky.

I don't remember much, I'm afraid, I mean, if you want to know. I was too busy carrying Harrelson into the LZ (Landing Zone for rescue helicopter). He nearly drove me crazy, man, he wouldn't stop howling. He must have seen his leg, I guess, before I bandaged it up . . ."

And the kid wasn't telling any stories. He just stared at the floor, twitching every five seconds or so, speaking very softly. He was very quiet and spoke of his friend's death like a bad bounce on a sharp grounder to second that slips up and hits you in the mouth—you bleed a little but still you make the play to the shortstop for the put-out at second. Of the twelve men—the oldest was twenty-three—on the patrol, four were there at sick call, the other eight were all on their way home for a very sad Christmas for their families.

He was nineteen years old and spoke of death like a bad break in a game. He had a toe-head and a twitch. And he looked like, if you remember, little David Foster who used to live down the street and every time you saw him, you wanted to pick him up and hug him.

"After the first death, though
There is no more sorrow
Merely numbers . . ."

And that was Christmas. It doesn't bother me, really, that I am separated, this is sad but natural and only temporary. But, now, they have a truce and I had to get out of bed this morning and tell a little story for propaganda against the "enemy." You nasty commies, don't try any of your tricks cause we Yankees aren't as stupid as you think. We'll be ready, we'll have our guns on you, make one dirty commie move and we'll blow the hell out of you." Excellent writing, I must admit, and so noble, so like a poet!

And I wonder about Pete Eric who is my friend and a poet. He is out in the field now. If they kill him . . . if anything happens to him . . . And I promised him, as he asked me, if something did happen, that I would go to the Air Base at Bien Hoa where they'd ship his body home, and take the flag off his casket. He said he wouldn't be able to stand that. It's a terrible thing to have to do but it's Pete's wish. The American Legion, I suppose, will do enough to make his ghost's life unbearable.

Recently I went to visit a Buddhist temple in Saigon and spent about three hours speaking to a priest who spoke English very well. He said very little but asked me what I thought of many things, about myself, my friends and my country. I spoke and spoke as I had seldom been able, and I told him that I wanted to work hard to make sure the people and their freedom triumphed over all the evil. And he listened very patiently and after I had stopped speaking he got up to leave, stopped and told me one thing that he said all Westerners should know and think on often. It was part of a simple prayer of Japanese origin, I believe:

"He who has the will to triumph
Has the will to murder. . ."

What had that to do with Christmas, or any of this, you might all ask. But, you see, on Christmas, suposedly, we celebrate the birthday of the Prince of Peace—though that title, I'm sure, is not popular now either. There is no peace and very little effort for it. And what makes Christmas so unkind this year is that I am part of it and I am not honest to that Christ or to that priest in Saigon.

I ask you to celebrate this and all Christmas and New Year's and every day with the spirit of the gentle people I have met here and in many places. Learn to bend to make others' lives run smoother, learn to realize that there is nothing you **must** have enough that you'll do anything that hurts someone else to get it, learn to be what you are—the fingers of god.

And, please, please love one another, if, for no other reason, as a Christmas present to those thirty-thousand young men who left here to know no more Christmases.

Thank you for everything you've done to make this a pleasant Christmas for me.

love,
Tom

Stephen Darst

(Continued from Page 2)

lition; the 28 and at least 2 in South St. Louis, Clark's ward plus the 18 if Clark should pull out, and his own, the 25. He stated that a candidate can win easily with the support of four or five wards if he has strong newspaper support and good speeches and position papers.

The St. Louis **Post-Dispatch** in an editorial supporting Darst in his first bid for ward alderman, listed among Darst's concerns that he favors ward reapportionment, equal rights for all citizens, a mass rapid transit for the city, and an effective anti-poverty program.

In support of Darst, the **Post** editorial concludes: "Mr. Darst's qualifications are superior, in our opinion. He could turn out to be the first intelligent spokesman for moderate progressivism that the Democrats have had in the aldermanic chambers in years. We recommend Mr. Darst's election."

System victim

Dear Editor:

The following letter, addressed to you, was found among the papers of a former Webster College student who is now undergoing extensive psychiatric treatment for that rare mental disorder, Paranoia, Institutionis.

My dear editor,

Please send me the necessary application forms for The Web's "Victim of the System" award—that coveted prize given only to the fools who defy tradition and follow the rules.

It is not through any sense of pride that I here describe my qualifying actions but through the faint hope that young people everywhere will read my tragic tale and learn to steal library books instead of checking them out. For it was in checking out four library books from Washington University Library one bright day in October that I unwittingly set in motion a horrendous series of events which would leave me but a shadow of my former self. But I was still young and trusting last October and even beginning to enjoy life two weeks later when I returned the blessed books to their home.

All too soon fate caught up with me. At the height of the Christmas season, when even Seniors get a chance to enjoy the simpler things of life like sleeping and comic books, a suspicious looking character carrying a large leather pouch came to my door and handed me a sinister grey envelope. With trembling hands I opened it. The words jumped out accusingly: "According to our records . . . of course you can take care of this simply . . . now you wouldn't want us to hold up your grades, transcripts and diplomas, would you?"

My first reaction was to run. Canada, Switzerland perhaps. But then I remembered that no one would believe that a girl was evading the draft. Besides, universities are the centers of truth and learning. How simple, I thought, I'll just tell them the truth. With renewed faith I put away my instant-suicide candy and began my long explanation. Of course I took the pains to type it in triplicate on color-coded paper with a regulation size typewriter. As added insurance I even included my latest scores from the N.U.T.S. Sanity and Ability to Relate to Bureaucracy Test.

Little did I understand the devious workings of the institution. Deep in my subconscious the planted suggestions began to fester. I had nightmares about being pressed to death between the pages of **Webster's Dictionary** or being stranded on a desert island with five hundred overdue books. Once I even dreamed that the library staff rioted for ten days and occupied the girls' dorms.

Nevertheless I persisted. With my courage about me I returned to Webster College. There, going through the proper channels, I approached our own librarians and asked their expert advice.

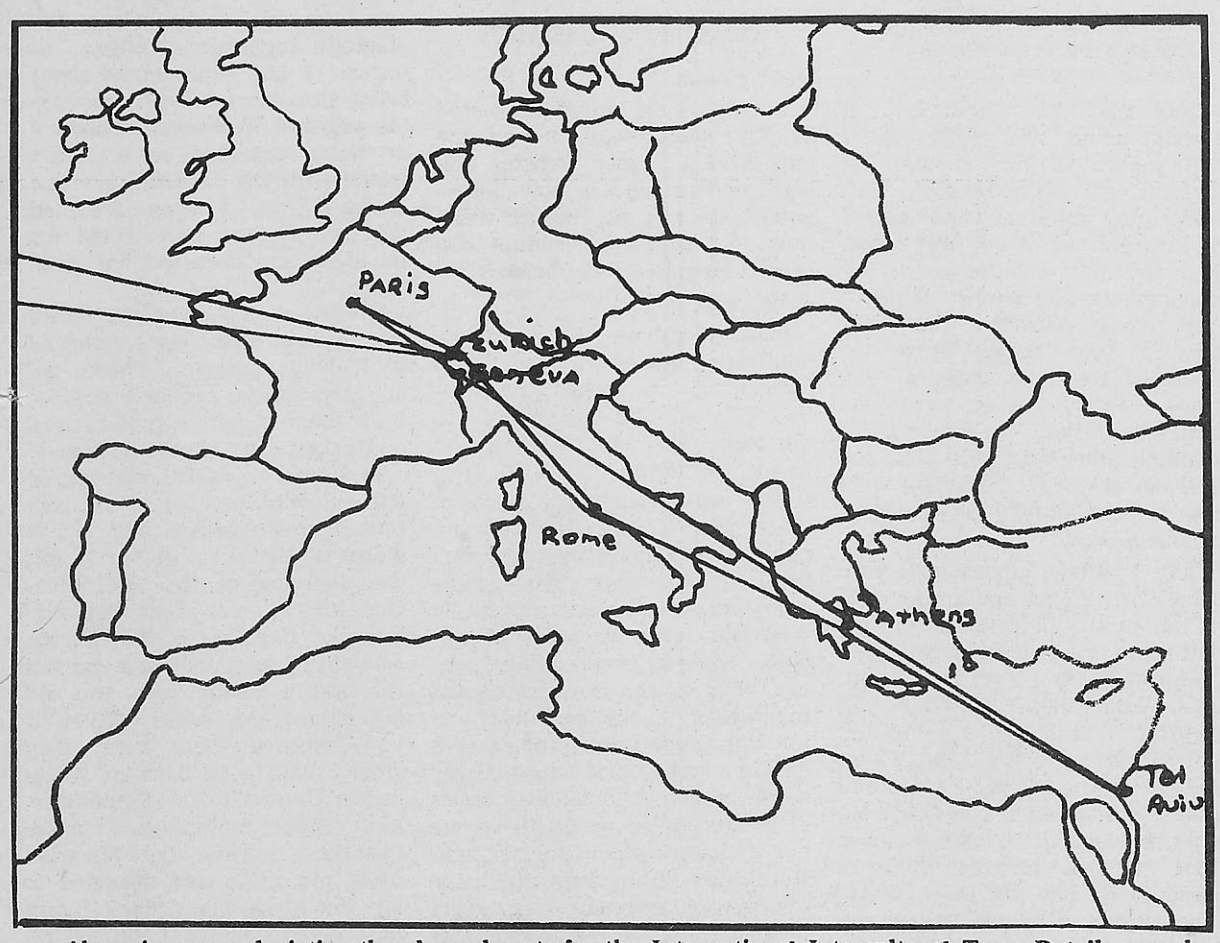
It was then that I discovered the error of my ways. It was then that I realized that I was guilty of the greatest sin of all, the doubting of the institution. Our library was kind but maternally firm. "If Washington University says that you did not return the books, then you did not return the books. Even if you returned them here, they simply had to go back to Washington University." (Remember, kind reader, mothers don't make mistakes). Then the librarian drew me aside and revealed to me the gloomy and dark future that would come if I did not repent. Imagine what the world would be like, if Washington University Library got angry and left. It would be as if the earth had opened up and swallowed the source of knowledge for all innocent students everywhere. She mentioned other terrible calamities; I shuddered to think of existing for the rest of my life without grades, transcripts or a diploma. I began to doubt my sanity; all my memories were suspect. What if I actually had lost the books? What if I had burned them one night in my sleep. Maybe I had accidently cut them up and put them through the garbage disposal. I could have even used them to make paper doll chains at my last therapy session. I knew I couldn't go on living that way so I resolved to go to the great temple itself.

Somehow I managed to find my way up to the main desk of the library. I gestured to the nearest attendant and began my story. "I see," she said, "but we don't just go around ordering duplicate books." I could feel heresy written across my face. I knew there was only the honorable way out. I handed over my $40.00 in silence. Someday, I promised myself, I'm going to meet that computer in a dark room alone and pull out the plug.

Mary Petersen



Take a turkey to Tibet



Above is a map depicting the planned route for the International Intercultural Tour. Details may be found in the following article.

Intercultural Tour

"International Education is America's Hottest Cargo"; knowledge recognizes no national frontiers. Would you be interested in an International Intercultural Tour blending several cultures, Israelic, Gallic, Hellentic, Romantic, Helvetian? You could see: France, Paris, "City of Light," with its innumerable facets to its complex character: center of fashion, art, culture, gaiety; Israel, Tel Aviv, the capital, Jerusalem, "The Eternal City," capital of the reborn Israel, Nazareth, "The City of Faith," the birthplace of Jesus almost unchanged since his days; Greece, Athens, "Cradle of Four Western Civilizations," classical and contemporary; Italy, Rome, city of the greatest empire of ancient times and capital of the Catholic Church; Switzerland, Geneva, modern historical city, Zurich, city of international banks and insurance companies, industries and business capital of Switzerland. Also included in the planned itinerary are Beersheba, Tiberias, and Haifa in Israel. The tour will begin this summer July 24 to August 14, beginning and ending in Zurich, Switzerland. The cost is $995. In case of international complications an alternate route is planned to include an Aegean Cruise, Turkey, Istanbul, Izmir, etc. If you are interested in further details for this tour organized by Mrs. Marie Dwyer of the French Department, contact her in her office.

Work Exchange

To help American students get summer jobs in Europe, the International Work Exchange has prepared a directory listing job opportunities in each country and telling students how to arrange jobs. In addition to listing specific job opportunities, the book also supplies information about organizations which arrange jobs for students. One popular program, for example, provides a student with a guaranteed job, room and board and air transportation to Europe in one package deal.

The publication, which contains no advertising, is available for $3 from the Publications' Division, International Work Exchange, Post Office Box 240, Palo Alto, California, 94302.

Continental Student Project

Continental Study Projects, Inc., specialists in Summer Study/Travel Holidays Abroad, again is sponsoring its College Budget Special for 1969. The program is designed for students who want to spend a maximum amount of time in Europe at a low package price.

Roundtrip transatlantic transportation is by Air France Jet. The study portion is for a month at an accredited university in one of the following cities: Paris, Grenoble, Tours, Madrid, Santander, Valencia, Perugia (Italy). Subjects range from language to humanities to the arts. During this time, students live in student residence or with a personally selected family (full pension).

There are extra-curricula activities at each school — selected for an international student body. Excursions, festivals, theatres, dances, sports and other recreational activities are planned.

After the study portion there is a full month of unlimited travel on a Eurailpass. Students may go wherever they wish on the continent, stay as long as they want.

Two alternatives are available. Instead of the independent travel on the Eurailppass, there is an escorted tour of five European countries. Students may sail on the Student Ship, Aurelia — to enjoy a leisurely schedule of shipboard cultural and social activities.

For more information, contact Continental Study Projects, Inc., 527 Madison Avenue, New York, N. Y. 10022. Other Study/Travel Holidays Abroad including an unusual educational Adventure in South America, are offered by Continental Study Projects. Ask for brochure CA.

Earn your stay in Europe

The American Student Information Service, Grand Duchy of Luxembourg, makes it possible to earn your stay in Europe and to study at a university of your choice. Jobs are available anytime during the year. Openings include lifeguarding, waiting on tables, office work, modeling, teaching, factory work, chauffeuring, hospital work, farm work, sales work, construction work, child care, camp counselling and many more. You may choose the country and type of job best suited for you.

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International College

The International College in Copenhagen announces two new programs beginning in the fall of 1969: 1) an **All World East Africa Special Seminar,** which is an eleven month educational program incorporating three months of study and local travel with the University Colleges in East Africa acting as study centers. In addition, over a month will be allowed for the exploring of the Near East, 2) an **Individual Seminar** structured for those students who desire to do work in their various fields of interest and are looking for an opportunity to outline their own curriculum from that which is offered at ICC and the numerous other educational institutions in the Copenhagen area.

As well as the above mentioned programs, ICC once again offers in 1969/70 its already popular programs: 1) The fascinating eleven month **All World India Special Seminar,** 2) the two semester program in universal affairs entitled the **All World Seminar,** and 3) the two semester **Danish Seminar** which includes a stay at a Danish folk high school. A special feature is the **Combined Program,** where students interested in a varied learning experience may spend one semester with the All World Seminar and one semester with either the Individual Seminar or the Danish Seminar.

In the summer of 1969 ICC will conduct two **Summer Tours of Northern and Eastern Europe.** These tours offer an eight week opportunity to explore life in the capitalistic Scandinavian welfare states: and in the socialistic countries of the Soviet Union, Romania, Hungary, Czechoslovakia, and Poland; and in the divided city of Berlin. The first tour will begin on the eleventh of May with the second tour immediately following on the sixth of July. For the ninth consecutive year ICC will also offer its **Summer Session in Denmark.**

ICC incorporates lectures, seminars, field trips, excursions and discussions with the opportunity of gathering socially with students from Denmark and various other foreign countries. These above mentioned items are used as a means to accomplish the desired goals of ICC: international knowledge, understanding, and friendship.

Interested students should write to: ICC, Hellerupvej 88, 2900 Hellerup, Copenhagen, Denmark.

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january 31, 1969
vol. xlvi, no. 15

SA secretary resigns

Toni Pomerene, secretary of the Student Association, offered her resignation from that post January 27. The Representative Body (Executive Council) accepted the resignation at the same meeting. The body appointed Mary Petersen, senior history major, to serve as Acting Secretary until the spring elections. Following is the text of Miss Pomerene's letter of resignation:

January 23, 1969

Dear Christine,

After some months of thought on the subject of Student Association and some months of working with Student Association I find that I can no longer, in all sincerity, continue on that body. I give the following reasons in order to clarify my position.

At the present moment Student Association is a static organization, certainly not representative and offering nothing of import to the Webster College student body. This is not the fault of Student Association per se; the fault lies in not realizing the nature of the majority of the Webster College student body. The reality is that most students are not inspired by Miss Grennan's rhetoric and do not conform to this rhetoric's ideal student concept. Although Webster College lacks much as an educational institution, Student Association is perhaps not the best organ or the most effective organ through which to transmit student complaints. One could go so far as to ask, considering the temper of the majority of students, if any sort of formal connection between student and administration is necessary **at the present time.** The Student Association no longer seems to be, at the very least, a workable system to build upon. The question as to how an elected representative best speaks for his constituency would substantiate the claim that Webster College's students are either too sophisticated or too infantile to be intimately concerned with all the nuances of their educational structure.

For myself, I can no longer in honesty to my conception of the situation, subjugate my education even to a small degree to something which is practically an anachronism within our system. Since I firmly believe that Student Association is accomplishing nothing and cannot in the future accomplish anything of consequence in a truly representative manner, regardless of time and personal dedication expended, I ask that you respect my wish to resign from Student Association.

Thank you,
Toni Pomerene

MISL

MISL, (Missouri Intercollegiate Student Legislature Inc.) a mock legislative session is a non-profit corporation of College Young Republicans, Democrats and independents from the state of Missouri whose purpose is to interest and inform youth of the problems of Missouri.

Every year since 1954 students representing colleges from the entire state of Missouri have taken over the State Capitol Chambers in Jefferson City for a weekend. This year MISL will occupy the Capitol Chambers on May 1, 2, 3. Approximately 275 students participate as senators and representatives.

MISL is education through participation. It is a three day event of joint assemblies, party caucuses, elections, committee meetings, and chamber sessions.

Several months before the General Assembly, bills are written by students and District Conventions are held. The bills are first debated at the District Conventions; then in committee meetings at the General Assembly. It is an opportunity to write your own piece of legislation and to fight for its passage. MISL is a chance for those disgusted with a system that they don't like to really see, first hand, how 'the system' works.

The purpose of MISL District Conventions is to allow maximum participation by as many interested students as possible in MISL. Due to the enormous number of students who wished to participate in the Missouri

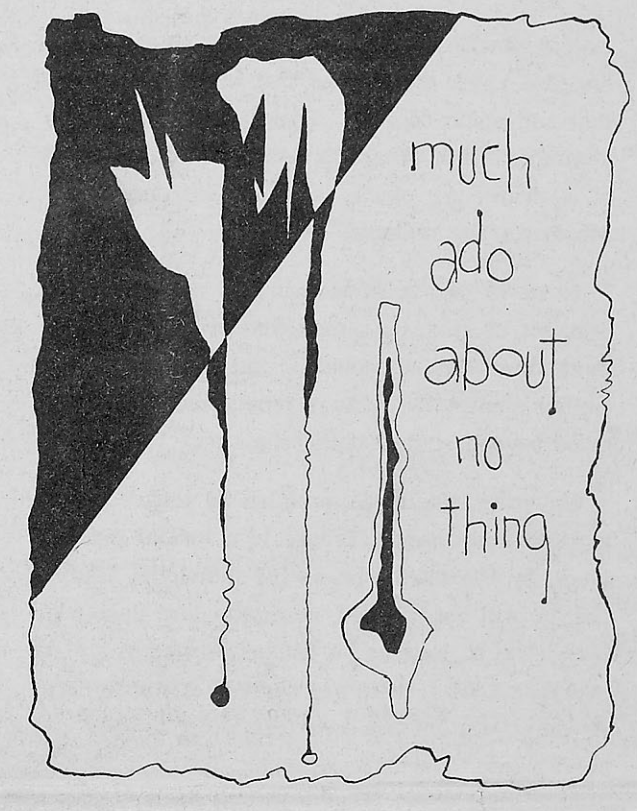
(Continued on Page 2)

Family Weekend Schedule

Friday, Jan. 31	9 p.m.—Irving's Follies, Maria Lounge
Sat., Feb. 1	11:30 a.m.—Buffet luncheon, Maria Hall Dining President Gvennan's address
	1-2 p.m.—Academic Kaleidescope, Loretto-Hilton
	7 p.m.—President Grennan's formal reception— Mayan Room of Bel Air East Motel
	8 p.m.—Dinner, Mayan Rm. of Bel Air East Motel
	9 p.m.-1 a.m.—Dance,Mayan Room of Bel Air East Motel
Sunday, Feb. 2	11 a.m.—Mass, Loretto-Hilton Brunch following, Maria Hall Dining Room

Shakespearean comedy opens tonight

ST. LOUIS, MO. — The Repertory Theatre at Loretto-Hilton Center opens an unique production of William Shakespeare's "Much Ado About Nothing" tonight, January 31 at 8:30.



Taking into consideration all of Shakespeare's works for the stage, this is the play in which his skill as a dramatist is most pointedly distinguished from his standing as a poetic genius. In no sense does this infer that "Much Ado About Nothing" lacks the metrical beauty one expects of the Bard. It is only that his mastery of dramatic values is never shown more formidably than in "Much Ado".

Paradoxically the poet, despite being a superman in molding drama, was not an innovator of plots. He used the bases of other plays, and sometimes other stories, adapting them to his own immediate conceptions and needs. It is generally agreed that "Much Ado About Nothing" is no exception, the main source of the play being a story told by Mattei Bandello in his Novelle (1554).

The title, typical of many of Shakespeare's plays, lends significance to its meaning. From the most important event in the action down to the most trivial, the conduct of the characters is seen to amount to nothing more than a "great fuss over imagined facts." An interesting sidelight is the suggestion by scholars that the title contains a pun on "nothing" and "noting", words which were pronounced alike in Elizabethan England. Further speculation would follow that much that happened on stage is the result of faulty "noting" (observation) of others' deeds.

The real plot center can be said to hinge on the merry war of words and wits between Beatrice and Benedick or the Hero-Claudio relationship. Critics have maintained their own opinions over the years as to which duet should be relegated to the subplot. But whether the main action or the secondary, the pen of Shakespeare has never allowed either phase of the action to become unimportant or dull. He has "pulled all the stops" as it were, in maintaining the vein of comedy which could, uncontrolled, have had a tragic ending. He employs with no loss of integrity to his characters, the situation of a courtship in disguise, the resultant misunderstandings which put virtue under a cloud, and chivalry thereby provoked to the breaking point.

Dealing as it does with moods of pseudo-sophistication to sincere sympathy, the Renaissance piece is Shakespeare's nearest approach to a comedy of manners. Although the plots and subplots would at times seem to verge on the melodramatic with many shadows cast on sunlight, the master's control of comedy remains foremost.

In the Repertory Theatre production, the part of Beatrice, the essence of woman's feminine nature, will be played by Jill Tanner; Benedick, the young lord of Padua, by Peter Duncan. The valiant and loyal Claudio will be carried by James Scott, as Elizabeth Franz performs in the role of Hero, a model of speechless modesty.

James Carruthers is cast as Leonato, the governor of Messina; Robert Murch as Don Pedro, Prince of Arragon; and George Addis as the bastard brother, Don John.

The comedy guarantees appear in the persons of J. Robert Dietz as Dogberry and Bernie Passeltiner as Verges. On this pair hinges the appretension of the "villians," Borachio and Conrade, portrayed by Donald Gantry and David Kampman respectively.

Others supplementing the cast are Grace Chapman and Patricia O'Connell as gentlewomen, Arthur A. Rosenberg as Monseigneur Francis, George Nelson as Antonio and Nick Kryah as Balthasar.

The entire production is staged by James Bernardi. Scenery is by John Wright Stevens, and lighting is by Peter E. Sargent. James Edmund Brady has designed costumes in the style of the year 1860, an unique departure and a "first" for the Repertory Theatre.

"Much Ado About Nothing" will be performed in repertory with "The World of Sholom Aleichem", "Long Day's Journey Into Night", "The Lower Depths", and the newest addition to the repertory, "Major Barbara", through March 16. For further information on tickets and schedules, call 968-0517, between 10 and 6 weekdays and 12 to 8 on Sundays.

Perlinski elected

Dr. Jerome Perlinski, professor of history and theology, is the newly elected chairman of the Faculty Steering Committee. Dr. Perlinski replaces Mr. Fred Stopsky in this post.

Newly elected members of the steering committee are Dr. William (Bill) Duggan and Mr. Richard Singer. Mrs. Consuelo Wise was reelected to steering committee membership. Other members of the steering committee are Mr. Thomas Bikson, Sr., Anna Barbara Brady and Mr. Peter Sargent.

The Web

Founded October 3, 1924

January 31, 1969

Tenure Procedure

Faculty tenure often seems of less than immediate concern to students. It seems to have little to do with the prosaic task of obtaining a bachelor's degree.

Yet tenure does have some effect on the teachers that teach the classes that add up to credits that add up to degrees. Therefore, if it is a safe assumption that we are as interested in the quality of a degree as much as in getting one, tenure affects us, the students.

Even if this point is granted, there is yet a segment of student opinion that holds that determination of tenure should be the faculty's responsibility alone. The facts of tenure seem, at times, to be beyond student comprehension.

However, the basic premise of tenure is not hard to understand. Tenure is a formal promise made by the institution to the individual teacher that he will not be fired, no matter how unpopular his views, so long as he teaches competently. As everyone knows, there are degrees of competency. A competent, but not especially good, teacher can be dismissed much more easily before tenure is granted than after. Thus a formal evaluation of a teacher before tenure is granted is necessary. After the evaluation, the faculty would make a formal recommendation to the administration concerning the advisability of tenuring the professor in question.

It is to this procedure that the faculty have strongly recommended that the students formally contribute.

It is perhaps to our shame that the faculty have given more thought to student input into tenure evaluations than have the students. Student Association has not, as yet, decided exactly how they intend to treat the faculty's proposal although they have discussed the matter for some time. It does seem important that the Representative Body of the Student Association soon consider some definite proposals on tenure evaluations. We cannot wait for a convenient spot on the agenda.

pat eickman

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Office Hours 10-11 a.m. Weekdays
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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

A question of freedom

In continuing with the topic of tenure, various opinions have been collected from a few Webster College faculty members. The questions centered around their opinion of academic tenure and whether it would be of benefit to the Webster College community.

Sister Eloise, of the music department, stated that the granting of tenure was necessary. "It has its pros and cons . . . (it is) a protection for the faculty as far as academic freedom is concerned. For the institution . . . it is not a protection except in recruiting faculty people. American Association of University Professors grants it (tenure) whether we do or not, so we're bound to get it."

Also in agreement was Mrs. Consuela Wise, of the Spanish department. "The Faculty should be tenured, and it is good and necessary here. It is such a common practice . . . a lot of teachers would not come (if tenure is not given)." Mrs. Gatchell, also of the Spanish department, said that "the advantages to the college would definetly outweigh the disadvantages . . . definitely advantageous."

Dr. Conal Furay of the history department replied that there were "a number of reasons (for granting tenure)." "It has a close connection with academic freedom. A teacher can't be fired except for moral turpitude. For example, the Administration can't fire you for taking a position opposed to administration members . . . (It is) your prerogative of talking or espousing unpopular ideas. It does make a difference in attracting good faculty . . . (a teacher) is not likely to go from a basically secure job (one with tenure) to one basically insecure (without tenure) . . . Academic tenure is for intellectual freedom . . . it is mostly for the profession, accord-to A.A.U.P. and not the teacher."

A somewhat different opinion was proposed by Mr. Bob Corbett, of the philosophy department. He stated that he was "for it (tenure) in a conditional sense . . . Many of the things tenure implies — job security — I very much don't like. However tenure is so imbedded in tradition that if we don't have it we exclude ourselves . . . it is a bad system, but a powerful one. Further, while the proponents might argue for academic freedom, (it is) a myth. Immediately the administration can't fire you, but they can get rid of you subtly. For example, you don't get a raise, you're teaching all early classes in a unheated building, things like that, will cause you to leave . . . The eternal protection of tenure is a myth . . ."



. . . a loaf of bread, a jug of wine and peanut butter.

MISL

(Continued from Page 1)

Intercollegiate Student Legislature, it was necessary several years ago to set up District Conventions to choose the delegates to the MISL General Assembly. Each District is alloted a certain number of Senators and Representatives on a proportional basis depending on the number of students that attend the District Convention. Each district has a chairman of the majority party and a vice-chairman of the minority party.

St. Louis County is MISL District 5. Rick Sharp (R) is Chairman and Diane Weaver (D) is Co-Chairman of the 5th District. District 5's Convention will be held on February 8th at UMSL (Math-Language Building). Registration will be from 7:00 p.m. to 8:30 p.m. Mr. Stephen Darst will be the Democratic speaker.

To attend the district convention it is not necessary to be a member of either the YD's or YR's at Webster, but one does have to attend the district convention and MISL as either a Democrat or Republican. To attend the district convention it is necessary to pre-register. The preregistration fee is $1.75 and the cost of the MISL membership card is $.25 bringing the total cost to $2.00. MISL membership cards will be on sale outside the cafeteria February 3, 4, 5 from 11:30-12:30. They can also be obtained by calling Diane Weaver at extension 432. February 5th is the deadline for pre-registration for the district convention. It is necessary to attend the district convention to attend MISL.

Letters to the Editor

Ed. Note: The marked increase in the number of the letters-to-the-editor is due to the influence of that saintly faculty member, Fr. Paul Gopaul. This noted professor has made the Web a required textbook in his two English composition courses. (Obviously, he recognizes quality when he sees it!) We thank the class members for their well-rounded phrases and ask students who are not members of these favored classes to remember that a space in the letters column is waiting for their words of wisdom.

Editor:

The editorial concerning Project VAULT, pointed out that since VAULT'S requirements are irregular, its program is not really the same as other academic departments at Webster. Included was a step by step outline of the Vault program. The two above facts are perfectly clear in the editorial and stated with valid specification. However, then it makes an allusion to problems in the program which were not discussed in the editorial itself. Which problems are the problems that could be "alleviated by adjustments in its organization?" Again the article is not clear when it says that the "question deserves serious considerations." Both of these statements refer to things that were not specifically mentioned in the editorial. If something was not left out of the argumentative facts, it was hidden well enough to be overlooked. Perhaps if the article had even offered solutions or answers to these questions, it would have strengthened the editor's stand on the matter. And after reading the editorial again, one begins to wonder exactly what the editor's stand actually is.

Kathie Klett

To the Editor:

In regard to your editorial, on the possibilities of VAULT becoming a department, I would concur with your opinion, that it is at this point still at an experimental stage, and, therefore, is not yet ready to become a regular department. I draw this conclusion from some of the facts which you stated: separate admission procedures, a special counselor, and the need for constant revision of the curriculum.

Sincerely yours,
Frances Sands

Dear Editor:

This letter concerns the absence of study rooms in the school. There is absolutely no place to study. It is next to impossible to study in your room, for there is a constant flow of traffic eighteen hours a day, record players going at full volume and kids are forever screaming up and down the halls.

As for the library, it is like being in the midst of a soap opera. If you are quiet you can catch all the latest gossip and what is going on in and around Webster. Hour-long conversations are held in every corner, people stomp, not walk, to and fro, and if you see someone you know the thing to do is to yell across the room at him or drop something nice and heavy to attract his attention.

When the weather is nice there are a million places to concentrate. We have several nice, comfortable, well-padded fire escapes and a most luxurious roof on which to stretch out.

Seriously though, where can we go on wet, rainy and cold days? Do we have to sit in the elevators with a flashlight? This question deserves serious consideration—and now! May will be too late for an answer.

Christina Lynch

To the Editor:

On January 28, 1969, at 8:00 in the evening, Cornell Richie gave his senior recital, a requirement for those students who wish to graduate from this fine institution with a Bachelor of Music degree in voice.

This may appear to be a strange way of introducing a letter to the editor, but it is meant as a suggestion. That is, that those events close to the student community, such as recitals, dramatic presentations, and film showings, should be a part of the news reporting service **the Web** practices.

To return to the recital, it was brilliant! There are few people who are as gifted as Cornell, and even fewer who are able to effectively share this gift with an audience. This is the impression that appeared to be on the faces of all who left the recital hall at the conclusion of a delightful hour of selections ranging from Schubert to Rorem.

I sincerely hope that in the future, **the Web** will find it within its domain to advertise and criticize those areas which stimulate student participation.

Yours truly,
Mary Fox

Dear Editor:

You have previously asked for suggestions, and comments from your readers. I think **the Web** needs to include more articles on campus happenings, and the world events that touch us. The paper's content is extremely dry. I have seen a better campus paper at the University of North Dakota during a Summer Session!

Last week's Letters to the Editor were well worth reading, but why are ones of that caliber so rare? The article on tenure of teachers was vague concerning the exact role of the student body in that area. The coverage of issues (when they are given space) is often one-sided.

As a subscriber, I sincerely hope the quality of **the Web** improves in the near future.

Yours truly,
Lila A. Metts

Dear Editor:

I take this occasion to commend you for the concern you have shown for the student body. **The Web** continually attempts to make Websterites aware of educational and world problems as well as their achievements. In the past issue, you gave notice of the academic tenure, of VAULT, of politics in our community, of national crime and punishment, and of opportunities for students. Last semester, **the Web** introduced a learning evaluation experiment. Such an evaluation could be perfected to achieve better communication between student and professor. A true understanding of the objectives and expectations of the course would be acknowledged. Since **the Web** initiated the evaluation, would it be possible for it to follow through by asking for students' and professors' opinions? Everyone should be equally concerned about the quality of their courses. Nothing will be resolved unless something is done.

Kristen Owen

Dear Editor:

Although I am generally pleased with the editions of **the Web,** I also have a few criticisms to offer in hopes of improving the paper in the interest of the students. First of all, it seems that there are few articles which deal directly with activities around the school. More articles about the students would undoubtedly create more interest in the students to read the paper. For example, there was very little written about Homecoming Day, in which a great number of students participated. I know many of them were looking forward to the next edition of **the Web** to see what would be written about this event. The result was somewhat of a let-down. Also some articles tend to be rather tedious, and an occasional humorous article would offer some welcome relief.

Furthermore, some students have expressed a desire to work on the paper. I realize how hard it is to keep people on the staff, but perhaps a new recruiting session could be held in order to get a few more students working on the paper.

After this purely constructive criticism, in hopes of staying with the staff, I remain . . .

Carolyn Connelly

Dear Editor:

Is there apathy? Is one filled with ennui? Has it become a **bete noire** to some?

Possibly one must not be conversant with the recipient of the above questions, but the weekly school newspaper has become neolithic in its presentation of the occurrences of our affluent society. **The Web** has become merely a catalogue. If one desires to accrue all possible knowledge concerning our cosmos, one can submerge himself under a prodigious pile of journals, daily and weekly bulletins, quarterly bulletins and annuals and other such newspapers. Whereas, the school newspaper should be a resume of recent college occurrences and those forthcoming and periodically contain adscitious information which holds the reader with more than a transient interest. It should not contain an agglomeration of stiff articles and political proceedings. This is blase and seduction of the mind.

Name withheld

Dear Editor:

I do not particularly like the paper because it does not remind me of a school newspaper. The experience I have had is with a high school newspaper which tells you what is going on in the school. Students should know about national and local items but they can read about them in the daily newspaper. I think the school paper would be more interesting if you would tell about what is going on in the various departments. You could run feature stories on different activities in the school. I am sure you would have ample material to print.

Thank you,
Dana Travis

Dear Editor,

I "worked" last semester on **the Web.** Actually, all I did was fold and deliver the newspapers. In the fall of 1968 I heard **the Web** was desperately recruiting help. I signed up. The reason I did was not school spirit, it was a selfish reason, I had hoped to learn something about how a paper worked. I think I would be safe in assuming that my fellow staff joined for much the same reason.

I realize that you must start somewhere and work up, but **the Web** seems to be a closed club. The same people do the same job every week. There is no rotation and therefore I believe **the Web** has become stagnant. If possible I would recommend that **the Web** open up and use the talents of her staff or at least discover them.

I am willing to work. I am not working to become editor, hardly. I would simply like to see **the Web** offer her staff the chance to go further than just folding papers.

Helen Keiley

Dear Editor:

We have recently witnessed one of the most exciting presidential campaigns in our history. First, at the conventions, and later, on the national scene.

Many of us took an active part in the campaigns. We worked hard. Some of us won. Some of us didn't.

The most important factor in the campaigns, however, was the involvement of youth. For the first time, we actually got into the arena and tried to win. Now we can all look back on the Kennedy, McCarthy, and Rockefeller campaigns with pride. We may not have come out on top, but our voices were heard.

The elections are now over, but our job has just begun. We must continue, in a constructive way, to make our thoughts known.

Too many people in America have little or no formal education.

Too many people in America haven't enough to eat.

Too many people in America are denied a decent life because they are of a different color skin.

Every young American deserves to enter a world of equal opportunity. This is the very promise of America from its birth.

Our obligation is to make this promise real.

Sincerely,
Wayne N. Powers

Dear Editor,

Your article in the last issue of **the Web** entitled, "Take a Turkey to Tibet" was one of the most informative, useful and relevant articles, that I have ever read in the college newspaper. Articles such as this, however, should not be camouflaged.

The ridiculous title does not deserve the name, headline, for a headline is something that arouses attention to an article. I would have missed it completely had I not seen the words, "Earn your stay in Europe."

The space wasted on the poorly drawn map (which was the only art work in the Webster section of the paper I might add) could have been reapportioned to give notice to each of the many plans entailed.

Make your headlines arouse attention; newspaper readers don't have time to look for buried treasure.

Sincerely,
Michelle Sura

Dear Editor:

I really enjoyed your article "New Politics in Old St. Louis" in the January 24 issue of **the Web.** I don't completely agree with all of Darst's political views and affiliations. Since he has spoken here and since many students are active in politics, though, information about candidates is important.

Sincerely yours,
Ruth Wood

Letters to the Editor Policy

The editor requests that all letters to the editor be submitted to **The Web** office the Monday before publication date. All letters must be signed although the name will be withheld at the author's request.

heat dispels light

WASHINGTON (CPS) — Fire ravaged the offices of the United States Student Press Association last week, temporarily suspending the operations of the College Press Service, which spreads copy and light daily to 400 college newspapers across the country.

An unknown arsonist, according to firemen, set fires not once but twice during the night of Jan. 15 in the USSPA building at 1779 Church St., N.W. in Washington. They answered one alarm at 2 a.m., called in by a man in a nearby apartment who smelled smoke, and again at 6:30 a.m.

A large amount of paper was consumed in the two blazes, thousands of books on successful business management of college newspapers were destroyed, and the building's stairs and halls were blackened and charred, but the typewriters and other equipment, as well as essential papers and records, were unharmed.

Firemen had broken almost all the building's windows in order to let out smoke. The building had no heat, water or power for more than a week, making the appearance of the daily news service impossible. Staff members worked for several days sorting through the debris and cleaning mud and cinders from the office.

The effect of deprivation fo their news service on the CPS's student editor subscribers was not known at this writing.

[redacted]

SISTER MARITA AND AUGUST

News Briefs

Executive Council will hold an important meeting, Tuesday, February 4, at 5:30 p.m. in the Oregon Room. The Budget will be discussed and revised and if time allows, voting on the Constitutional By-Laws will begin.

Mr. Jean Digras, French Cultural attache in Chicago, will preside over a Regional Congress of the Missouri Chapters of Pi Delta Phi, French Honor Society, at Webster College, on February 15, 1969. This Congress is being organized under the supervision of Mr. J. Chicoineau, National Vice-President of the Society. Interested persons should contact Mr. Chicoineau immediately.

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february 7, 1969
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Sr. Marita and August

Catch the latest graffitti! Rumor has it that Sister Marita and August . . . . Strindberg have teamed up. This recent combination has the whole theater arts department talking. However, word has it that there is a third party interrupting this duo completing the triangle. I think her name is Miss Julie.

Now that the cat's out of the bag, the rest of the details might as well be out. On February 12 through the 16, "Miss Julie" by August Strindberg, directed by Sister Marita will be presented in the studio theater.

The cast includes a triangle in itself. Miss Julie (she really gets around) played by Lois Ruben, Jean portrayed by David Duetch and Kristin by Peggy Muldoon. Plus a cast of dancing peasants choreographed by Michael Sims, dance instructor. An original musical composition for Strindberg's ballet sequence was written by junior Doug McKelvey. Curtain time for Miss Julie is 8:00 p.m., studio theater, February 12-16, Students $1.00. "Oops! I've said too much!"

Teacher education department proposed

On Tuesday, February 4, President Grennan met with the faculty to discuss the formation of a new department—one for Teacher Education.

The meeting was a follow-up to one held with the Steering Committee two and a half weeks ago. Miss Grennan recounted the evolving patterns of the Administration, and felt that the formation of a department for Teacher Education would fit in with the "accountability" movement there.

The creation of this new department would provide for joint department heads, with one person taking charge of teacher certification requirement courses for that department. This would not be a return to the system eight years past, in that the new department would not be a degree-granting department. Students would still get their degree in the subject. The proposed department would set up the various courses needed for teacher certification and provide information concerning teacher education.

Miss Grennan also mentioned an earlier meeting she had had with the members of VAULT, negotiating some demands they had made. One demand was that VAULT be made a degree-granting program. Miss Grennan explained that she did not have the power to grant requests such as that outright, and that they would have to work through the various channels. However, she felt, she did not think it a good idea to have a two-track system for degrees.

A job description of the Chairman of Teacher Education follows:

Dissemination:

1) To assist Dean's complex and department chairmen in disseminating information concerning teacher education to undergraduates.

2) To coordinate publicity concerning M.A.T. programs.

3) To serve as a laison between Webster College teacher education programs and school districts.

Advising:

1) To coordinate in-service experiences of student teachers.

Placement:

1) To assist Dean's complex in developing a job placement program for students entering teaching.

Staff:

1) Joint responsibility with Department Chairmen for staffing undergraduate teacher education courses.

2) Joint responsibility with Department Chairmen, and/or their delegate, for staffing M.A.T. programs.

3) Responsibility for planning special programs related to teacher education.

Planning:

1) Joint responsibility with departments for planning teacher education programs.

2) Responsibility for planning special programs related to teacher education.

Budget:

1) Joint responsibility with Department Chairmen for developing teacher education budget.

SCHEDULE OF FILMS

Screenings: 7:00 and 9:30 p.m.

Admission: Webster College Auditorium, 75c; Ozark Theatre, 50c.

February 11	The Red Desert	Webster College
February 18	Alphaville	Webster College
February 25	The Knack	Ozark
March 4	Last Year at Marienbad	Webster College
March 18	Shoot the Piano Player	Webster College
March 25	Darling	Ozark
April 1	The Servant	Webster College
April 8	The Shop on Main Street	Webster College
April 15	Bedazzled	Ozark
April 22	To Die in Madrid	Webster College
April 29	Petulia	Ozark
May 6	The Stranger	Ozark

SA Reports

Nominations Sought

The Student Association is at this time seeking nominations for both the President's and Dean's Councils and the Library Committee. The function of the councils is one of confidential communication between the student body and the administration. Three students sit on the President's Council (one vacancy), four on the Dean's Council (four vacancies); the administrator serves as chairman on both councils. Procedures for the selection of members to councils are:

1. Students self-nominate.
2. The representative body (of the Student Assocaition) narrows the list of candidates to X (number of positions open on the Council) plus the number 2.
3. The administrator chooses Council members from the list of candidates presented to him.

There is at present one vacancy on the Library Committee.

The responsibilities of a committee member to the representative body are:

1. One member of each committee must be present at all regular meetings of the representative body.
2. Student members of each committee shall present a written report monthly to the representative body on the activities of that committee.
3. Whenever a committee is discussing a proposal, the student members of that committee are responsible for presenting the proposal to the representative body. The student representative body shall have the power to accept or refect the final decision of the committee.

Procedures for the selection of committee members are:

1. Students self-nominate.
2. The representative body chooses committee members from the list of nominations received.

Written nominations will be received in the Student Association office or by your constituent representative. If there are any questions, please contact Mamie Warren, ext. 413.

Changes Proposed for Handbook

The following is the recommended change in the student Affairs section of the Handbook as approved by official vote of the Executive Council of Student Association.

A student is an individual matriculating at Webster College. He is a member of the student body of the institution. Further, he shall enjoy the privileges of membership in the Student Association, as defined in the Constitution of the Student Association.

A Dean of Students is the administrative director of student services and liason between students and the Dean of Faculties in matters concerning academic affairs. Further he is administrative for student affairs on the President's Council.

The Dean of Students administrative responsibilities involve those matters directly concerned with financial and/or legal aspects of student services provided by the administration. Student services include personal guidance, residence living, health services and student activities, as well as academic affairs.

Dean of Students Council

Membership: Dean of Students, Chairman; Director of Residence; four students (There will be six students chosen through procedures set down for the election of council members in general by the By-Laws to the Student Association Constitution. The Dean of Students will exercise two byes.)

Function: To provide information and advice for the Dean of Students in social and academic matters during the academic year as well as financial and/or legal aspects of student services.

In the appointment of Dean of Students, the Vice-President has the primary responsibility for the appointment. Student members of the Dean of Students Council shall assist in interviewing candidates and shall recommend a candidate for the appointment. The same procedure shall be used for dismissal of the Dean of Students. In cases of conflict, refer to Section IV of the Handbook.

The Web

Founded October 3, 1924

February 7, 1969

Departments by the book

New departments may be established and existing departments may be eliminated by majority vote of the faculty constituent assembly at a special meeting called for this purpose. —first draft, Webster College Handbook

New departments may be established after consideration by the faculty at a special meeting called for this purpose by the President in conjunction with the Faculty Steering Committee. —second draft, Webster College Handbook

Rewriting a college handbook is not only a matter of polishing grammar. It is, and rightly so, a task of refining ideas, drawing on insights that have appeared since the first writing. The above two sentences, one from each draft of the handbook, both concerning the creation of new departments, serve as an excellent example of revision technique.

The first draft of the handbook clearly specified that departments could only be established by a favorable vote of the faculty. A careful reading of the second draft reveals that it does not state exactly who has the authority to establish departments. However, when the question of VAULT and Teacher Education departments arose, the Faculty Steering Committee ruled that the president alone had the power to establish departments, although she must consult with the faculty prior to her decision.

That this ruling is a desirable one is questionable. Webster College, at times, exhibits a disturbing tendency to implement ideas almost before the plans are completed. It would seem wise to retain the brake of a majority faculty vote in all cases when new departments are being considered.

The president has recently presented the proposal for a Teacher Education department to the Teacher Education Committee and the Faculty Constituent Assembly. It would also seem advisable for the Curriculum Committee to study all proposals for new departments, including the teacher education proposal.

It also seems important that the personnel immediately involved make reports to the faculty constituency before the faculty vote on the question of the new department. In the case of the Teacher Education department proposal, these personnel would include the Associate Dean of Teacher Preparation and the chairmen of departments involved in teacher preparation.

It is true that this extended consideration would slow the implementation of new proposals. However, good proposals should keep. The college will be living with the final decisions for some time.

pat eickman

THE WEB
Office Hours 10-11 a.m. Weekdays
WO. 8-0500, ext. 312

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

Fellini's 8½ depicts tangle of uncertainty

by mary thelen

The overlapping themes of Federico Fellini's 8½ are too involved to analyze here, but several important themes will be considered. For most viewers the film was somewhat obscure —not a new tactic for Fellini. But this is explained by the character Daumier: "This script has no plot or purpose; it's just a series of senseless episodes." For Fellini, this is exactly what human life is, and in 8½ he delineates his own character in an autobiographical study.

In the person of Guido, he attempts to make a film based on his own life. Perhaps he feels that when the film is completed, he will be able to sit back and view his whole life quite objectively, and make some sense of it.

Yet this purpose is thwarted from its conception—he can't get started because his life is too confusing. And his writer Daumier repeatedly tells him that his script is totally unrealistic.

The film's reliance on the overworked theme of girl-in-white—symbol of all truth, beauty, and meaningful existence, which all men seek, is rather disappointing. Yet this theme of quest is certainly a realistic one, and simply uses an image commonly iedntified with the concept it represents.

Through all Guido's problems with his mistress, his wife, his associates, the tangle of uncertainty in which he is caught, streams of anonymous people parade past. He is dismayed at life going on without him.

Flashbacks to Guido's boyhood expose his defensive attitude toward the church. He scorns the irrelevance of the institution, as indicated in his conversation with the Cardinal, who chose such pertinent topics of discussion as the birds in a nearby tree. Yet he feels threatened by the power this institution retains through intimidation of those under its influence. This is another aspect of the tangle of uncertainty in Guido's mind. His reaction to this fear is his compulsion to "take over" in every situation—to subjugate others to his own absolute authority (as in the harem scene).

Renewed through his discovery that "life is a holiday" to be enjoyed together, Guido is finally able to get up and join the parade of life. His discovery is a momentous one, but also one which can only be momentary. The transformation from total skeptic caught up in a meaningless and self-perpetuated structure can not happen in a single day of revelation.

Guido pulls down his monstrous scaffolding: the structure designed to support the space ship, but which really restrains it from shooting out into free territory. Yet having had no previous experience of freedom, Guido's only security will be in finding a new and equally binding structure. And the cycle continues.

Yet perhaps each new time he reaches this awareness of what his life can be, he can build on past experience and free himself from himself. No matter how insecure or uncertain he feels, this can happen if he wills it. For Fellini himself has written that "uncertainty is a fundamental attribute for anyone who means to achieve progress."

Much ado about manners

Friday's premiere of Mr. Shakespeare's durable froth was plagued by technical accidents: a defective house-light dimmer and particularly wayward potted plants. If the rumored ghost of the Loretto-Hilton was up to mischievous tricks his roguery didn't otherwise affect the play's pleasurable, if somewhat frustrating, impact. The Repertory company wasn't showing its best stuff, but the production boasts a couple of fine performances and a good book. Maybe it's a temptation to rely too much on the playwright. The general slackness of the production must be imputed to a limited and contradictory directorial hand.

The play may fittingly be called a comedy of manners. The manner or wooing is contrasted in two pairs of lovers, the brilliant Beatrice and Benedick and the rather insipid Claudio and Hero. The turnings of the twin love-plots are perhaps much ado about nothing, but B and B manage to make a dandy go of it. Jill Tanner and Peter Duncan both display an attractive mature fire as the unlikely lovers. Mr. Duncan does the most with his role. His eavesdropping scene mixes good comic feeling with a firm exploration of his character.

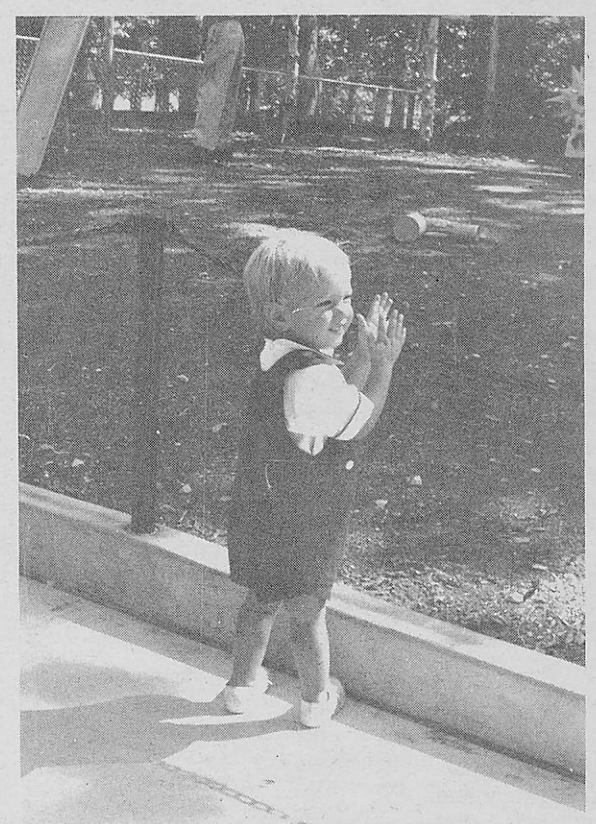
James Scott and Elizabeth Franz have difficult roles to infuse with sympathy. The vapid woman is more intriguing than the shallow man.

Much Ado About Nothing is also concerned with the manner of justice. The ideal is not easily separated from the whole process. Justice is finally effected by a combination of evil, love, virtue, accident, and loyalty. The presiding angels of justice are the incompetent constables Dogberry and Verges. J. Robert Dietz and Bernie Passeltiner clown expertly. The watch scenes go well. Mr. Dietz is one of the few performers who understands the music of his lines. Don Pedro is the final dispenser of justice and a potentially rich character. He seemed deliberately underplayed by Robert Murch. I believe the play would benefit by more emphasis here.

The mounting in nineteenth century costume adds to the freshness of the production. The ladies manage their magnificent hoops competently, and the gentlemen's military uniforms are sexier than tights. Too bad the costumes are not shown to their best advantage as they might be if the dance scenes were handled less clumsily. The choreography could stand extensive reconstruction, as could some of the awkward blocking, particularly in the wedding and final scene. As for the chorus, they're used like frantic furniture.

I hope the company will keep working on the play. It appears many are trying like hell, but they need direction. The parts don't hang together.

priscilla



. . . Que le ciel reste toujours bleu pour vous, mon jeune ami . . . .

Marcel Proust

Letters to the Editor

Letters to the Editor Policy

The editor requests that all letters to the editor be submitted to **The Web** office the Monday before publication date. All letters must be signed although the name will be withheld at the author's request.

Dear Editor;

While reading my first issue of **The Web,** the January 24, 1969, edition, I felt the attitude of the paper toward the reader to be an impersonal one. The articles contained in the newspaper were interesting, and some pertained directly to events at Webster College, however, the impression is conveyed that the college is concerned only with serious business affairs. Is student life at Webster College always somber? This certainly is not the impression I receive while attending the college. At times my attitude is exactly opposite to that conveyed by **The Web.**

In the column of staff members, two photographers were listed, but only one photograph appeared in the January 24th, issue. I feel the use of more photographs would make the paper more interesting. At least it would help to catch the eye of the indifferent reader.

A column devoted to school activities, both reporting and announcing them, might also help to make the paper more personal to the student.

Webster College is alive, business-like and serious, yet, also, full of spirit and happy times, and the campus newspaper should present it in this way.

Christina Radcliffe

Dear Editor,

I would like to publicly thank the kind persons who sent their donation to **THE WEB** for "the poor little girl who did not lose her books."

Mary Petersen

P.S. Sorry, mommy, I recognized your prose and your postmark.

To the Editor:

In the last issue of **The Web,** (January 24, 1969), your editorial discussed the question of whether or not the VAULT program should become a department of the College. One of your principle arguments against this proposition is that the VAULT curriculum does not cover a "specific area of academic endeavor, e.g. history." It seems to me however, that VAULT operates much as a Teacher Education Department operates in other colleges, for in essence VAULT is training people as Urban Teachers.

I do agree that this issue should be given serious consideration due to the tentativeness of the program. Perhaps after the program has operated for a longer period of time, it will more easily fit into the departmental structure.

Sincerely yours,
Kathleen Boland

Dear Editor:

Being a Webster College student, I would like to make a suggestion to **The Web.** Like many other music students, I believe **The Web** does not benefit other musical-minded students, who are not music majors. Since it does not announce any of the coming musical events, such as recitals, concerts, guest soloist, etc., many students are not aware of this information. For example, they should be aware of the type of soloist (vocalist or instrumentalist) a brief description of his musical background, and what recital music will be performed.

If they were made aware of these activities, then the students of the other departments, as well as the music students, would have the opportunity to listen to the different types of music being performed. This will also give them a better chance to get acquainted with the music department.

Sincerely,
Barbara Gray

Dear Editor:

To be representative of so many and so much is by no means an easy task. Since the success of a newspaper depends not only on its writers but also on its readers, rather than criticize I urge and hope for added support of both.

Most sincerely,
Barbara Geil

Dear Editor:

The Web has an apparent lack in the area of news coverage. Some portion of the college news is covered efficiently. Yet is it not conceivable that the departments of our school have been left out? These academic divisions combine to make Webster College. The additions of teachers to the various departments is relevant to the students. A discussion of the senior theses that is required by a number of the departments would not only be helpful but informative to the average student. The are numerous approaches to this subject. The departments of Webster College should be given the attention they deserve.

Madge Stewart

Pi Delta Phi convenes here

Mr. Jean Digras, the French Cultural attache in Chicago, will speak at the Regional Congress of the Missouri Chapters of Pi Delta Phi, the French National Honor Society, at Webster College. The date, February 15, is the 205th anniversary of the founding of Saint Louis. Mr. Digras will arrive at 10 a.m. and will give the results of the Pi Delta Phi Conference held recently in New York. At noon, lunch will be held in the cafeteria with guest speaker Dr. Robert Lequey-Feilleux, political science professor at Saint Louis University, speaking on political relations between France and the United States. In the afternoon, Mr. Digras will lecture at the Kirk House on some of the problems of the French youth. Mr. Digras' talk will be given in French. The Regional Conference is being organized under the direction of Mr. Jacques Chicoineau of Webster College, National Vice-President of Pi Delta Phi. The public is invited to attend.

On Thursday, February 13, James W. Symington, Congressman from the Second Congressional District will speak at Webster College. His topic will be the hardships of a freshman Congressman and the talk will begin at 10:00 a.m.



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Miss Julie

By AUGUST STRINDBERG

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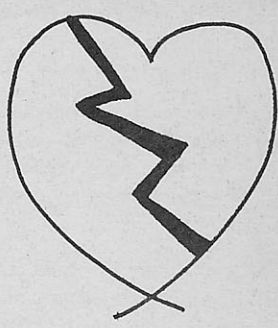

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Counselors fight depression

by randee kinsman

Many of the students at Webster may or may not know that two very interesting people have been on the Webster campus since last October. These two individuals, James Craig and Susan Weingarten, are the guidance counselors for the Webster College community.

Mr. Craig is a graduate of Wesleyan University in Connecticut with a B.A. degree in Asian studies. He studied Chinese at the University of Hawaii and is currently in the doctorate program in guidance and counseling at Washington University.

Mrs. Weingarten is a native San Franciscan having received her degree from the University of California at Berkeley in English. She worked at the Student Hospital there in the medical-social field. She also is in the graduate program at Washington University in guidance and counseling.

When asked exactly what their purpose at Webster was, Mrs. Wengarten stated, "We are here primarily as counselors in a counseling service." Mr. Craig said, "Webster College portrays a living and learning experience and we are here to answer the question 'What is a counseling service and why I need it?' "

Mrs. Weingarten said she wanted to work at a women's college because that is the particular field she is interested in, the problems that women have. "One of these being depression," Mrs. Weingarten says, "We are here to facilitate solutions to student's problems. When you cease to do the things you like to do or cease to do them as well as you would like, you need someone to talk to about this. You need to see a friend, a parent, but most always someone outside of the group."

Mrs. Weingarten continued, "I do not like to see energy wasted, such as: crying when you get up in the morning, being so tired you can scarcely drag yourself from room to room, overeating or not eating at all. Any serious or abrupt change in your everyday life might stem from this de-

(Continued on Page 2)

Committee proposes pass-fail system

The grading system at Webster was the subject of a memo sent out by the Academic Affairs Committee to the Faculty Constituent Assembly and certain involved persons. The memo was released on December 12, 1968.

The dissatisfaction with the present A-F grading was broken down into four complaints.

1. This system makes grades and not learning the chief goal.

2. This encourages students to enroll in easier courses and steer clear of the more difficult courses.

3. This indicates the ability of the student to regurgitate memorized material rather than the ability to think.

4. This creates a pressure situation in which cheating flourishes.

About the Pass-Fail system that is tentatively proposed in the memo, more favorable observations were made:

1. Pass-Fail systems encourage students to venture into courses beyond their area of concentration.

2. This system tends to reduce student anxieties concerning grades, helping them to focus attention on learning rather than memorizing.

3. The philosophy underlying pass-fail systems is to switch student motivation away from grade consciousness to learning-consciousness.

The proposal is very much like the present grading system, except that different words are used. It is recommended that freshmen and sophomores take one pass-fail course per semester, with what now constitutes a grade of C being passing. Juniors and Seniors would take more than one pass-fail course per semester, but would receive grades for their major courses. A written evaluation should be made of each student in each course, along with the pass-fail grade.

The grade point average would be taken from the Freshman and Sophomore years' grades and from the major courses of junior and senior years. Honors programs would consist not only of grade point averages; projects and papers would determine honors also.

Opponents of the pass-fail system note two loop-holes in these recommendations. One is the fact that there is no allowance for changing majors easily. The reason that grades would be given for major courses is that graduate schools, teaching placement officials, and businesses put great emphasis on the GPA. A grade of passing cannot be interpreted in any way but as a C unless a written evaluation is given. Should a junior or senior change his or her major late in the semester, all formerly non-major courses would be viewed only as C's.

A very important factor, therefore, is the written evaluation. The present proposal does not demand evaluations; opponents say that any clause demanding them "whenever possible" (or with some such wording), would result in "whenever possible" being "when I have time, if I have time." This would shortchange the student.

There is also the feeling that, "human nature being what it is," both faculty and students need external discipline. As one student remarked, "What we need is not a new system, but a practical implementation and clarification of what we already have."

The 4 basic areas of student concern

The four basic areas of concern for students; academic advising, personal counseling, resident counseling and health service will be discussed by the Dean of Students Council soon.

Dean W. Thomas Conway, while commenting on these areas concerning both day and resident student offered many suggestions and clarified many misconceived notions on these topics.

In the area of academic advising, now placed directly in the Dean's Office, Mr. Conway hopes for a "step up of faculty involvement in this area."

Personal counseling is a more complex area. While the college counsellors are directly responsible to the Dean they work entirely independently and with the observance of strict confidence. Reports given to the Dean are in the terms of occurring patterns except in cases involving the security of all students. For instance, if a girl confided in a counsellor that she has ten sticks of dynamite and is going to set them off at a designated time, the counsellor for sake of safety of the other students would disclose this information to the Dean of Students.

Mr. Conway is quoted as saying that the "Counsellors have done an excellent job in a quiet way."

It is also hoped that Resident Association, through its wing representatives will work more closely with the counsellors.

Therefore personal counselling will deal with both social and counseling problems.

Resident counselors will be available to help undergraduates in their everyday problems.

The basic health service structure will remain the same with a nurse on full time duty and a doctor coming on regular basis and available for emergencies 24 hours. A psychiatrist will also be available on a regular basis and will be on call 24 hours.

Recommendations from students on these areas are welcomed by the Dean and students are encouraged to become involved.

Tentative plans are now being made for making the apartments available on a rental basis. The Business Office is currently working out the details and their findings will be disclosed toward the end of February. Rental agreements will be made essentially according to the same system or process as renting any other apartment except for the fact that the owner is a college and the agent the lessee would work through would be the Business Office of Webster College. Seniors desiring off campus housing will be given first choice and married VAULT students will be given second priority to the leasing agreements.

Exec Council

The Executive Council of the Student Association met in a closed meeting Tuesday night, February 11, 1969. Business included nominations for the councils and the library committee and discussions of the operation of the **Web.**

Rosemary Durkin was appointed new member of the library committee to fill a mid-year vacancy. Bernie Caton, Ena Harrington, Diane Weaver, and Mamie Warren nominated themselves for the Dean of Students' Council. Kevin Hanlon, Anita Vitullo, Michael Calkins, George White and Kathy Gillooly nominated themselves for the President's Council. (George White was absent but had nominated himself earlier by note.)

Members of the Executive Council voted to recommend or not recommend each student who had nominated himself for a council. Names of those selected will be announced after each administrator has exercised his byes. (Each administrator can "select-out" up to two students from his council.) More people are still needed for the Dean of Students' Council.

A committee chaired by Mary Daly, Vice-president of S.A., had conducted a survey of 100 people concerning the **Web** earlier in the day. She presented the results at the meeting. (Ed. note: Because of copy deadlines, the **Web** is unable to print the results in this issue but will do so in a following issue.)

The **Web's** editorial and business staffs then presented an overview of the **Web's** editorial policies, finances, and circulation. A discussion of over an hour followed. Michael Calkins suggested that future discussion of the **Web** be held at open meetings.

The next meeting of the Student Association will be held at 10:00 a.m. tomorrow, February 15 in Room 102, Administration Building. The following meeting will include further discussion of the **Web.** The time has not yet been set.

The Web

Founded October 3, 1924

February 14, 1969

Leatherstrap learning

There are several kinds of learning motivation. One is the leatherstrap variety. There is also the M & M kind, operant conditioning. Perhaps the most revered kind of learning motivation is that prompted neither by leatherstrap nor M & M's, but by a pure love of learning.

The present grading system at Webster is leatherstrap reinforcement. Admittedly, it is a gentle strap, for the failure rate is low. Yet, some attention is paid to the system.

A proposal by the Academic Standards Committee would begin to dismantle the present grading system. The proposal states that standard grading systems essentially cause the student to worry about grades rather than learning. Hence, the leatherstrap must give way, in part, to a pass-fail system, which would also include written evaluations whenever possible.

We are somewhat loathe to abandon the leatherstrap, particularly when written evaluations are not mandatory with a pass-fail grade. We are not concerned here with the fact that graduate schools may want a more comprehensive grade point average than one covering freshman and sophomore courses and courses taken in one's major. Nor are we concerned with the problem of transferring grades in such a system.

Rather, we are concerned with the problem of motivation. Presumably, the "when possible" clause for written evaluations in the proposal would mean that students enrolled for pass-fail in a large class would receive no written comments on their work.

Is a "pass" sufficient comment on a student's work? We would think not, no more than a perfunctory "A" or "C". We also believe the student is not equipped to completely judge his own work. In their concern about grade-worry, proponents of the pass-fail system seem to have forgotten that a student needs more than a glow of inner satisfaction to determine his competency in a course.

It is doubtful if a sudden love for learning, freed by the de-emphasis on grades, can compensate for this weakness in evaluation. Love of learning does not necessarily flourish in an atmosphere free of criticism. Rather, a part of learning is taking criticism; education is aimless without it.

pat eickman

THE WEB
Office Hours 10-11 a.m. Weekdays
WO. 8-0500, ext. 312

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

Milton Lyon to speak at Hilton



Milton Lyon, Executive Director of the Foundation for the Extension and Development of the American Professional Theatre, will be guest speaker at The Repertory Theatre on Monday, February 17, at 8:00 P.M. The announcement was made by The Claque, the theatre volunteer group, under whose auspices the meeting will be held.

Preceding his present position with the Foundation, Mr. Lyon fostered the progress of culture and entertainment through his work in many diversified capacities. As producer and director he helped to formulate original presentations of "Carousel", "Wildcat", and "Show Boat", plus over 90 other musicals with the Sacramento and Fresno Light Opera Associations, among others. He has a half-dozen summer stock packages to his credit, and directed some ten original reviews and musical comedies.

The Foundation for the Extension and Development of the American Professional Theatre is considered a theatrical service agency in that the organization devotes itself to consultation and planning aids for professional theater in Canada as well as in the United States. In the consulting area, the organization is allied with Theater Communications Group, the U.S. Institute of Theatre Technology, and the American Educational Theatre Association. Mr. Lyon states that the Foundation assists any professionally-oriented enterprise from its inception, even making field trips when necessary, to expedite successful action. To date, services have been rendered to state and municipal arts councils, cultural centers, regional professional theatres, colleges, and universities.

The Executive Director's personal appearance will be the highlight of the February 17 meeting of The Claque, the volunteer organization which does much to further the progress of The Repertory Theatre at Loretto-Hilton Center. Subsequent monthly meetings will present other prominent speakers from the world of theatre and entertainment, according to a statement by a spokesman for The Claque.

Students of the Conservatory of the Theatre Arts Department, members of the professional company, and the Webster College Community are invited to attend. Admission to the general public will be $1.25. The Repertory Theatre is located at 130 Edgar Road in Webster Groves. For further information call 968-0517 or 968-0500 Extensions 314 or 577.

Counselors (cont. from page 1)

(Continued from Page 1)

pressed situation. It is useless to see a well meaning friend when you need someone in a professional aspect or opinion."

Mrs. Weingarten also feels that "women have a difficult problem in combining two roles: a career and a marriage. Problems come up because of who you are and what you are doing in a particular stage of your life."

Mr. Craig also said the counseling service will provide help in vocational problems: "After four years of a living and learning community life, what am I qualified to do?" is a very major question in the life of a senior. "You like to do a number of things, you are interested in this and that, you will get your degree in this, but now you are asking what can I do?"

"Part of our service," stated Mr. Craig, "is that of referral. If you want a battery of tests, job opportunities, or even medical treatment, we will be able to give you the names of clinics, test centers, and in some cases names of specialists in psychiatric care."

Mr. Craig also stated and stressed the point, "We (the counseling service) are an autonomous part of the Webster College organization. We are under no obligation to Webster College to reveal anything to the Webster College administration and will not under any circumstances be asked to do so. Everything and everyone who comes to the service is assured of the confidentiality of their request or visit."

Each of the counselors will be on campus approximately ten hours a week. Mr. Craig will be here all day on Tuesday and on Friday afternoons. Mrs. Weingarten will be here all day on Thursday and on Friday mornings.

Both Mrs. Weingarten and Mr. Craig pointed out that "one does not need to fit into a special cubbyhole or have a problem to come to the counseling service. If you just want to talk to someone about something special or any topic from McCarthy to Saigon, you can feel free to visit Room 316 of the Administration Building."

Letters

Dear Editor:

As Benjamin Disraeli said in his speech before the House of Commons, December 7, 1837: "Though I sit down now, the time will come when you will hear me."

Thank you,
Virginia S. Rohrbaugh

Dear Editor:

I found your article entitled, "Take a turkey to Tibet", very interesting and informative. The information presented was very worthwhile for the public in general, whether they be thinking of traveling or not. The only question I might raise is in regards to the title. It did not seem to fit the article and it seemed to be thrown in because a better one was not available. If any new material is discovered please let us know about it through the WEB.

Mary Burgett

Dear Editor,

The attitude that the institution can do no wrong is bad enough. But when a student receives threats — either stated or implied — that grades, transcripts and diploma will be held up, then the "center of truth and learning" needs to re-educate itself!

$40.00 is a pretty high fee for a short course on understanding the devious workings of the institution — Perhaps the enclosed $2.00 will help.

Good luck —
Mr. and Mrs. J. Thurston

(Ed. note: This letter is in response to a letter by M. Petersen regarding a library fine.)

music recital
joyce wood
wintermantel
bordeaux
ritchie lew
recital hall
wed. feb. 19 4PM

[redacted]

sister marita
and
august
and
miss julie
tonite thru
sunday
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students 1.00
!!!

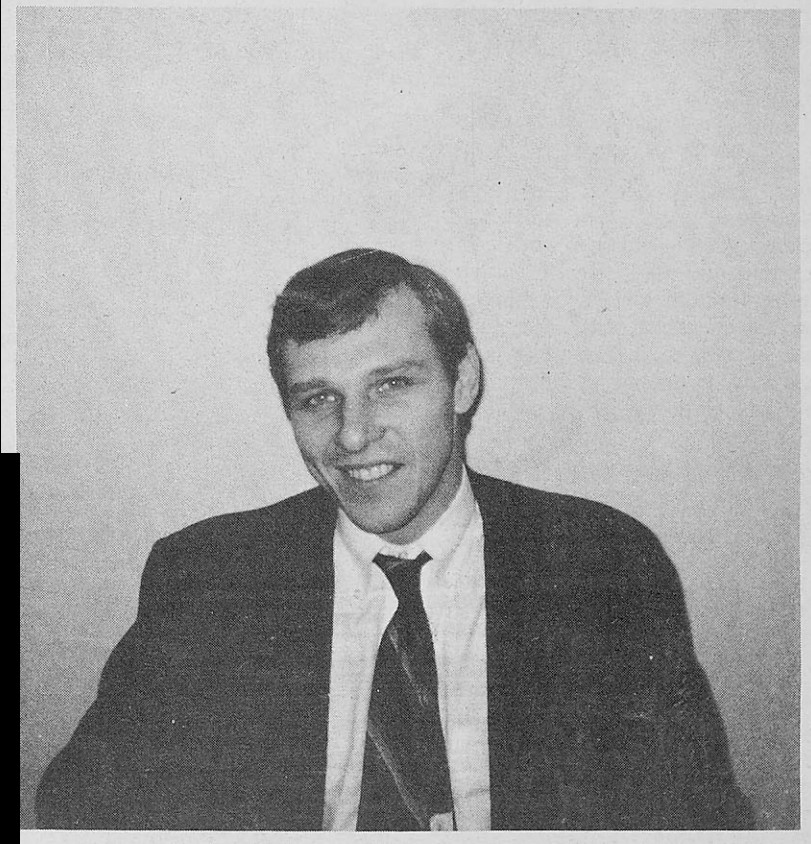
Chilean chorus to sing here

On its way to the International Festival of University Chorus at Lincoln Center in New York City, a chorus from Chile will perform in the Old Auditorium on Thursday, February 27 at 8:30 p.m.

The chorus made up of students from the State Technical University of Chile, will be giving their first concert in the United States at Webster College.

The formation of the chorus was the first cultural activity organized by the University, founded in 1957. Although one third of the selections performed are folksongs, the chorus also includes classical works, particularly those of the pre - Renaissance "a cappella."

The performance of the chorus at Webster College is being coordinated by Sister Gabriel Mary Hoare. While at Webster the chorus, made up of 14 girls and 17 boys, will be looking for places to stay. Many have already been placed; contact Sister Gabriel Mary Hoare if you have room for them.



The tragedy of the world is that those who are imaginative have but slight experience and those who are experienced have feeble imaginations. Fools act on knowledge without imagination.

The task of a university is to weld together imagination and experience.

Alfred North Whitehead
"The Aims of Education"

[redacted]

Notices

During the next six weeks THE WEB will conduct a series of information seminars. The topic of the first meeting is "The Purpose of a College Newspaper". All interested people are invited to join us in Room 101, Tuesday, February 18th at 1:00 p.m.

The Sociedad Hispanoamericana, the organization for Spanish speaking people or those interested in Spanish culture, will hold its monthly meeting in the Music Hall of Webster College on Friday, February 14 at 8:30 p.m. A speech on Spanish art will be included. The meeting will be held in Spanish. Students and anvone interested is invited to attend.

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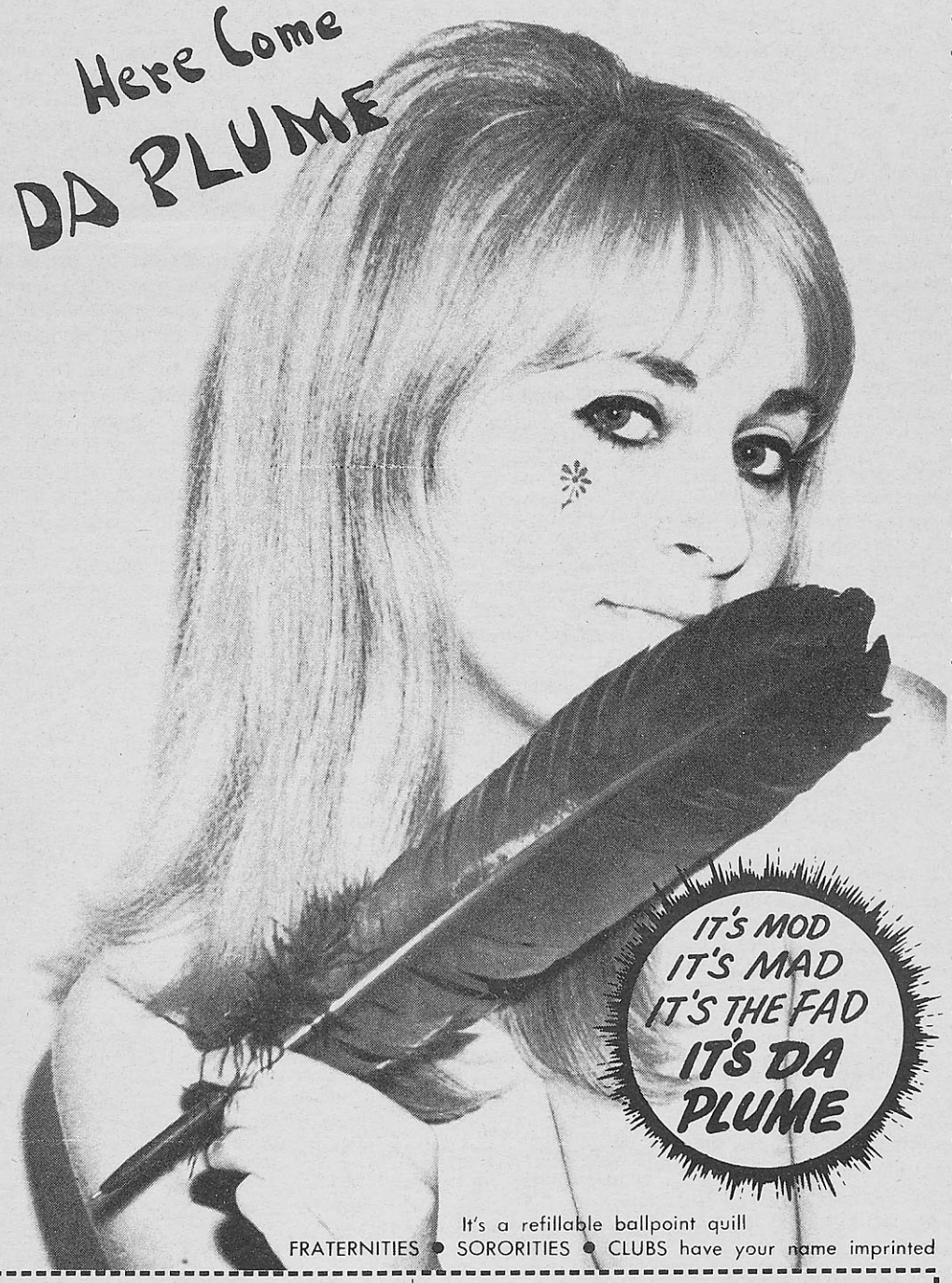

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february 21, 1969
vol. xlvi, no. 18

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President submits teacher education proposal to faculty

by peg davies

On Friday, February 14, President Jacqueline Grennan resubmitted to the Faculty Steering Committee a new propsal on the formation of a Teacher Education Department.

This new proposal is a more precise plan than the original one presented to the faculty on February 4. (See February 7 issue of the **Web.**)

In a February 4 memorandum to the department chairmen the faculty steering committee expressed their reaction to the original proposal.

Briefly recapitulating the current feeling of the Steering Committee on the proposal they said:

"Both the change in our conceptualization of the role of the subadministrator and the need for greater coordination of the teacher education programs convince us along with the administration, that some step ought to be taken. The proposal — at least at this time — seems, however, to be too vague and imprecise to enable us to come to any definite conclusions.

"We have at least two options:

1. To give the originators of the proposal a blank check to establish the department and then work out the details themselves and/or in cooperation with others; or
2. To withhold an official positive or negative response until a more precise and detailed proposal is presented."

Dr. Jerome Perlinski as chairman of the Faculty Steering Committee is quoted as saying that the "Constituent Assembly must learn that in constitutional matters as this its role is important and should be made vocally."

In light of this the committee submitted to President Grennan their suggestions for clarifying various points of the original proposal, thereby questioning the areas of the Teacher Education Department's structure as a department, its position in the college and the procedure in its relationship to other departments, the administration and the committee.

The new proposal, not available for publication, clarifies these points. According to the February 14 proposal the Teacher Education Department would be structured exactly according to the guidelines of any other department in the college. Its curriculum would be discussed in the Curriculum Committee and courses in the methods of teaching would remain under the auspices of the various academic departments.

Juniors and seniors who wish to be certified will be members of both their academic departments and the Teacher Education Department.

Faculty for this department would be secured in the same manner as stated in the Handbook for any inter-department faculty member.

Under the old proposal the Teacher Education Department would have been a separate administrative unit while now it is stated to be an academic unit fitting into the Webster structure.

The Chairman for this department would be subjected to the same rules which govern other chairmen.

Dr. Perlinski, while commenting on this new proposal, stated that in the discussion of the development of this department those involved were, "very careful to respect the proper procedure and showed a cooperation between those involved; it also showed that the system works and that a department can successfully be formed in a period of less than a year."



Michael Calkins

Calkins chosen

Michael Calkins has been selected as the third student member of the President's Council. Michael is a junior music major. He is also National Student Association representative on the Webster campus.

Michael was one of three candidates nominated for the President's Council by the Executive Council. (The president has the option of using two byes before her final choice of a new council member.) He joins students Katie Gruenheck and Denise Ford in his position.

SA questions pass-fail

(Ed. note: During its meeting of February 15, the Executive Council discussed the pass-fail proposal submitted by the Academic Standards Committee. (WEB, February 14) Discussion was finally boiled down to eleven points criticizing the proposal. We present them here to promote further discussion. References to the point in question are given in parentheses.)

1. The pass-fail system should be tried for all courses for one semester in order to have a valid experiment. Perhaps only a limited number of students would be involved in this trial. (The present proposal calls for pass-fail experimentation for a limited number of courses for an unlimited number of students.)
2. If the pass-fail system rests on the premise that students are motivated to learn by a sense of enjoyment, then the system should be applied to a student's major. (Under the proposal, courses taken in a student's major are taken for standard grades.)
3. Since we reserve GPA's for graduate schools, are we saying that we will try anything here, but give to the graduate schools what counts? (The proposal includes provision for a GPA composed of grades for major courses and graded courses taken during the first two years.)
4. Perhaps the committee should investigate reasons why the pass-fail system has not caught on. Is it only poor publicity? (A limited number of pass-fail courses are taught at the present time.)
5. Has the committee investigated the work of Webster faculty members in the area of motivation?
6. Should there be a different evaluation system for the fine arts?
7. A student should be able to take as many pass-fail courses as he wants? (A student is limited in the number of such courses in the present proposal.)
8. Each department could be responsible for its own evaluation system.
9. Should F's be recorded? The student who fails a course has already lost money and time. Is this further punishment necessary?
10. By putting restrictions on the pass-fail system, the committee is invalidating the learning premise of the new system.
11. At what point in time did the pass-fail system and the credit-only system split. Who made these decisions? (Under a credit-only system F's are not recorded.)

Students protest library hours

"As members of the Student Association we would like the Student Association, through the Executive Council, to take the following request to the proper authorities as forcibly as possible.

"In order to fulfill our responsibilities as students it is necessary to use the library facilities of Webster College. We feel that the library's hours are inadequate for research work and for use of the library as study space. We realize that the hours that the library is open are restricted by security demands. We feel that security should be maintained in a way that does not restrict the academic environment of Webster College. We would like the library hours to be extended to midnight, Monday through Thursday, and 10:00 p.m. on weekend nights."

The above petition, initiated by Mary Daly, obtained 311 student signatures and four unsolicited faculty signatures. February 18, the Executive Council unanimously approved the petition and sent it, with an accompanying memo to Karen Luebbert, Head Librarian. It is expected that it will then go to the Library Committee and to Dr. Kelly, Dean of Faculty.

During the beginning of the second semester, students have been complaining about the early closing time of the library. Particularly concerned have been dormitory students, newly hedged in by security restrictions, and theatre students, who must often work late hours.

Recitals to be held at Webster

Student recitals

On Wednesday afternoon, February 26, five members of the Music Department will present their recitals. Sophomore Jim Lynch, baritone, will present two arias from "Solo Cantatas" by Vivaldi with harpsichord and bassoon accompaniment. Also he will sing two German lieder. On April 30, Mr. Lynch will present his sophomore recital. This will be a dual presentation with Linda Rolufs, a freshman soprano.

Also on the program for February 26 will be Frances Drake, a soprano, and Mary Daly, a soprano. Miss Drake, a freshman, will be singing two numbers by Gabriel Faure. These are "Les Biceaux" and "Apres Un Reve." Miss Daly, a senior, will be presenting a few selections from Mozart.



Webster Trio members, Gerald Fischbach, Eloise Jarvis S.L., Robert Silverman.

Two students, Charles Weyhaupt and Celeste Rendina, will also be playing numbers on the accordion.

Webster Trio

The Webster Trio will present its final performance of the school year, Tuesday, February 25, 1969, at 8:30 p.m. in the Loretto Hilton Center for the Performing Arts.

The performers in the Webster Trio are Webster College faculty members: Eloise Jarvis, S.L., piano; Gerald Fischbach, violin; and Robert Silverman, cello. In this concert the Trio will be assisted by faculty members Gladys Lang, viola, and Donald Martin, double bass. Mr. Silverman, Mrs. Lang and Mr. Martin are members of the St. Louis Symphony.

For this performance the Trio has chosen two works from the Romantic Era: "Trio in A Minor, Opus 114" by Johannes Brahms "Quintet in A Major, Opus 114" by Franz Schubert. When asked about the selections for this performance Gerald Fischbach said that these pieces are primarily audience pieces. Robert Silverman both an orchestral and chamber player stated, "Chamber music is the pianist or string player's finest moment. Intimacy is much greater when playing in a chamber group." The Loretto-Hilton lends itself very well to performances of chamber music.

Admission to the February 25th performance is free.

The Web

Founded October 3, 1924

February 21, 1969

Quality faculty

The first issue of **Change,** a new educational journal, featured an article on Brandeis University, the first in a series of articles studying "innovative" universities. During its short 20-year history, Brandeis has achieved a reputation for academic quality. That growth was attributed by the author of the **Change** article to its first president's ability to recruit excellent faculty and to raise the funds to pay their salaries. Brandeis' techniques were aggressive. They ranged from gambling on brilliant, untried scholars to stealing faculty from much larger universities.

Sooner or later, in considering the quality of an education provided at an institution, one arrives at the question of faculty. Essentially, the quality of the education is determined by the quality of the faculty. All other considerations are secondary to that of faculty for it is the faculty that instruct the students. Medieval universities, in fact, had little else but faculty and students.

Webster, although she has attracted some excellent faculty in recent years has not been particularly determined in her efforts to do so. Obviously we have problems in such recruiting, mainly budgetary. Yet we believe that recruiting and retension of faculty with expertise in their field is crucial to Webster's success.

A free and flexible academic environment is not enough for the success of any college. Within that structure are needed faculty members who are both excellent scholars and excellent teachers. Only such teachers will be able to attract excellent students. Only such teachers will be able to maintain academic excitement in students.

Webster is now a unique institution but perhaps second-rate academically. At least her faculty are not, as a group, renowned for academic contributions in their field, although a few individuals are well-known. We must attract more such individuals to become a first-class institution.

pat eickman

THE WEB
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Innis: separation only solution



Roy Innis

by anita vitulb

There is one common factor in the black community: lack of coordination. Independency will never be achieved if the black population continues to see themselves as factions and fractions. The artificial division between the people must be dissolved. Petty feudal barriers are not in the interest of the community since they allow for "direction from downtown." One of the problems is that no political structure is directly responsible back to the community.

"Ghetto self-determinism," Roy Innis, executive director of CORE, pointed out, "is a social, political and economic joint strategy." In an address before the College Editors Conference in Washington last week, Mr. Innis suggested a plan to bring power to the oppressed in the ghetto. He saw separation of the races the only viable solution to the problem of self-determination.

Segregation is basically, said Mr. Innis, a "condition of control of the institutions giving basic services . . . by the whites." In the North there are two races living in divided areas with whites controlling the flow of goods and services in both areas. In the South, though the races do not necessarily live in different areas, black institutions are still controlled by whites.

Integration has been defined as a way of organizing people in a heterogenous society where there is no geographic division. But, Mr. Innis asked, "Who will control the institutions?" He answered that control remains in the hands of the white people. Integration and segregation have the same results; black people remain just as powerless. "Schools and streets would be better but curriculum and values would be white," he concluded.

The solution as he sees it is separation. It is a "way of organizing people in a heterogenous society," relatively separated geographically. Institutions would be controlled by people indigenous to the neighborhood.

Mr. Innis would like to see a contract with a minimal per capita guarantee of representation in every body affecting blacks, with blacks setting conditions for election and removal of their own representatives (to avoid another Powell incident). This, he insists, is "pragmatic" and "the only alternative to chaos." The black community, then, is given the pessimistic ultimatum by Mr. Innis that the only way to gain social power is to withdraw from society, or at least, the white society, and form their own rules of the game.

But perhaps the new generation of blacks will understand they can be more effective outside of the institutions. That there is no need to take over white-owned institutions.

The CORE-sponsored solution is the Community Self-determination Bill which will be before this session of Congress. It was initiated from the belief, Roy Innis said, that "black communities exist as colonial appendages to the urban center." The bill favors community corporations and provides for a natural political entity where none exist.

Mr. Innis described the bill as allowing a "turnover of management and control of institutions functioning in our areas to black people," beginning with Harlem schools. It is not similar to Mayor Lindsay's decentralization plan, which simply redistributes power from central boards to local boards but maintains connection with the central board. CORE's plan would absolutely separate the community corporation from existing structures. The only type of federal backing which the bill requests is loan support.

A community must first demonstrate support (through petitions) for a public service corporation, under provisions of the bill. Ownership is spread by selling stock for a minimal amount, perhaps five dollars. The community elects the board of directors who in turn elect the management board. The people hold the power of recall over this board. The purpose of the corporation is to make money and give services to the community.

Frances Innis (no relation), a black woman in the audience, from Harlem, was very disturbed by the bill. She asked Innis why he didn't bring his program "before the people" for a referendum. "I see that bill as being detrimental to us," she said. "We have to open the doors (of Harlem) to all the people in the U.S. Harlem is too tight and unattractive to industry. We need to spread out the wealth."

And Miss Innis on Mr. Innis: "He's in trouble in Harlem and that's all I have to say."

Coaches stifle liberation

by pat eickman

(Ed. Note: The following events took place at the College Editor's Conference, February 13-16. The facts have been selected to prevent any possible observations concerning social mores.)

Several hundred college editors walk into the beautiful Shoreham Hotel on the beautiful outskirts of our beautiful nation's capital. They wear peace symbols and blue jeans, Villager dresses and black sweatshirts. They usually carry cameras and newspapers. Football coaches also come into the hotel. They are attending a different conference. They wear white shirts and narrow neckties.

The college editors are liberating the lobby. Nobody knows exactly what that means, but everyone wants to find out. They think that the people for Newsreel and Liberation News Service started the whole thing. Twenty people are jumping up and down in a circle together. It looks something like ring-around-the-rosie except that nobody falls down. Two people are sitting in the corner of the circle reading newspapers. Two football coaches are playing too. This is really Togetherness Week.

The Michigan **Daily** staff starts playing touch football in the corner of the lobby. They play the Okrent Special and several other selected plays. The football is imaginary. The coaches are upset because they aren't playing the game according to standard rules. The hotel clerks aren't interested. They hosted the editors last year.

My goodness! The football game has ended. Everyone is crowded around two coaches. They are arguing. One seems to be saying something about his commando experience in the army. The editors hope that everyone notices that the coaches, not the editors, are making all the fuss. Oh! Oh! See the coach. He is drunk. See the bellboys. They are taking him to the elevator.

See the student editor. She is a girl. The coach has broad shoulders. He decides that she would make nice entertainment. She decides that that is carrying free love a bit too far. Is the hotel lobby always a pick-up point? Anyway, he just finished calling her a dirty hippy. He's also drunk.

The hotel lobby is not liberated. It is not a very pleasant place. The coaches are in the way. The college editors avoid the coaches. A few of the editors are very confused. They always thought that football coaches were something like Boy Scouts.

(P.S. The writer apologizes to Dr. Furay, the most decent football coach she has ever known.)

Social change

(Ed. note: Last week we carried a short article on Vocations for Social Change. This week we have four more honest-to-goodness job listings! Persons wishing more information, and more job lists, should write: Vocations for Social Change, 2010 'B' Street, Haywood, Calif.)

Center for curriculum design

Manager wanted for Center for Curriculum Design, Kendall College, small, co-educational, highly innovative, two-year liberal arts college. The Center's director needs an attractive person as his executive secretary to perform a variety of services: general office manager, supervisor of student office staff, librarian of small curriculum center, researcher in educational reform, conference and tour coordinator, hostess and tour guide for visiting students and educators, etc.

Should be an accurate typist, at ease on the telephone, and be deeply, but subtly committed to massive educational reform. Career position available in March, 1969. Salary $7,000 to $8,000 per year. Contact Noel McInnis, Center for Curriculum Design, Kendall College, Evanston, Illinois

(Continued on Page 3)

Letters to the Editor

Dear Editor,

This letter is in regard to Toni Pomerene's letter of resignation which appeared in the January 31, 1969 issue of **the Web.**

I would like to commend Toni on her honesty. By remaining silent, she would have been contributing to the ineffectiveness of Student Association. But then, the question arises as to whether or not it accomplished anything to resign, rather than "stay in and fight." Perhaps in this case, more will be done by her resignation than if she would have remained in SA, but I doubt it. Nothing will be done except, perhaps, preservation of Toni's sanity and integrity. Rather than be a hypocrite, Toni choose to get out.

Marcia Wynne

To the Editor:

I agree wholeheartedly with Miss Pomerene's statement of the situation at Webster College. I have been a student here for five months and I have seen no evidence of the Student Association's existence on campus. I don't know anyone in the Student Association, I have yet to meet an officer of the group. What has the organization done? Who do they represent? Certainly not me. If the group is doing something perhaps their business should not be kept so well hidden.

Clovis Bordeaux

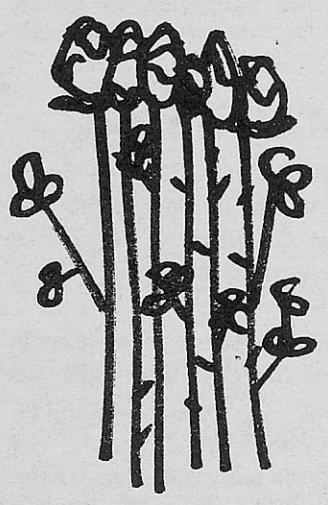
Dear Toni:

I would like to reply to your letter of resignation in the January 31 issue of the **Web.** I respect your opnion and realize that it was a personal decision. Although I have had no real direct contact with Student Association, it is my belief that it is a representative organization. If it were not, students would most likely speak out against it. A question arises to me though, that Student Association might not be a great necessity to students at this point. Student interest is lacking and many are unconcerned and unaware of the activities of this body.

I find it difficult to accept your view that the association is static. They are presently working on revisions of the Handbook and Constitution, issues which have great relevance to the student body. But then I am only an onlooker and maybe a direct participation would change my views also.

Thank you for your time,
Cathy Golz

Ed. note: The above letter was addressed to Miss Toni Pomerene, c/o the Editor of the WEB.



Dear Editor:

A letter in the February 7 edition of THE WEB concerned coverage of the music department activities. The writer commented that there was a serious lack of information, and suggested that recitals and concerts be given recognition in the paper.

Thursday night I answered the telephone in the music building, and was asked who were giving recitals during the coming week. The caller was a member of THE WEB staff. I congratulate and thank the staff for such prompt action. I hope their interest in this area continues.

Sincerely yours,
Ruth Wood

Dear Editor:

Since the first issue of the newspaper came out this semester there has been an increase in letters-to-the-editor. It is sad to say that they came about because of an assignment given by Father Gopaul. Wouldn't it be great if students would show this great interest without being told.

Thank you,
Dana Travis

Editor:

Due to the increasing amount of pilferage that we are discovering we find it necessary to insist that books, records or packages **not** be brought into the College Store.

We have shelves in the store hallway to place your items while shopping in your College Store and you will find it easier to browse without having to drag additional items around to burden you.

Your College Store Staff

Editor:

I think you missed a good chance for better journalism in last week's issue when you failed to tie up the visit of the Chilean Chorus (p. 3) with the Webster College Community.

One of the members of the chorus is Sister Maria Visse, S.L., '61J, a graduate of our own music department. Both the alumni and the Sister of Loretto association have meaning for us — I trust.

Sr. Mary Rhodes Buckler, S. L. '38

'Julie' shows brilliant brutality

To begin with, I can't get beyond a personal judgment about **Miss Julie** by August Stringberg. I feel it is a horrible play—an event of horror that happens to vicious people in a very painful way. That it is art may render the process brilliant, if odious; it is worth the effort of production, and credit goes to the theater department for attempting it.

Because of the explosive nature of the sexual conflict, the production must re-imagine the tragedy at every performance in a controlled way so that the horror will not overwhelm the art. The only meaningful explanation for the event within the play (Strindberg's hatred for woman seems to be the external cause) is the effect of the Count's impending presence upon the "sinner" Miss Julie, who breaks the sexual and social code which had suspended her over the abyss.

Lois Ruben is a rare young actress to manage a role which has eluded many professionals and is only mastered in conjunction with sensitive direction and a sympathetic cast. She looks the part of the neurotic young woman and seems to relate to her alter ego so well as almost to distort Miss Julie with too much sympathy. For truth in the production depends on submitting one's own sympathies to Strindberg's implacable judgment; he dislikes Julie and reserves judgment on Jean the amoralist.

The part of Jean is played by David Deutsch. It is the best thing I have seen him do in two years of Conservatory productions. He is more flexible now and only occassionally emits pompous diction; his body is looser and he has eliminated a lot of distracting facial movements. Jean is an elusive character, sensitive and shrewd. One thing I missed in Mr. Deutsch's portrayal was Jean's "butlerness," the common touch which he and Kristen embody in opposition to Miss Julie. His loyalty to the Count is supposedly real; this should be an important element in the denoument.

The parts of Julie and Jean are mutually dependent and dependent on direction. Their interaction was often effective in parts, but the movement of the whole was not satisfying. It was generally too much too soon: too much seductiveness, too much sensibility, too much guilt, too much hysteria.

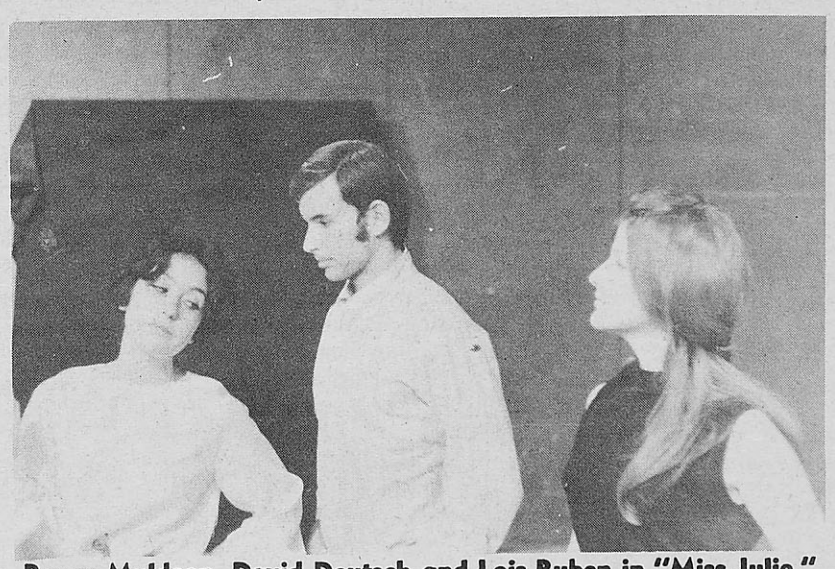
In counterpoint to the tragedy of mind of Miss Julie is the earthiness and peasant stolidness of Kristen. Peggy Muldoon knows her role and knows how to handle her body on the stage. She dominates her last scene; the ruthlessness of the peasant girl with no illusions about herself or life is the anchor of **Miss Julie.**

I understand the peasant dance interlude was consistently unpredictable from performance to performance. On Wednesday night, it was confusing and distracting. There were about four conceptions of its tone being communicated by the chorus. The interlude did not build suspense for the main plot, it merely irritated.

Sister Marita's direction was able, with particularly good blocking. The visual aspect was superior to the conceptualization of the content. I felt the tone was uneven, with perhaps too much attention to the moment and not enough to the plot movement as one inexorable event. The impact was blurred. It's a tremendous play to evoke critical quibbles.

The set by Ron Hall was excellent in detail and formed to the requirements of the Studio Theater. The elimination of the left tier of seats makes the audience more intimate with the stage, taking advantage of the inevitable, if deplorable, lack of attendance at student productions.

Priscilla



Peggy Muldoon, David Deutsch and Lois Ruben in "Miss Julie."





More change

(Continued from Page 2)

60204, (312) 869-5240 (include telephone number(s) where you can be reached).

National committee for a sane nuclear policy (SANE)

National SANE, an organization dedicated to ending the war in Vietnam, avoiding nuclear war, reducing military appropriations and ending the arms race, is looking for someone to **take care of their membership files.** The job would entail opening mail, typing receipts of contributions, posting receipts to membership ledger cards, and maintaining the mailing list. The main qualifications are typing accuracy and love of detailed work.

The new staff member will receive $100-$120 a week, depending on experience, for his/her wr-hour week with paid vacations and holidays. Contact Rose M. Green, National SANE, 381 Park Avenue South, Room 701, New York, New York 10016; (212) 889-3442.

Arkansas peace information center

Is looking for more staff to do **anti-draft organizing** in the hostile South. The center is nearly broke but will help find part-time jobs, which are fairly easy to come by for straight-looking people. Places to live can be arranged. People eventually needed to take the place of the two full-time organizers who will be on the verge of collapse or arrested by summer. **Draft counselors** are especially welcome. Contact Larry Buster, Arkansas Peace Information Center, 28 Winchester Drive, Little Rock, Arkansas 72-206; (501) 565-2201.

Age of humanization seen by Deutsch

Current social unrest is the shock wave of the communication revolution. We are approaching the age of humanization and decentralization. These are the predictions of Professor Karl Deutsch, of Harvard University, keynote speaker at the College Editors' Conference at Washington, D.C., February 13.

Our current age is characterized in two ways: 1. The age of half-technology is becoming the age of high-technology. 2. The industrial revolution is giving way to the information revolution.

In the age of half-technology, there is a disproportion between the mechanized and the non-mechanized. In Deutsch's words, "The partial mechanization of the assembly line was bringing about the mechanization of the human parts of that assembly line." In the age of high-technology, it is possible to mechanize the entire assembly line.

Increasing technology will eventually permit increasing decentralization. In the past, this occurred when Roman bathhouses became shared facilities among apartments became one bathroom in every home. "What is true of bathtubs is true of nuclear power stations." Increased technology will permit greater availability of more services.

The information revolution is indicated by a growing information ratio. The amount of information per unit of material is increasing. Thus transistors replace batteries and computers become mini-computers. In a similar manner, the same amount of energy yields a greater amount of information than before because of increased efficiency. More people are also involved in knowledge production as the percentage of workers in white-collar jobs increases yearly.

This massive increase in information is accompanied by increased innovation. Innovation can be defined as the "changing of habits of many people so inventions become practice." In the nineteenth century, the U.S. became an economic power by translating inventions into innovations, a practice that is continued in the present era.

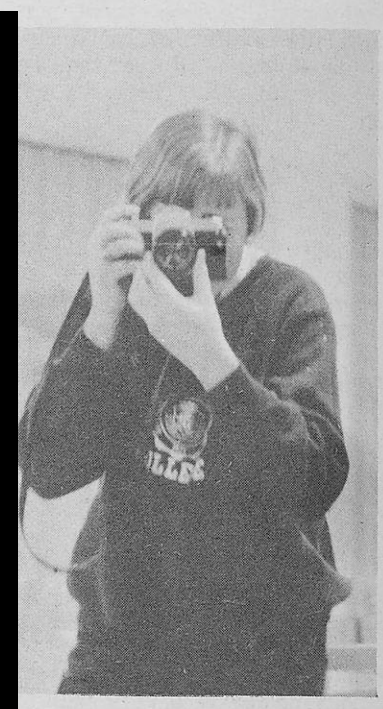
The age of high technology demands innovators, otherwise known as liberals, radicals, and obstrepturous people. Intellectuals, skilled in abstraction and critical thinking, become a vital component in the new technology. Therefore, universities play an increasingly important role in our society according to Deutsch.

A university has essentially four functions. It must produce new knowledge, preserve and transmit knowledge, train people, and teach students to learn to learn. As the social role of universities becomes more fully appreciated, it is quite possible that students will be paid to learn. It is possible, too, that universities will play an increasing political role in the society as their leverage increases. This leverage consists of the fact that only a university can furnish the knowledge that is necessary to continually recreate our environment. It is only through increased knowledge that we can safely restructure our society without suicide or mass starvation.





Our apologies to Susan Weingarten and James Craig whose pictures were incorrectly placed in the February 14 WEB.



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the WEB

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february 28, 1969
vol. xlvi, no. 19

Teacher education department

Faculty proposes change in proposal

(Ed. note: The following is the complete text of the Steering Committee's memo to President Grennan concerning her February 14 proposal for a Teacher Education Department.)

After ten days of discussion, reflection and research the following is the response of the faculty constituency to your expanded proposal for a teacher education department, dated February 14, 1969:

On no side can there be found anything near enthusiasm for the proposal. There is a general concern for and awareness of the need for more coordination in the teacher education program. But there is also an extremely strong commitment to the philosophy which prompted the 1963 decision to disband the then existing education department. Many of the doubts and hesitations in the present situation stem from this commitment, in the belief that a new teacher education department is opening the door to general education professionals—to which all seem strongly opposed.

The discussion, since first the proposal was received in January, has continued to center around the concept of "joint responsibility" and has reduced itself essentially to the following arguments:

A. In order to grant the new faculty position some strength and power, the proposal grants it equal status with the now existing position of department chairman. In so doing, it creates a "fictitious" department about an office, a "department" which does not have its own faculties and courses, but rather cuts horizontally across those of already established departments. This is proposed for budgetary as well as administrative reasons.

B. All are agreed that, for various reasons including the change in conceptualization of the middle-administrator, there should be some faculty office whose concern it is to coordinate teacher education programs. The question, however, revolves around the authority of the person in that office, the proposal granting him equal status with existing department chairmen; the faculty is opposed to such equal status.

C. Why is the faculty opposed to defining "joint responsibility" as "equal responsibility"? Some arguments can be defined. There seems little difficulty in the matter of hiring/firing, budgetary controls, operational budgets, since these rest to a great degree ultimately in the hands of the Dean of Faculties and/or the Associate Dean for Curriculum. However, evaluation of the content of courses does not.

The philosophy of the college, actively articulated in 1963 and strongly agreed upon at the present moment, makes it clear that the people best prepared to judge what goes into teacher education courses are the faculties of the disciplines to which the courses fundamentally belong. This would mean that the person occupying the proposed office ought to be a specialist in a specific field (as opposed to a general educationist). Thus, the situation of an artist, for example, having "equal responsibility" with the scientist for teacher education in science. Even if a person, know for "objectivity" could be found at the present time, it seems that an office is being created which would be extremely difficult to fill in the future without calling in a professional educationist.

D. All levels of teacher preparation are not equally susceptible to supervision by a central person having equal authority with department chairmen. Certainly, preparation for the self-contained classroom on the elementary level is. But in high school preparation and the MAT program, the responsibility seems to rest primarily within the disciplines themselves.

The Steering Committee feels that what has in fact been proposed is the office of a Faculty Coordinator or Director of Teacher Education, an office in which a faculty person would administer an operational budget and would have essentially the same rights and responsibilities as contained in the Job Description of January 28, 1969.

The Steering Committee proposes that the creation of such a coordinating position, **with the same structures** (although not departmental, real) as outlined in your proposal, will allay the justified fears of its constituency while at the same time allowing the new office a maximum of powers for effective operation.

The question might be reduced to whether we wish to stretch the meaning of department and department chairman (in order ot give real power to the new position) or simply to create a new, non-departmental office, with the rights and responsibilities (not involving the creation of a department) as outlined in your proposal.

Therefore, we propose the creation of a Faculty Coordinator or Director of Teacher Education:

Who "would have the responsibility of working with the faculty of all fields with a commitment to the training of teachers. They would work together to review, evaluate, and initiate revisions in any aspect of the program. Curriculum changes for teacher education would be subject to all

(Continued on Page 3)

Renewal and growth at Webster

RENEWAL AND GROWTH AT WEBSTER COLLEGE----------

STUDENTS NEEDED to help determine the total development of resources necessary for the next decade!

If you care about your educational investment, nominate yourself below!

Students, faculty, administrators and board members will be involved in a special discussion group (now being formed) to decide how to determine goals and objectives of the future of Webster College.

Nominations will be submitted to a committee made up of the officers of Student Association and student members of the President's Council who will choose five students to join the three members of the President's Council and the President and Vice-President of Student Association as the student participants of the above group.

Leave the form below in the box at Sign-Out, in the box in the Student Association Office or give to Mary Petersen, secretary of Student Association.

snip snip snip snip snip snip snip snip snip

I would like to nominate myself to the presently forming committee to work out the questions of Webster's development in the future.

NAME ----------

MAIL BOX NUMBER ----------
(designate whether resident or day student)

I am available for the following meeting times. (If available for all mark preferentially, using "1" for your first choice.)

Wednesday Evenings _____
Saturday Afternoons _____ Nomination
Sunday Mornings _____ deadline: March 3

THANK YOU FOR YOUR INTEREST!

Exec Council studies academic tenure

by michele miller

Both educational institutions and the teaching profession exist to benefit the student. But, since education is not a passive activity, the responsibility for one's education belongs to the individual student.

The faculty is now involved in considering the question of academic tenure and making a proposal for an academic tenure plan for this institution. The question of tenure should also be understood and considered by the student body.

"Tenure means that the faculty member is appointed to a permanent position within the academic body of the college. It is an instrument to encourage and preserve the atmosphere of academic freedom and research."

A tenured faculty member is an integral part of the student's education. Decisions involved in running the educational institution are becoming — more and more — a shared responsibility of administration, faculty, and student body. The question of who should be tenured affects every group within the college community; each group, then, has the responsibility to contribute to tenure decisions.

The role of student impute has been suggested by the faculty academic tenure proposal: "that the students should have a formal voice in matters of tenure. The exact procedure of this formal impute is left to the students to provide. The student voice should provide the Faculty Committee on Tenure impute concerning teacher evaluation."

The following proposal concerning student participation in tenure decisions was submitted, February 25, at the Executive Council meeting. This proposal is in its first draft; student opinion through the Executive Council is needed to go farther. With this minimal proposal as a starting point, the student body can now review, refine, and revitalize their role concerning tenure decisions.

Academic tenure plan

III. A. 11.) "that the students should have a formal voice in matters of tenure. The exact procedure of this formal impute is left to the student to provide. The student voice should provide the Faculty Committee on Tenure impute concerning teacher evaluation." (quote from faculty proposal).

I. assumption: that the Teaching and Learning Committee initiates, plans, and supervises an on-going and formal file of course and teacher evaluation covering each course and each teacher every semester.

II. that the standing faculty tenure committee is required to use such files in their consideration of each individual tenure case.

III. that two students would operate as advisors to the standing faculty tenure committee.

A. Role: These students would provide dynamic and representative student opinion at the discussion of the evaluation file of an individual faculty member being considered for tenure; we emphasize that these students operate in simply an advisory capacity and have no authoritative voice directly concerning a tenure decision; they are concerned only in the interpretation of the evaluation file on the faculty member being considered for tenure.

B. Method of choosing these two student-advisors:

1. One of these students would be chosen yearly to serve on the Faculty Tenure Committee. This student would be of at least junior status. Students wishing to hold this position would self-nominate themselves to the representative body of the Student Association, which would then reduce the number of nominations to three. These three self-nominations would be submitted to the Faculty Constituent Assembly, which would elect the

(Continued on Page 4)

The Web

Founded October 3, 1924

February 28, 1969

Placement gap

Last year 146 of the 246 graduating seniors were certified to teach. That single statistic, for that class was not extraordinary, gives some indication of the importance of the current teacher education discussions. That statistic is also an important comment on Webster's present orientation.

The fact that two-thirds of a graduating class were prepared to teach can be combined with others. The practical monopolization of the bulletin-board listing post-graduation placement opportunities by notices of teaching openings is another fact. So also is the often heard comment, "I don't really plan to teach, but I'm getting certified anyway."

These observations all lead to the conclusion that Webster College is primarily a teacher-training institution.

There are historical reasons for this emphasis. Webster is still recovering from the fact that it was a Catholic girls' school. Teaching is a sociably acceptable role for young women waiting to be married.

So long as it was training teachers, the college decided to do it well and started an excellent program of teacher education and curriculum research. This in turn drew a significant number of students who actually did want to be teachers.

However, most women attending college seem to be told at least once, "Well, you can always teach." It may be said by relatives, friends, or college counselors. In response, may students capitulate and cease thinking of alternative professions, although they loathe classrooms.

At least two serious consequences result from the present situation. One is that the college is spending valuable time on training "teachers" that don't want to teach at the expense of those who do want to teach.

The other consequence is that counseling and placement services for those who want to enter other professions are practically ignored. (We are not considering counseling for graduate study here.) Too often, the best help our present counseling service can give is the name of a man outside the college "who might possibly be able to help you." This informal referral service is not enough.

We have been told, upon inquiry, that a formal placement service or career counseling system would be prohibitive in cost, particularly for Webster at this time. Yet, we wonder if the college can afford to ignore in this manner a good part of the student body, those that don't want to teach. We believe not.

Success begins with good advice and the success of the college depends on that of her students.

pat eickman

THE WEB
Office Hours 10-11 a.m. Weekdays
WO. 8-0500, ext. 312

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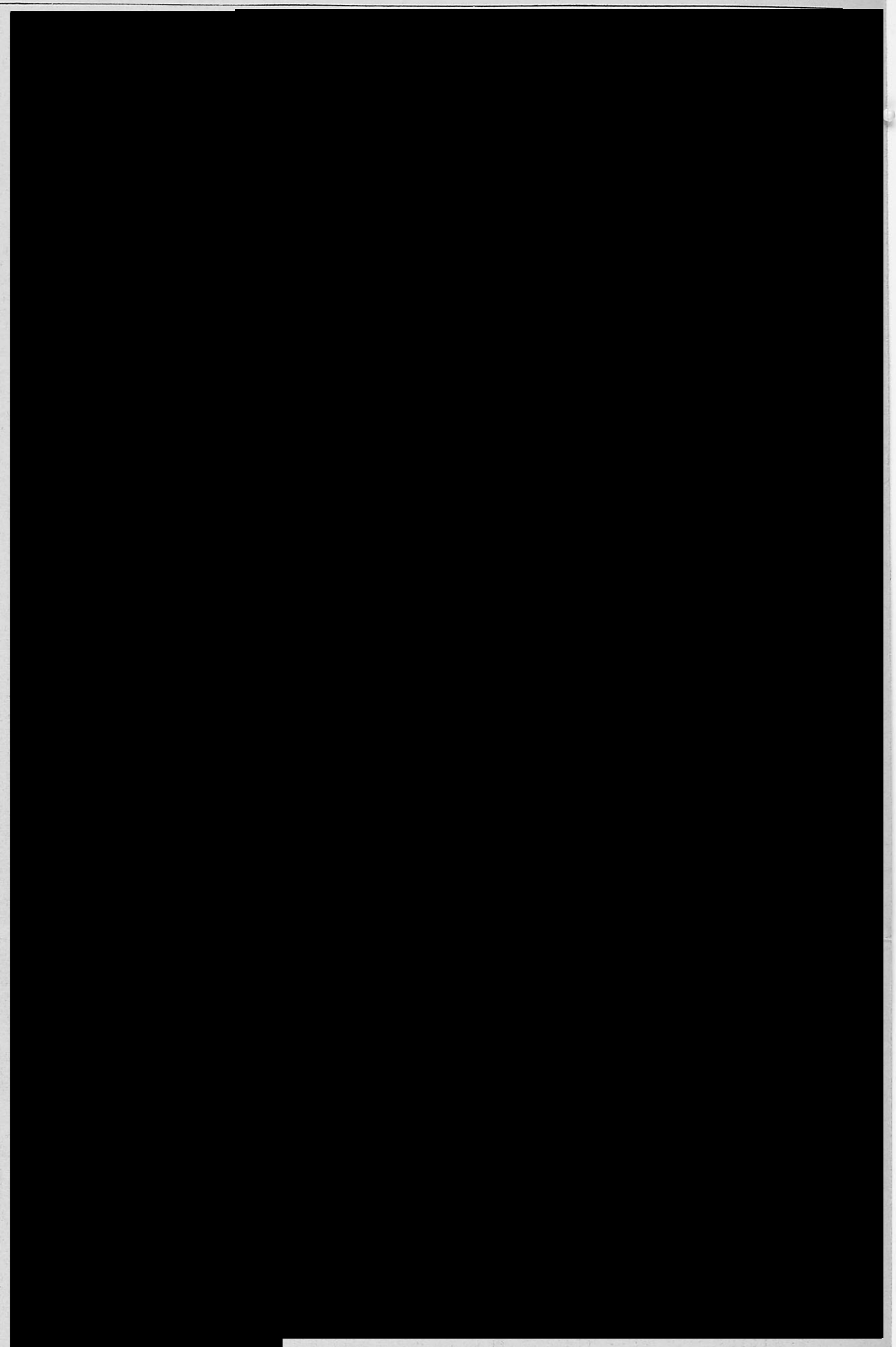
The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.



News offices prime targets

A dozen conservative students invaded the office of the Queens College **Phoenix** newspaper Tuesday and "made a mess of the place" before they were rebuffed by staff members.

"We don't mind so much, because the office was already a mess," said managing editor Harry Nussdorf. "But we don't want them near the cash register." The disruption even had a good effect, he added. "For the first time in seven years the office got cleaned up."

The students, members of a coalition that formed last month in reaction to a black reform group, turned over desks, ransacked files, and strew copies of the **Phoenix** around the office.

They said they were protesting the paper's editorial support of black student demands and its use of school funds and facilities.

The **Phoenix** has supported students enrolled in a special help program for black and Puerto Rican students called SEEK, many of whom engaged in their own forms of disruption last month. The college provides the paper with office space and buys subscriptions. Otherwise, the **Phoenix** is independent.

The conservatives staged a sit-in at the school placement office to protest the absence of military recruiters on campus earlier this month, and accused the administration of being soft on the militant blacks. There are rumors that they will next hit the SEEK building. One SEEK student promised they would "be put down in force" if they did, and predicted "open warfare" on the campus.

The first blow of militancy a year ago at San Francisco State College was struck against the student newspapers, by blacks upset with the paper's coverage (or noncoverage) of their activities. (CPS)

Dudley fights stagnant school board

by anita vitullo

"St. Louis has a national reputation for a bad school system. There is no room for change and the power structure seems content with the status quo." According to Herbert Gross, Concordia seminarian, this is the crisis situation.

Gross is connected with Citizens for a Voice in Education, a new coalition of 90 community groups including the New Democratic Coalition, Mid-City Community Congress, Urban League, teachers' unions and various religious organizations, which hope to change the present school board policies.

Voice is backing Presbyterian minister Carl Dudley for the April 1 school board elections. Dudley is running against a slate of four candidates backed by Citizens for Quality Schools, a reform committee established in 1953 by Daniel Shlafly at a time when the school board was steeped in graft and politics.

In the February 15 issue of **Saturday Review** the school board was described as "highly touted as a blue-ribbon board in a community that tends to confuse absence of graft with performance." It seems to be living on its past reputation of reform and not meeting the pressing problems of today.

Dudley is running on the assumption that people have just not had the opportunity to speak to the board. But in a city that seems reluctant to pass simple operating levies (majority vote needed) and thrice refused school bonds for construction (2/3 vote needed), one wonders whether there are people who are interested enough in educational matters to speak if given the opportunity.



Carl S. Dudley

Voice and Dudley also are interested, Gross said, in communicating with teachers; they will be asked to make recommendations on curriculum and, in general, have more decision-making power.

A significant number of St. Louis schools are located in the ghetto and 62 per cent of the students are from poverty families. Uniform school board policies affect the black community adversely. In a U.S. Office of Education study two researchers reported, "The board's integration policy is limited by its commitment to the neighborhood school concept (building schools where children live) . . . the board also has attempted to treat all schools within the system equally in the allocation of tax funds, thereby limiting the possibility for special programs in the ghetto schools beyond those well financed with outside (largely federal) funds."

"The school district's response to the plight of disadvantaged urban youth is pleas for more money rather than fresh ideas . . . however, some radical changes being tried elsewhere cost little more than traditional operations," said the **Saturday Review.**

Voice's candidate would like to make ghetto schools open for neighborhood activities and vitalize community interest for the schools, hopefully in order to push for change.

But as the **Saturday Review** noted, "There is no indication that the blacks will be any more successful in getting a slice of the decision-making than the teachers (under the present board)."

Though Dudley's plans are not particularly novel nor particularly liberal they are a step in pushing St. Louis, the past innovator in education, up to the level of the rest of the nation.

Webster rag reviewed

Attempting to gauge the effectiveness of the **Web** as a student organ, the Executive Council circulated a student questionnaire approximately two weeks ago. After a discussion of the results at a closed meeting, the committee in charge of the questionnaire turned the set of completed questionnaires over to the **Web** staff. The **Web's** own analysis of the results are included in this article.

The Executive Council committee circulated the questionnaire in the cafeteria during one lunch hour. Of those who completed the forms, 26 were seniors; 14, juniors; 22, sophomores; 23, freshmen; 1, VAULT; 1, MAT; and 16, unknown, for a total of 103 responding. Distribution among departments was also achieved with 33 responding from fine arts departments, 47 from humanities, and 2 from science and math.

The survey asked six general questions: 1) How often do you read the paper? 2) How do you procure your copy? 3) Do you think the **Web** should be sold or given out free? 4) Does the paper provide adequate coverage of Webster College news? 5) What do you like best about the **Web?** 6) What do you like least?

Responses to the first question revealed that 40 of the 103 students polled rarely, if ever, read the **Web.** Several of these people indicated that the **Web** didn't cover enough school news to make it worth their while. Other complaints ranged from a charge that the newspaper is too liberal to a complaint that the **Web** is too professional.

Since the remainder of the questionnaire deals with topics more familiar to regular readers, the rest of this analysis is based on the responses of the 63 students who admitted to reading the **Web** frequently.

Approximately ½ (32) of the "readers" buy the newspaper; the rest read a friend's copy. 31 students favored free distribution of the paper; 19 approved the current practice of selling copies; 13 expressed no opinion. Thus reaction to the paper's method of distribution does not seem strong enough to warrant any definite conclusions.

A major complaint of readers was that the **Web** gave inadequate coverage to campus news. However, one reader said, "I'm not sure there is any 'Webster College' news that is of value." Other readers disliked College Press Service (CPS) articles and sensed a lack of humor in the **Web's** style. One person violently disliked the "ultra-liberal philosophical stance taken by the communistic SDSers on the staff."

Editorials were listed most frequently as the best-liked portion of the **Web,** although one reader thought that they were too biased. Letter-to-the-editor and coverage of Webster news were also liked. Interestingly enough, College Press Service stories were also a favorite of several people.

The survey was ineffectual in establishing any definite trend of opinion about the **Web.** Often, something "least-liked" by one person was "most-liked" by another. However, some specific comments were quite useful, such as those involving photography, layout, and coverage of campus musical events. In some cases these judgments of inadequacy had already been made by the staff. Other comments were new insights into problems that should be studied.

(Note: Any person that would like to join the **Web** staff or become a part-time contributor, please contact the editor.

Chris Clark wins Woodrow Wilson

Mrs. Jay Daniel Clark, a senior theology student at Webster College, has been elected a Woodrow Wilson designate. She is among 1000 seniors from the United States and Canada selected by the Woodrow Wilson National Fellowship Foundation, Princeton, N. J.

The foundation provides graduate departments with information about students who merit consideration for awards and fellowships from government agencies, private foundations or universities. Students who do not receive assistance from other sources will receive a supplementary grant from the Foundation.

Mrs. Clark, the former Christine Sims, plans to do graduate work in theology and literature. She received an award from Columbia University Teacher's College last year for her independent study in curriculum development at the senior high school and junior college levels. She is the daughter of Mrs. Irene Sims of 1002 N. E. 116th Street, Miami, Fla., and is a graduate of Notre Dame Academy there.

Open library!

The Executive Council of the Student Association circulated the following petition which was in turn signed by three hundred and eleven students and unanimously endorsed by the Executive Council:

In order to fulfill our responsibilities as students, it is necessary to use the library facilities of Webster College. We feel that the library's present hours are inadequate for research work and for use of the library as study space. We realize that the present hours that the library is open are restricted by security demands. We feel that security should be maintained in a way that does not restrict the academic environment of Webster College. We would like the library's hours to be extended to midnight, Monday-Thursday, and to 10 p.m. on week-end nights.

The Library Committee, assured by the Librarian that budgetary and work-hours difficulties can be adequately worked out, fully endorses the spirit of the students' proposal. It makes a single suggestion for change: that of a five o'clock closing on Saturday and a midnight closing on Sunday would be a more adequate service to the students. We recommend that such a system be accepted until the end of the current semester.

Faculty proposal

(Continued from page 1)

education would be subject to all procedures outlined in the handbook."

Who administers an operational budget, and in the case that he is involved in the staffing of courses, operates through the Vice President for Academic Affairs and the Associate Dean for Curriculum as do department chairmen.

Who has the rights and responsibilities outlined in the job description of January 28, 1969.

Who would be selected according to the lines of the Handbook re the filling of inter-department faculty positions.

We finally propose that the position be created, subject to review at the end of its first operational year; at that time, the matter of departmental status may be raised again.

Letters to the Editor

Dear Editor:

I should like to respond as a matter of clarification to point No. eleven in the SA questions concerning pass-fail in the February 21 issue of the WEB; namely, "At what point in time did the pass-fail system and the credit-only system split. Who made these decisions?"

At a faculty meeting April 14, 1966, the faculty voted to explore the policy of permitting students to take one course a semester for **credit only** in the fall semester, 1966. This semester's trial of the credit only course was proposed by the faculty-student evaluation committee and approved by a majority of the faculty. The request by the same committee for an extension of such a policy was made to the Academic Dean, Dr. Kelly, in November, 1966, and the proposal was approved.

At the time of the initial implementation of the policy the statement was made that "no major change in grading policies will be made without full discussion by both students and faculty." No such change has been made.

The current policy then remains that a student after the first semester of his freshman year may elect one course, with his instructor's permission, on the credit only basis. This decision must be made at the time of registration. A student may apply for a credit-only basis in any class in the college.

During the past two years a number of faculty have requested that specific courses be taught on a credit only basis. To date the following proposals for such courses have been accepted (dates show when policy became effective): apprentice teaching (March, 1967), group dynamics (fall, 1967), math 105-106 (fall, 1967) art appreciation (January, 1968), M.A.T. program (summer, 1968), sabbaticals (summer, 1968), music survey for non-majors (fall, 1968), state hospital practicum (January, 1969). These courses are listed as such so that the student elects the course with the knowledge that he will not receive a letter grade.

To summarize: the **credit only** policy was adapted on an experimental basis on April, 1966. There has been no change to pass-fail. All variations in grading are applications of the orginal policy-experiment.

Thank you,
Sister Lucy Ruth Rawe,
Registrar



Unidentified flying object sited by Sher Doruff at Blackburn Park, February 24, 1969.

Science/math workshop

A special elementary school science-mathematics project will be conducted during the next 15 months by Webster College and the University City School District under a $29,827 grant from the National Science Foundation, Associate Dean for Research and Curriculum Charles Madden, announced February 21.

During the next few months, laboratories will be established in each of the pilot schools to serve as the nucleus of the program. A laboratory coordinator will work with small groups of students to initiate the program. Eventually teachers throughout the system will be invited to participate in training sessions involving periods of observation, actual work with pupils in the laboratories, and workshops conducted by the Webster faculty.

"With so many new ways of presenting mathematics and science information, coupled with the wealth of new materials arriving on the market, today's teachers are laboring under a serious handicap," Madden explained. "The teachers just don't have the time to investigate these materials and methods as intensively as they would like to. Consequently the teacher is required to teach from a handicapped position. We believe that this pilot project will point the way for other school systems to develop more productive in-service training programs than are presently being conducted."

[redacted]

Senior recital

March 2, at 3:00 p.m. Mr. J. D. Parran will present his senior recital for the music department at the recital hall in the music building. Mr. Parran will be playing "Rhapsody for Clarinet" by Claude Debussey, and "Solo de Concours" by A. Messanger. His other numbers will include "Three Pieces for Clarinett" by Igor Stravinsky, "Duet for Bassoon and Clarinet" by Ludwig von Beethoven, and an original number written by Mr. Parran, entitled "Feelings for Bass Clarinet." Senior recitals are required for those seniors graduating with a Bachelor of Music in Performance. Approximately twelve recitals are scheduled to be presented throughout the rest of the semester.

Tenure plan

(Continued from Page 1)

standing student-advisor.

2. The second student advisor would be the department representative to the representative body from the same department as the individual being considered for tenure. This position would, therefore, be filled according to each tenure case being considered.

IV. that when the Faculty Tenture Committee reviews the entire faculty annually, the files of the course and teacher-evaluation would also be reviewed.

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the WEB

webster college
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march 7, 1969
vol. xlvi, no. 20

Jacqueline Grennan, President of Webster College since 1965, announced March 3 her intention to resign as president. No successor has been chosen. Neither has an effective date for her resignation been set.

Miss Grennan announced her plans to marry Mr. Paul J. Wexler, a New York business executive, in the near future. Mr. Wexler is forty-nine, a widower and the father of two children.

The announcement was made jointly by Miss Grennan and Mr. Sanford J. Zimmerman, Chairman of the Board of Directors.



Jacqueline Grennan submits resignation

In submitting her resignation, Miss Grennan stated:

"I have told Mr. Zimmerman and the Board of Directors of Webster College of my plans to marry. These plans make it necessary for me to offer my resignation as President of Webster College as soon as the Board of Directors can determine a suitable replacement.

"Webster College has been, is, and will continue to be the most important institutional commitment of my life. My days as an undergraduate from 1944-1948; my association with Sister Francetta Barberis during her administration from 1958-1965; and, my own years as president have been rich years for me, and I hope for the college.

"I have often stated publicly that persons and institutions must be free to grow, that neither must be owned by the other. Rather, I believe, we give the fullness of our devotion and creative energies into an institution precisely so that it may become mature with a life of its own. In recent years, every step we have taken at Webster College has been made with this conviction in mind.

"The establishment of a self-perpetuating Board of Directors responsible for the continuity of the college was a critical point in this development. The concern, insight, and imagination of these directors in working with faculty, students, and administration in the past two years has given me great reassurance that the institution indeed now has a mature and vital life of its own. The innovative style which has become characteristic of the college is dependent on creative initiation of ideas at all levels—students, faculty, administration, and directors. I believe that this kind of vitality now permeates Webster College.

"On November 21, 1966, I announced to the college community the intention of the Sisters of Loretto to invest legal ownership of Webster College in an independent trusteeship. In that announcement, I said, 'Strong parents, great progenitors are seldom possessive. They seem not to need to live through their children, fulfilled rather in the knowledge that the children can live an independent life—a life willed and generated and fostered by the parents.'

"I hope I have willed and generated and fostered during the past decade some of the vitality that is Webster College.

"We have decided to make the announcement at this time in order to allow the directors to work with the internal college community in an open search for my successor."

The Web

Founded October 3, 1924

March 7, 1969

Transition period

Webster College is losing a president. It is not a total surprise to us. We have known that Miss Grennan planned to retire as soon as it was feasible. Yet, until last Monday, the task of choosing a new president was a speculative one, to be faced at some unknown date. Speculation has changed to fact.

During her four years as president, Miss Grennan has been the main force accelerating the growth of the college and, indeed, changing the very direction of that growth. It was a scant two years ago that Webster became legally secular. Institutional shifts and strains emanating from that event continue. If Webster's changes can be said to occur in logical succession, they may also be said to occur with breathtaking rapidity.

It is to be expected that the loss of a president who has guided the college through the drastic changes of the last four years should cause us to consider Webster's future. The next few years will be the test of our ability to grow and thrive with a major change of administrative component parts. Every precaution has been taken to ensure that this change, when it should occur, would be successful. Now we test the strength of our building.

The Board of Directors, with the assistance of three elected faculty members and the three students of the President's Council, have now the responsibility of selecting a new president. It is stressing the obvious to say that this will not be an easy task. Careful deliberation is necessary, for it is under this new president that the Webster approach, which has in general been characterized by pragmatic openness, will receive its most severe test to date.

We have become accustomed to using, as one of the criteria for any plan, the anticipated reaction it would receive from Miss Grennan. This personalized kind of criteria is necessary whenever people work together. Now, suddenly, some of these tailored adjustments will no longer fit, for the fingerprints of no two men are identical.

We do have at Webster an institutional consciousness, a pattern of tradition and style. The new president, whoever he may be, will have to adjust to us, and we to him. We cannot hope or expect that the transition will not require some changes on both parts. We can only hope that the new president and the college will continue and enhance Webster's dynamic tradition.

pat eickman

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

Board works for orderly change

Formal statement

Mr. Sanford Zimmerman, chairman of the Board of Directors, who will now be engaged in a search for a new president for Webster College, made the following comments in accepting Miss Grennan's resignation:

"The members of the Webster Board of Directors share with educators, government people, foundations, and businessmen all over the country the knowledge that Jacqueline has emerged as a major national figure in education. Her leadership, not only of this college but of significant national educational movements affecting school programs at all levels, has been practically unparalleled in the last ten years.

"There is no question," he continued, "that the college and all of St. Louis is deeply indebted to her for her total dedication and continuing contribution. Yet, all of us realize that a viable institution cannot be the product of only one person's dreams, ambitions, and accomplishments. Since my first involvement with the college, Miss Grennan has continually stressed that the institution must grow and develop beyond her.

"In the last two years," Mr. Zimmerman continued, "she has worked diligently with the board to structure a strong administrative team and an effective pattern of faculty and student participation in governance of the college. Success in these efforts has led the college to a steadily increasing degree of independence and vitality.



Sanford Zimmerman
Chairman,
Board of Trustees

"It is the intention of the board to continue Jacqueline's affiliation with the college as long as possible. She has agreed to assist in whatever way we choose as we work toward selection of a new president. We will strongly encourage her to remain related with us in some capacity beyond that time.

"We accept Jacqueline's resignation," Mr. Zimmerman concluded, "with great regret. We are deeply grateful to her for her past contributions and wish her every happiness in her marriage."

Search procedure

The Board of Directors, now responsible for selecting a new president, is beginning to formulate its method of procedure.

Mr. Sanford Zimmerman, chairman of the Board, stated in an interview that four board members have already agreed to serve on a "search committee." They are: Mr. Monte Throdahl, chairman, an executive of Monsanto Company; Dr. Alvin Eurich, president of the Academy for Educational Development; Mrs. Philip Hart; and Mr. Patrick Crowley,

Mr. Zimmerman will serve as an ex-officio member of the search committee. The Board plans to ask outside advisors to aid them in finding potential candidates.

Mr. Zimmerman said that the Board will follow the guidelines of the Policy Handbook in seeking the assistance of faculty and students. The following is the statement in the handbook concerning selection of a president:

"The President is elected by the Board of Directors on recommendation of a committee made up of six Board members selected by the Board, three faculty members elected by the Faculty Constituent Assembly, and three students who are ex-officio, by virtue of their membership on the President's Council. Final authority for decision rests with the Board of Directors."

Mr. Zimmerman commented, "We would hope to not have to go into a period with an acting president." He is hopeful that the board will find a suitable president within a reasonable time and that the college will make an "orderly transition."

Tenant/landlord system

Resident Council has submitted a proposal to institute a legal contract system for dormitory residency to Dean of Students Thomas Conway. The proposal was first introduced for discussion in Resident Council by Mary Daly, February 27. Resident Council passed it unanimously March 3. The text follows:

"Dear Mr. Conway:

"The Resident Association would like to present the following proposals to the Dean of Students for his consideration. In order to improve living conditions in the dormitory area we feel that a tenant-landlord relationship should be established between the resident student and Webster College. The terms of this relationship should be defined in a legal contract. It would be the responsibility of the institution to enforce the terms of the contract from the institution's point of view and it would be the individual student's responsibility to demand that the institution fulfill its part of the contractual agreement.

"The terms of the Residence Contract should be discussed by the Dean of Students, Director of Residence, the Resident Association and a lawyer.

"The Director of Residence will be the institutional co-ordinator of the dormitory area, in effect, the building manager. The Hall Assistants' role would be redefined as floor managers. These people would be responsible to the Residence Director and would serve as the representatives of the property owner on each floor. Counseling would be removed from the hall assistant's area of concern. Residence counseling would be handled through the on-campus counseling service.

"We request a meeting with you at your earliest convenience to discuss the above proposal.

Sincerely,
Ella A. Hebberd
Pres., Resident Association"

In a separate memo accompanying the proposal to Dean Conway, Miss Hebberd requested that the Garden Apartment leases be made available as soon as possible. It is assumed that the Garden Apartments will be offered on a rental basis next year.

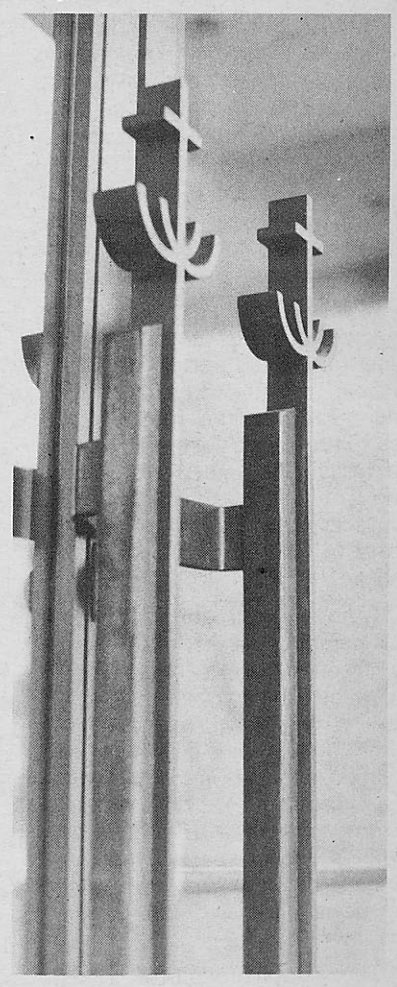
Under the proposal, each resident would sign a landlord-tenant lease with the college. The Resident Council believes that this type of arrangement would encourage better upkeep of school property and also promote better cooperation among students.

Some dormitory rules would be necessary under the new arrangement. Miss Daly, in presenting the proposal, pointed out that "Rules are made to protect the institution, not against personal freedom."

One of the problems in planning the new arrangement is defining a method of breaking the lease. It has been suggested that partial confiscation of the room deposit for property damage by the student might be an effective way of enforcing the lease agreement.

Dean Conway noted that room contracts similar to those offered last year are prepared but are not being released until the implications of Resident Council's proposal are studied.

Students who plan to live in the dormitories next year are urged to contact their wing representatives to discuss the new proposal.



Miss Grennan plans summer wedding

Warm congratulatory messages have followed the announcement of Miss Grennan's engagement to Mr. Paul Wexler.

Mr. Wexler attended Boston Latin School and the University of Pennsylvania, obtaining his bachelor's degree in 1949. He served in the European Theatre during World War II as an intelligence officer in the Air Force. He then joined the Columbia Record Division of CBS and was vice-president of the Record Club of America. He now owns an independent music recording company in New York City.

Mr. Wexler has two children, Wendy, a student at the University of Pennsylvania, and Wayne, a student at Wilberham Academy in Massachusetts. The family makes its home in Tenafly, N.J.

A "very private" wedding is planned for this summer. Fr. Jack LeMoyne, S.J., a close personal friend of Miss Grennan, will officiate. A rabbi will also be invited to give a blessing at the wedding. Miss Grennan has discussed her wedding plans with Archbishop Carberry who, Miss Grennan said, has been extremely helpful and encouraging in helping to formulate the wedding plans.

Miss Grennan noted that Archbishop Carberry had also "given her every assurance of his eagerness to support Sandy Zimmerman and the Board of Trustees."

Mr. Conrad Hilton sent Miss Grennan a personal note upon receipt of the announcement saying, ". . . You know I wish you all the happiness in the world. . . ."

Paul Reinert, S.J., president of Saint Louis University, wrote to Miss Grennan: "Congratulations and best wishes! My sincere prayer is for you and your continued happiness. God bless you both!"

Miss Grennan does plan to work after her marriage, although probably not in formal education. She has not yet accepted a position elsewhere. Her date of retirement from the presidency is indefinite.

Concerning her relations with the college after her retirement, Miss Grennan stated, "Once there is another president of Webster College, I am not going to look over his shoulder." However, Miss Grennan does plan to fulfill her commitments to fundraising for the college after leaving her role as president.

The Grennan Years

by peg davies

It was in March, 1965, that Sister M. Francetta Barberis, president of Webster College, announced her plans for retirement and the appointment of the then Sister Jacqueline Grennan, S.L., to that position.

Continuing Sister Francetta's tradition of "magnaminity" a term used by Miss Grennan to explain the courage and faith of Sister Francetta that was a source of energy for people, Miss Grennan assumed the office of president on June 1, 1965.

As Sister Francetta began her work as consultant in the planning and co-ordinating of the Job Corps, Miss Grennan stepped up from her position as vice-president of Webster College.

Born in Sterling, Illinois, August 2, 1926, President Grennan graduated cum laude in 1948 from Webster College where she received her A.B. in mathematics. She gained her M.A. in English from Notre Dame University in 1957.

During her professional career Miss Grennan has received numerous local and national honors. Named one of the outstanding women in St. Louis in 1963, and a **Globe-Democrat** Woman of Achievement in 1965, President Grennan was the only woman member of the President's Advisory Panel on Research and Development in Education and was a member of the "Project Headstart" committee.

During her tenure as President, Webster College transferred ownership from the Sisters of Loretto to a new incorporating board; at the same time Miss Grennan received dispensation from her juridical vows. During the following years the college has gradually become adjusted to its secular status.



Goal-planning

March 3, a committee made up of the student members of the President's Council and the officers of Student Association selected Kathy Clarkson, Kathy Gillooly, Sue Jarzensky, Jeanne Kidwell, and Anita Vitullo to join the members of the President's Council and the President and Vice-President of SA on a newly formed committee.

This committee was formed to discuss the planning of Webster's future. Students, faculty, administrators and board members will combine to decide how to determine goals and objectives of the future of Webster College.

Teacher education office approved

On Friday, February 28, President Jacqueline Grennan accepted the faculty's February 24 proposal for the formation of the office of the Director of Teacher Education to be operative in the fall of 1969.

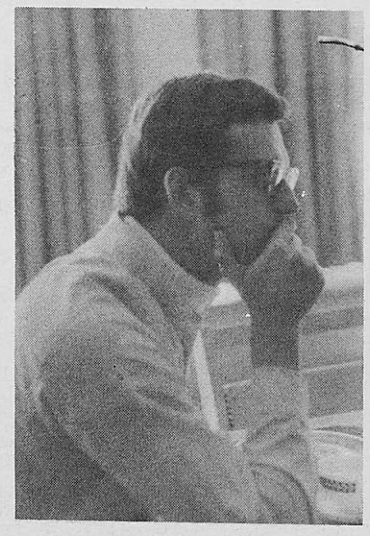
The Director of Teacher Education would have the same rights and responsibilities as was stated in the job description of January 28, 1969. (Details of the job description can be found in the February 7 issue of the **Web).**

The only revisions made by the president on the faculty's February 24 proposal were in the selection procedure of the Director. Seeing difficulty in the selection being made in accordance with the lines of the Handbook in the filling of inter-department faculty positions, this section was revised. The Director, as is now stated, would be selected by the faculty members of the Teacher Education Committee.

This position, as was suggested by the Steering Committee and approved by the President, would be subject to review at the end of its first operative year.

Dr. Perlinski:

Challenges lie ahead



Many of us of the Webster College faculty initially became a part of the college community because of the national image and the vision of Miss Grennan. Thus, her resignation will have important repercussions in our own professional and institutional life. Whatever these may be, I think I can clearly voice the sentiments of the majority of us in expressing our regret at her forthcoming departure, as well as our sincerest good wishes on her future marriage. Neither of these decisions on her part should cause us surprise if we have come to construct and to respect our own personal lives as well as those of others and if we have indeed learned one of the essential lessons which Webster can teach: that the essence of growth and creation is the transformation of the past and the present into the unknown and intangible future.

In resigning her position as President, Miss Grennan is in effect saying that she has discovered a new mode of fidelity to her commitments—to herself, to others, and particularly to the college which she stated to be "the most important institutional commitment of my life." For this, we can congratulate her. For I believe there is little doubt in anyone's mind that whatever success belongs to the college at the present moment is largely due to her vision and to those of her predecessors, particularly Sister Francetta Barberis. Such success is sometimes difficult to give up, to transform, to expand. And probably only people with courage and faith in themselves and others are able to disown the status quo as an ultimate.

The coming months will be difficult ones for the committee who will search for someone to fill Miss Grennan's place. As chairman of the Faculty Steering Committee, I can assure the college community that the faculty will do all it can to aid in the process of selection. But even more important—and exciting—will be the beginnings of a new phase in the life of Webster when a new president is chosen to help build with us an institution of higher learning where change and openness is a pattern. For this will be the test of our own vision and capabilities, of our willingness to use the life and vitality we already possess as a base for the creation of a better institution worthy of national renown.

We are assured that Miss Grennan will be affiliated with the college in some way in the future. In the name of the faculty, let me endorse Mr. Sanford Zimmerman's affirmation: "We will strongly encourage her to remain related with us in some capacity." And if we are to judge from past performance, we have every indication to believe that this relation may prove even more fruitful than that of the past.

Finally, let me add a personal tribute—one again I know is shared by many faculty—that we have all in some way been privileged to work with Miss Grennan, we have learned much from her, and she from us. We pledge to aid her in whatever way may be possible to realize the fullest potential of the new opportunities which will now become available.

Dr. Jerome Perlinski
Chairman,
Faculty Steering Committee

Chris Krajenta:

Sincerest good wishes

The student body of Webster College would like to extend to President Grennan and Mr. Wexler sincerest wishes for happiness in their impending marriage. We also share in the regret expressed by Mr. Zimmerman, Chairman of the Board, in accepting Miss Grennan's resignation.

From the early days of the May Workshop, students have shared in shaping the future of Webster. Miss Grennan's firm commitment to this ideal, and her continuing efforts to see that it is maintained and developed, are an important part of what she leaves us as students. In gratitude, we can only add our commitment to hers to continually regenerate the vitality which she has created at Webster College.

Chris Krajenta
President
Student Association



Antigone (Jany Gastaldi) and her fiance Hemon (Jean-Claude Charney)

Antigone comes again

Making its sixth appearance in the St. Louis area, the third at Webster College, the Treteau de Paris, a theater group sponsored by the French Ministry of Culture in the United States will give a single performance of "Antigone" by Jean Anouilh at the Loretto-Hilton on Monday, March 24, 1969 at 8:30 p.m. The performance is sponsored locally by the Alliance Francaise, the Romance Language Department of Washington University, and the Modern Language Department of Webster College.

Written to be performed in modern dress, the story of the tragedy is well known. A synopsis of the play is as follows:

Prior to the opening scene of the play, the two sons of Oedipus, late king of the ancient Greek city of Thebes, and brothers to Antigone, had started a civil war. Both were killed. Their uncle Creon is now king. He has ordained that only one of the two brothers be given honorable burial. The older brother's body has been left on a field as carrion for crows and jackals. Anyone attempting to bury him will be punished by death.

The play opens with a conversation between Antigone and her Nurse. Antigone has slipped out secretly in the middle of the night. The Nurse questions her about where she has been. Antigone will not reveal anything and simply asks her Nurse to comfort her.

Ismene, Antigone's sister, tells Antigone she must abandon the idea of going against Creon's edict; she is frightened that they will both be put to death. Antigone replies that everyone has a role in life; theirs is to give proper burial to their brother and assure his soul of rest; Creon's role is to have them killed. Ismene shrinks from such action and begs Antigone to choose the way of obedience to Creon's decree. Antigone refuses.

Antigone informs her fiance, Creon's son, Hemon, that she must tell him something very important but will not do so until he promises to leave her immediately after hearing what she must tell him. Hemon promises. Antigone reavows her love for him but begs him to understand that she will never be able to marry him.

A second scene between Ismene and Antigone ensues: Antigone reveals that she has left the Palace during the night to try and bury her brother. She leaves again to complete the burial rite.

A guard has apprehended Antigone while she was covering the body with burial dust. He brings her before Creon.

The King orders the guards to leave him alone with Antigone. Antigone reveals her full knowledge of what she was doing. Antigone acted not for her brother or for anyone else, but for herself. She at least is free to accept the penalty of death for she has never said yes to a life of compromise.

Creon explains to her that there must be some who say yes to life, who will lead the ship of the government, give some organization to life, and save men from their selfishness. But Antigone will not understand, she speaks to Creon from afar—from a kingdom that Creon with his wrinkles will never enter again.

Creon offers Antigone to have the guards (the only three witnesses) killed, if she obeys him. Antigone refuses and Creon is obliged to send her to death even in the fact of the absurdity, as he sees it, of her reasoning.

A brief scene between Creon and Hemon follows: Hemon accuses Creon of not wanting to save Antigone and sees his father as he really is. Hemon rushes off to follow Antigone.

The Messenger informs the Chorus that Creon's son has entombed himself alive with Antigone. Creon ordered the stones to be removed but Hemon drew his sword and stabbed himself after lunging at his father.

The King returns to the Palace and learns from the Chorus that his wife, Eurydice, upon hearing of her son's death, has committed suicide. Now all is over.

The play will be performed entirely in French with no intermission. Tickets for reserved seats are on sale at the Loretto-Hilton—general public, $4.00 and $3.00; students, $3.00 and $2.00.

[redacted]

Free farrago to be presented

"An Afterdinner Farrago," a multi-media presentation of the music of Eric Satie will be presented on Tuesday, March 18, at 8:30 p.m. at the Loretto-Hilton Center. This program was coordinated by Dr. Michael Cerveris, pianist music faculty. Dr. Cerveris's doctoral thesis was on Eric Satie.

Faculty and students from several departments are co-operating with Dr. Ceveris in presenting this program.

Admission is free.

Honor society

Women students graduating with honors at Webster College are eligible to be elected to KAPPA GAMMA PI, national honor society for alumnae of colleges affiliated with the National Catholic Educational Association. A potential for leadership and a spirit of service are further qualifications for nomination which is made by faculty vote.

The faculty have selected the following members of the Class of 1969 for membership: Nancy Broad, Christine Sims Clark, Patricia Eickman, Betty Griesbaum, Phyllis Hippe, Catherine Kenner, Christine Kulawik, Ann Manganaro, S.L., Mary Petersen, Nancy Rueth, Mary Beth Straith.

Certificates of recognition will be awarded at the Honor Assembly, May 14.

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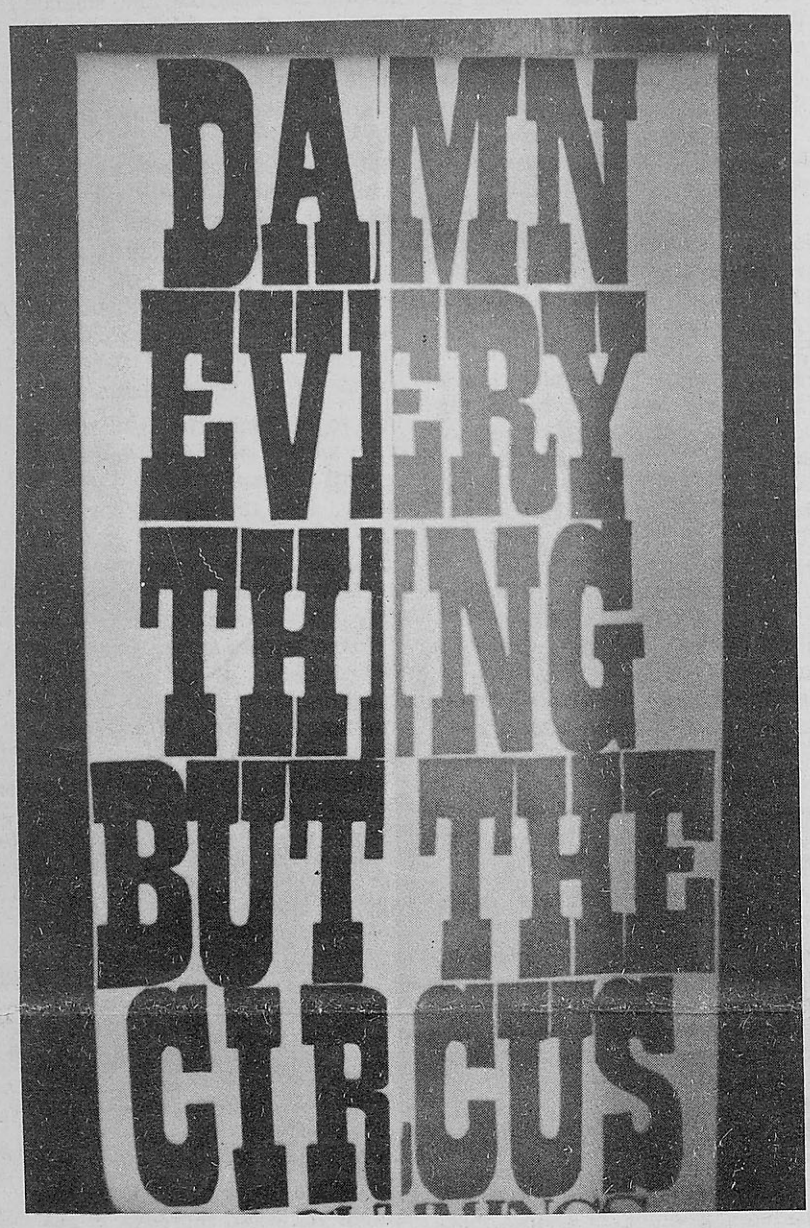

'Oresteia' to be performed

"The Oresteia" goes contemporary! This Greek classic by Aeschylus will be presented by the Webster College Theater Arts Conservatory March 27-30, on the main stage of the Loretto-Hilton at 8:00 p.m.

Directing this modernized adaptation by Leo Brady is James Scott, a member of the Repertory Company and theater Arts faculty for the past two seasons.

"The Oresteia" is a tragedy in triology form in which Aeschylus creates his compelling drama around the theme of heredity. In the first play Agamenon played by Dennis Kirby sacrifices his own daughter's life for the sake of his own military ambitions in capturing Troy. In revenge for this deed Agemenon's wife Clytemnestra, portrayed by Jane Galloway, kills her husband.

The second play of the triology deals with the age old Greek law that a son must avenge his father's death. This cursed assignment falls to Agamenon's son Orestes, played by Nick Keyah who in conscience can no longer remain loyal to his mother and her companion Aegisthus, played by Terry Williams who conspire to send both he and his sister Electra, portrayed by Susan Loughran away. Here Aeschylus's social commentary brings the sacred Greek law concerning the blood feud to an absurdity, since Orestes is now faced with committing matricide, an act more intolerable than Clytemnestra's original murder.

The third and last play of the triology deals with the judgment of Orestes who in the end is acquitted by Athens, portrayed by Kathleen Murphy who puts an end to the blind and self-perpetuating law of retribution.

Zimmerman Committee

Initial steps toward locating a successor for Miss Jacqueline Grennan who announced her pending resignation as president of Webster College Monday, March 3, are underway according to Sanford J. Zimmerman, chairman of the college Board of Directors.

While the composition of the search committee and the processes to be followed are still being formulated, Zimmerman indicated he anticipated a wide diversity of members on the committee.

In explaining the committee's function, Zimmerman said: "We intend to use every resource at our disposal both locally and nationally to find the person best qualified to head Webster College. The College has an outstanding record of accomplishment in experimental and innovative education. With the proper leadership, we know we can continue to build and develop these strengths.

"To help in the search," Zimmerman continued, "we plan to enlist outstanding educators, businessmen, civic and social leaders from St. Louis and many other cities.In addition, the faculty and student body will play a major role consistent with the patterns that the college has developed in participatory government."

Miss Grennan's announcement of her resignation was based on her intention to marry in the near future. The timing of her resignation, made without a specified effective date, will depend on the success of the search committee.

Senior Recital

Miss Catherine Ann Kenner, bassoonist, will present her senior recital, Saturday, March 22, 8:00 p.m. She will play selections from Mozart, Beethoven, Weissenborn, and Burrill Phillips.

Miss Kenner is from Santa Barbara, California. She is editor of the 1969 yearbook. She is also president of the Webster College chapter of Sigma Alpha Iota, a national music fraternity for women. Her teacher is Anne Eagleton.

Miss Mary Daly, soprano, will present her senior recital, Sunday, March 23, 8:00 p.m. She will sing selections from Purcell, Schumann, Mozart and Paulenc.

Miss Daly, a resident of Texas, is vice-president of Student Association. Her teacher is Mr. Dwight Jack.

New summer programs announced

Webster College has announced four new program additions to its 1969 Summer Institute Series for in-service teachers. The new institutes include "Computers as Aids in Teaching Mathematics," "Classroom Media," "Workshop in Creative Expression," and Thematic Approach to Literature."

In addition, several programs from last year will be repeated, including institutes in Programmed Reading, Elementary Science, and Early Childhood.

The institute on Computers as an Aid in Teaching Mathematics, directed by math department chairman, Richard Singer, will focus on the use of computers as teaching aids. Participants will have the opportunity to work with computers as they learn to develop and operate programs. The institute is designed for junior and senior high school mathematics teachers and will meet from July 28th to August 15th. It will carry three hours of graduate credit.

The Workshop in Classroom Media, June 9-13, is designed to familiarize in-service teachers with all of the educational hardware currently available for classroom use. In addition, a major emphasis will be placed on the development of curriculum materials for the hardware, using cameras, tape recorders and simulation games. Directed by Paul Steinmann, educational specialist in Social Studies, the institute will offer 1½ hours of graduate credit.

Art and music will be the focus in the Workshop in Creative Expression as they are seen in relationship to other courses in the elementary school curriculum. The use of the Orf and Kodaly methods of sound and movement will be emphasized in the program. Directed by Sr. Gabriel Mary Hoare, S.L., and Sr. Rose Annette Liddell, S.L., the institute will run from July 7-25, from 1-5 p.m., and will carry four hours of credit.

Jack Craig, assistant professor of English, will direct the institute on Thematic Approaches to the Teaching of Literature, designed especially for the secondary English and Social Studies teachers. The course will relate contemporary issues to themes that can be traced throngh literature, making use of a broad scope of relevant materials. The institute will run for the week of July 28-August 1 and will carry 1½ hours credit.

The emphasis this summer in the Early Childhood Institute will be on "Encouraging Creative Expression, Verbal and Non-verbal." Designed for teachers of children from kindergarten through third grade, emphasis will be given to simulation games, word play, teacher-pupil communication, environment and various curriculum implications. Again directed by Mrs. Billy Leon Shumate, associate professor of English, the institute will be conducted from July 28-August 1 and will carry 1½ hours credit.

Kenneth V. Fast, science coordinator for the Kirkwood Public Schools, will again direct the Elementary Science institute which will be offered from August 4-15. The institute will acquaint elementary teachers, principals and science supervisors with the latest in innovative science materials for the elementary grades. Three hours credit will be offered for this institute.

A Programmed Reading institute will be offered from June 16-20 for teachers and curriculum supervisors who are using, or who plan to use, programmed reading materials in the early elementary grades. The institute will be led by John Townsley, a reading consultant, and will carry 1½ hours credit.

The fee for each institute is based on tuition charges of $50.00 per credit hour. Further information may be obtained from the Dean of the Summer School, Webster College, St. Louis, Missouri, 63119, or by calling 968-0500, ext. 554.

Exhibit returns

Webster College's travelling exhibit "The Image in Our Electronic Age" returned to the Gallery of the Loretto-Hilton Center Tuesday, March 18, replacing the Leonel Gongora exhibit which was scheduled to run through March 20.

Produced by the College's art department, the exhibit reflects the influence of today's technology on the artist's environment as he operates as an image maker.

The exhibit includes enlargements of patterns found in nature but formerly interpreted only through the microscopic studies seen by the scientist. One series of photographs shows the ever-changing forms of magnetic fields as carbon dust on paper reacts to a magnet passed beneath it.

The exhibit, which is open to the public without charge, will continue through April 5. Gallery hours are from 10:00 a.m. to 4:00 p.m. weekdays and 2:00-5:00 p.m. Sundays.

The Web

Founded October 3, 1924

March 21, 1969

Guest Editorial

Cynic or Pessimist

So you think you're disenfranchised, maligned, ignored . . . Contextual definition of a cynic: "I ain't gonna trust no one no how no more." That is the difference between me and you (you the student). That I sometimes behave as if I trusted others is not inconsistent; it means I recognize my chances of getting "burned" are more probable than otherwise. It does not prevent my getting burned—it's just that when it happens it is not unexpected. The opposite of a cynic is an idealist.

Allow me to define a class. Its members are over 30—depression babies but who never felt the poverty of the depression; in high school and as undergraduates we were dubbed the "silent generation"—not cynics, just indifferent. A subdivision consists of those who earned post graduate degrees academic or otherwise, who find themselves with the conflicting motives of an academician's detachment and an activist's concerns for social-political issues. Here is your disenfranchised group: a group, who out of concern attempts to buck the political establishment, but who poses no threat to it; a group whose detachment is barely tolerated by radicals of whatever type. In effect we are ignored by both. (For the record, I recognize that some members of this class have joined the radicals; some members have joined the establishment. I am referring to those who have joined neither.)

Prima facie we're a busy group offering sympathy, even encouragement, to the radical, writing letters to editors, congressmen et. al.; perhaps we march in a demonstration—even carry a sign. We may counsel those who are opposed to **that** war, or perhaps work for the abolishment of HUAC (now called The House Committee on Internal Security), or perhaps we work in the ghettos. We belong to a variety of organizations, organizations apparently working for similar goals, but nevertheless they continually find themselves in conflict. Consequently those who participate find their time and money splintered in a variey of ways, remaining for the most ineffectual.

However, pessimism aside, this class I'm talking about does find hope in another direction. Not with the destroy-it-all radical movement, since even if they do win, if they do indeed destroy the establishment, we can expect, from history, a government equally oppressive and hypocritical. (As a case in point, remember the glorious American Revolution (V. the off-spring, D.A.R.) with Freedom and Justice for All . . . members of select groups.) No, we look for people with similar "liberal" views; we support their bid for political power hoping they will redress our grievances—peacefully, non-violently, legally. To whom can I point? Well, there are the dead Kennedys, the dead Martin Luther King, the eclipsed Eugene McCarthy, the defeated Wayne Morris, the "open" conventions at Miami and Chicago, the change of name and mandate of HUAC . . . remember I only said pessimism aside, not cynicism.

However, cynicism aside, our class can point to some positive albeit lesser gains. The last election was not a total failure. In Missouri we managed to elect Senator Eagleton, and Congressmen Clay and Symington—brand new liberal blood. Since Symington spoke at Webster recently let me use him as a case in point. He projects a youthful liberal image while at the same time he appears knowledgeable and rational—a man of good sense. Apparently he is well received by the Webster students; indeed some of you worked for his election. During the discussion following Symington's talk I asked where he stood on the abolishment of HUAC. His reply was most interesting: (paraphrase) Chairman Ichord is a moderate and under his leadership he will (might? could?) 1) limit the committee's mandate, 2) refuse to use the committee as a kangaroo court, 3) direct its inquiries toward agencies of the executive branch, for ex-

New curriculum for sciences

(Ed. note: The following is an interview with Mr. Donald Mandell, acting chairman of the science department by reporter Anita Vitullo.)

Q. What direction will the science department be taking in the coming school year?

A. We have developed a new curriculum in sciences which answers the problems of majors by introducing courses that are more inclusive in scope. A biology major, for example, will take three one-year courses, a first year course in General Biology, a one year course in Environmental Biology and a year course in Developmental Biology. By the way the courses are put together, the courses plus two years of chemistry would constitute the major part of one's work in biology.

In addition to these core courses for majors we have also come up with a whole set of courses which are designed for liberal arts students in general, not necessarily majoring in science. These elective courses are not necessarily taught by members of our own faculty but taught by people of the community at large.

For example, a course in **Zoo and Garden** in which the educational staff of the Zoo and Garden would co-operate with Webster College—we've gotten their permission to teach a course at the zoo and at the gardens showing what the collections there are. This would be very useful for elementary teachers or hobbyists. Another course is the **Biology of Pollution** which would provide an open forum for pollution problems. Invited to participate in this course would be representatives of industry who could explain their problems of pollution abatement, local health authorities and conservationists.

Another course is **Human Anatomy,** a dynamic approach, specially designed for artists and dancers. There would be slow motion and X-ray photographs of people moving, animals in slow motion and a consideration of the physics of motion, the body as a set of levers, what kind of stresses—rather than just the naming bones and muscles—a dynamic anatomy.

A course in **Interrupting Science for the Media** would be taught by writers and scientists in collaboration. One would take research articles from technical journals and learn how to interpret those for newspapers and popular magazines.

Other kinds of media production would include things like producing slide shows—the kinds of things Bob Strobridge does in the multi-media work, specifically towards teaching science.

A course, **Genetics: An Introduction,** would be for non-majors. The science majors would get their genetics training in the other courses I described — genetics would be part of those courses.

Q. Are you going to greatly enlarge the faculty in the science department?

A. The beauty of this system is that a small faculty can handle the core courses. We will enlarge it, yes, it will approximately double, we hope, by next year. But even so the number of offerings will more than double under the scheme. We won't be relying solely on our own daytime students or on our own faculty. Some of these courses will be offered in the evening and, hopefully, people from the St. Louis area will register for some of them because they are of general interest. These courses will also enlarge our effective teaching staff because we'll be able to rely on people outside our own residence staff for teaching.

Q. Will there be a particular concentration in the science department, such as biology?

A. There are courses being designed in physics and chemistry, too. We're thinking of a course in the physics of music for musicians who want to understand their instruments, what happens to musical sounds when they are amplified electronically. Maybe even a course that discusses what happens to food when you cook it. Many subtle chemical reactions occur just in preparing foods.

Every course would have an academic content, of course, but it would be tied to something practical and something which could bring in people from outside the college to help us. For example, the course, **Nature Photography,** would be taught by a photographer who had that kind of technical skill. The course would also provide a new way to look at nature—you would have to, as a part of the course, learn some science along with the photography techniques.

But these are just some of the courses which will be offered as electives.

Q. What about the science department in relation to the rest of the college. What role would you like it to play since it will now be enlarged?

A. We live in an age in which science plays a very heavy role and I can't conceive of a liberal arts program which pays no attention to science at all. The question is how can people whose major interest is in a particular art or humanities area come into science and find out how science relates to their area. Hopefully the students would elect not only these elective courses but also a general course in biology or physics or chemistry. I think that every elementary school teacher would want to take the course in **Environmental Biology** just because kids play outside and it's very helpful if the teacher knows something about the natural world so she can teach the child about what they see outside of the school room.

As for the science major, there is no way of watering down the general courses required for a major. For those students who do want to go on to graduate school and do want to become a professional scientist, then I think the college must provide a perfectly adequate program of undergraduate science, so a student wouldn't have to go to graduate school and feel embarrassed or impoverished about his science background. And we don't mean to abdicate that responsibility. We want both a strong major in science **and** a set of electives for non-majors which would provide them some way for relating their own field of interests to science.

Students can graduate with a Bachelor of Arts in Science with possible emphasis in biology, chemistry or physics. At the moment most of our students are in biology, we certainly would feel stronger if we have more science majors and we hope the number of would increase in the coming years.

The department is now in the process of electing a permanent chairman. The important decisions we have made this year are for expanding our science staff and introducing a new curriculum and we're hiring additional staff vacancies at the moment.

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

Editorial continued

ample, FBI, CIA et al. In short, the change of name and mandate will change an enemy of the liberals into an ally. Groovy! Somehow I remain unimpressed, even depressed. I grant that what Symington says is a logical possibility, but like most logical possibilities, it has little or no relation to what is in fact happening. There is an impressive number of jurists, editors, politicians and organizations who claim that the very existence of such a committee (by what ever name) represents an abridgment of civil liberty and due process. Now as long as my civil liberties and due processes are not abridged, however sympathetic I am to others, I can remain uninvolved through academic detachment. Unfortunately, Ichord the moderate is causing my detachment to be tinged with paranoia. He calls the mandate of the old HUAC very vague and ambiguous. The old mandate allowed for investigation of anyone advocating the violent overthrow of the U.S. Government—viz., Communists. The new moderate mandate, in addition to the above, allows the committee to investigate those who employ **unlawful** means to obstruct or oppose the lawful authority of the government, execution of its laws of policy affecting the internal security of the U.S. Now, we are led to believe, the mandate is clear and distinct—or is it?

Paranoia prevents me for saying more, instead let me say "Shades of **1984"** or better **"Alice in Wonderland,"** but, then, I dislike trite sayings. Oh well maybe in 1970 or 1972 or . . .

Thomas Bikson

[redacted]

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student association election insert



























The Web

Founded October 3, 1924

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Election questions

This week, the **Web** begins Student Association election coverage with extensive interviews with the declared candidates for president and vice-president. We did feel some hesitation about requesting interviews at this time. The deadline for filing for office has not yet been reached; other candidates could enter the race. The tickets are newly formed; campaign platforms have not yet been fully developed.

Yet other factors were more important. In the traditional smoke-filled rooms of campus politicos, the race was already started. It was time to bring the competition before the student public. Although platforms were not fully elaborated, coverage now might enable students to judge their development.

For obvious reasons, the **Web** at this time will not endorse candidates. Yet we would like to make several observations concerning the race itself and the published interviews.

It is refreshing to have an actual election race after last year's non-election. The heavy emphasis by each slate on confronting specific problems of student concern is also heartening. It marks a decided shift from the rut of personality races.

Evident in each statement are serious flaws in thought development. These gaps are open invitations to students to question each candidate more closely concerning his beliefs.

It is apparent, upon reading the statements, that each candidate uses some words and phrases amazingly like those of his opponent. We must ask both candidates if those phrases also signify like ideas. Are the beliefs of the opponents similar, or are they so radically different that they appear similar?

We would ask students, in considering the proposals of each candidate, to use the test of reality. What are the actual possibilities for these plans? How would pressures, from the institution and the student body in particular, change their shape? Rarely are platforms fully enacted by elected candidates. However, a realistic platform usually has the better chance of being at least partially put into force.

Finally, we would ask each student to examine the previous performance of each candidate in student affairs. Such perspective is useful in discovering the bases of political beliefs.

pat eickman

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The opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College.

Right of conscience vs. civil law

March, 1969

Dear Friends:

Insteading of waiting for Easter to come this year, I've decided to help roll back the stone and with my friends light a new fire. I write to tell you this because all of you are with us, though in many different ways. Some of you would like to be acting with us, many will support us, many others will be confronted with difficult questions, all have helped to bring me to this decision.

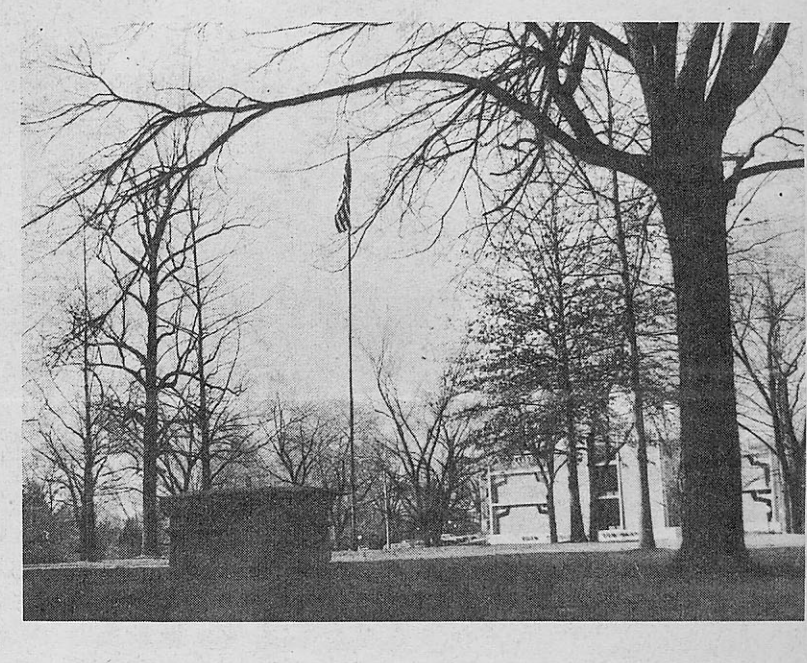
I thank you for the trust and love which have freed me to grow and create, for the challenges and example that have taught me to question all supposed absolutes, to risk plans, things, and comfort for the sake of persons, to desire and work for the peace that is harder to make than war.

But we do not destroy these files of death and control because we are good or visionary or peaceful people. The sins of our military complex, our government, our selective death system, and our economic "concerns" in Latin America, Africa, and the Near and Far East are **our** sins. We take a drastic form of action because the burning of thousands of children, the crippling of economic and political development in other countries, and the systematic channeling of young men into war-making are crisis situations which demand a cry equal to the pain we are inflicting. Most people in our country do not kill and exploit willingly and knowingly, but we are doing it nevertheless. Some of us can no longer abide the comfort, protection, and isolation which many of the structures of our society give us. I am personally free, comfortable, safe. I could choose to continue living without any great threat to my very happy way of existence—but I know that it would be at the expense of others' blood. If men are willing to give their lives in a war they believe in, I am willing to give a few years of my life in prison to say that that same war must end.

The resurrection is born only in death-throes, and I know that much of the pain of my decision will be borne by you. One of the hardest aspects of deciding to act NOW was the knowledge that the teachers and students at Nerinx Hall would automatically become involved. I love these people very much—enough to act for and with them, to challenge that school and all our schools. We are doing many good things, but to what degree are we helping young people question the structures of family, political, economic, social, and religious life? Are there ways in which we could better resist the process which channels them into patterns of thinking, acting, and living which conform to those of their parents?

We may not have much more time to enjoy our isolation from the structural violence built into our cities, our government, our judicial and economic systems, and our foreign policies. If we are to confront the suggestions of violent and bloody revolution, it must be with a powerful and open non-violent method. We destroy paper, not flesh. We destroy property which has no right to exist—as the Nazi gas chambers had no right to exist. We refuse to conform to illegitimate authority. We state with our lives and our actions a great hope in man's ability to love his fellowmen and to build more human ways of living with him.

Love and peace,
Joann Malone, S.L.



Why must we continue to kill people?

by liz bobalek

The cry is out. The people are up in arms. The government has tried to put out the flames of the people's dissent, but their punitive reprisals, cloaked under the name of "law and order" only serve to fan the fire higher. The Catonville Nine, the Milwaukee 14, the Boston Three, the many thousand draft protestors and AWOL soldiers across the U.S., the Chicago Convention (remember Chicago?) all portray people — fire in the night — knocking fiercely at the doors of the Justice Dept., at the portals of Congress, at the windows of the White House (yes, Mr. Nixon, those are U.S. citizens out there).

All are asking the same questions: Why is the U.S. employing a "modified?" A.B.M. system costing seven **billion** dollars while at the same time they are trying to reduce the education budgets from one hundred and fifty to one hundred five **million** in loans? Have they taken into account that this cutback will hit the underprivileged first, and the taxpayer through sharp inflation, second? Why does the U.S. want to play ring around the moon and ring rings of missiles around missiles to protect **missiles?** At the same time that they are doing this, people are dying in the gutter from lack of good medical aid. The U.S. has a poor batting average of ranking fifteenth among nations, despite all of its affluence, in providing medical care for its people.

Last but surely not the final one of the many agonizing questions is—why must the United States continue in an immoral and unjust war—(dare one say it . . hello Edgar H., wherever you are) in **Viet Nam??** This is the question which the D.C. 9 recently asked the U.S. government. They asked it not with words which are often lost in the echoing chambers of justice, but rather they asked it with **actions.** On March 22, they entered the Dow Chemical Company offices in D.C. and poured blood on the furniture and files and threw documents out the window. This was in direct protest to Dow's consent with the U.S. government to making napalm for the Viet Nam war. Some may argue that Dow also manufactures medicines and other such related products, but this is no excuse for the **total destruction** of life which the manufacture and burning of napalm results in. The people involved in this action are the Rev. Bernard E. Meyer and Rev. Robert T. Begin of Cleveland; Rev. Michael R. Dougherty, S.J., and Rev. Joseph O'Rourke, S.J., both of Woodstock, Maryland; Rev. Dennis J. Maloney and Michael Slaski, both of Detroit, former priest Arthur G. Melville and his wife, Catherine—San Francisco, and Joann Malone, Sisters of Loretto, St. Louis.

Their political actions espouse the highest law of the land "Thou Shall Not Kill." It is an effort to save the U.S. government—that is the **people** of the United States of America — from the complete carnage of life which is being brought on themselves as well as others by their participation in the Vietnamese War.

Perhaps these fires of dissent will burn through the tight chains of the government and purify justice. Perhaps it will save many human lives . . . perhaps it will save at least one.

Candidates begin vying for Student Association offices

Calkins interview

Q. Do you have any definite, concrete proposals for the coming year if you are elected Student Association president and vice-president?

A. (Michael) Yes, we have ideas at the present time but they are not fully developed. They will be by the time we make the speeches (Thursday). I can just say the programs concern themselves with things that have happened around here that have been implicit and stated needs of students. In other words the things students bitch about, the things they complain about, as well as things that Susie and I feel are important that are needs of students that aren't always said.

What do you feel students are dissatisfied with?

A. (Michael) Well one of the things is that there are bad teachers on campus, some of the courses are poor, and there is no recourse to improving them at present other than just not taking them. This isn't good because some people want to take the courses and they find out they are not good courses because of the teacher. Another is that there is not enough academic excellence required of the students here. There really doesn't seem to be a push to improve the intellectual atmosphere. Another has to do with things like no entrance requirements, the things that were discussed at the meeting we had with the 23 people who nominated themselves for the committee of renewal and growth at Webster.

(Susie) Then we also talked about the whole situation with housing—First of all, the dorm situation. I lived in the dorms last year and there was a real sense of tension that was created by the whole dorm environment. There should be some way of improving or working with that to find quieter study areas.

Q. But isn't that the responsibility of the Resident Council?

A. (Susie) I'm not sure if it's necessarily Residence Association. I think that Student Association has a big stake in being a supportive body to Residence. But above and beyond the dorm housing situation is the difficulty in finding off-campus housing for men or students who need it financially.

Q. But I still don't see the housing problem as being an area for S.A. other than being a pressure group for Residence Association.

A. (Michael) That's primarily it. Student Association, as it's defined in the constitution, says its purpose is to organize the students of Webster College into a collective body. We'd like to more or less add to that "for what purpose." They don't define it in the constitution. The purpose should be "in order to act as a pressure group in academic areas, in social areas, in the living situation." I'm not so sure Resident Council could handle adequately the needs of the male students with off-campus housing. I think Student Association could be a valid pressure group with the Dean of Students' office helping establish good relations with realtors around here and with the community. I think that issue has been avoided by people just saying it isn't as bad as all that, instead of admitting that there are people who are just not getting places to live.

Q. Would you like to keep the existing structures of Student Association and just concern yourselves with the function of the Association and its committees?

A. (Michael) That's partly it. We've decided that S.A. serves the purpose of a pressure and a service group. That, of itself, will demand certain kinds of changes in structures. We've decided that department reps and the way they have class reps is a legitimate kind of structure. The questions we want to raise are about the legitimate authority of Student Association if every student who comes into the school becomes an automatic member—there's no choice made in that. And it's partly the reason why we have poor turnouts with the election, and why people really aren't interested is because S.A. has **assumed** it has this power and without really trying to define it in terms of numbers and peoples.

And one of the things we're interested in is exploring the possibilities of a volunteer group, of establishing a student union, similar in its rationale as labor unions are.

Coverage of the Student Association election in this issue includes two interviews (conducted by Anita Vitullo) and a statement of policy. One interview, conducted Tuesday, March 25, featured Julie Robben, presidential candidate, and her running mate for the vice-presidency, Mamie Warren. The other interview, also conducted Tuesday, features Michael Calkins, presidential candidate, and Susan Draper. At that time, Miss Draper was running for vice-president with Mr. Calkins. However, on Wednesday, she withdrew from the race "for personal reasons." Peggy Davies has replaced her as Mr. Calkins' running mate. Although Miss Draper resigned, we are printing the interview because it gives valuable insight into the campaign. However, we are also printing a statement of policy submitted by Miss Davies and Mr. Calkins Thursday morning. Miss Davies and Mr. Calkins stated that changes in policy had necessitated their submitting a revised statement.

Please note that nominations remain open for these offices, and for the offices of secretary and treasurer until April 9. Elections will be held April 16 and 17.

pat eickman

Q. And by reducing numbers by choice you think you will be increasing interest.

A. (Michael) Yes, because it would be more of a personal thing. There would be people who are joining because we are providing services for them and we're acting as a pressure group for them. And at the same time, this pressure group, assuming it will be effective, benefits the entire college community, and so justifies our speaking, in a sense, for non-members, not that we would say, "This is what all students think." We say, "This is what our members think." And it's very likely also that non-members will hold these kinds of opinions.

Q. Are you concerned with majority opinion? It sounds like it might be a group of a minority, and the majority would be the students outside of it.

A. (Michael) That's what it is now. If it's really thought out. It is probably less of an effective minority because the minority is reduced to maybe 23 members and with a few people on the outside who work around. Whereas, this would be stated by people who have said, "I am a member of this organization."

Q. How would you enter in a dissenting opinion? I was under the assumption that you thought different opinions were necessary.

A. (Michael) Oh, definitely. Your meetings would be open to union and non-union members. Your services would be provided for union and non-union members.

Q. Does non-union members include faculty?

A. (Michael) No. It's a student union. It doesn't involve faculty at all. We work with the faculty as another group. They're like another part of the management, as the administration is another part of the management.

Q. Would you, if elected, establish certain policies and have the union try to meet those goals or would you be very flexible. What about a specific policy on admissions or on curriculum?

A. (Michael) The organization exists to serve certain kinds of needs—explicit and felt. Our policies have to be based on that. We see a need. We establish a direction, a policy. For example, say we want coeducation to come a little quicker. That would be a blanket policy. Then, what you would do is establish how we feel they could maybe best do it. Now you would set up a program based on your policy.

(Continued on page 4)

Robben interview

Q. Are you basically satisfied with the present Student Association structure?

A. (Julie) No, I think it's been ineffective mainly because an organization must be run like an organization, not like a philosophical discussion. With $20,000 in your budget you have to use it . . . since I've been here if $20,000 has been used by the Student Association a year, that makes $60,000 and I can't see where the students have profited from.

Q. So is the main dissatisfaction with the budgeting?

A. (Julie) With the budgeting and possibly with the representation but we've been so mixed up with choosing structure, I want to see if this structure can work, work as it is—work for projects instead of setting up a new constitution or a new structure.

Q. What, in your opinion as candidate, should be the goal of Student Association and what should its relationship to the students be?

A. (Julie) It's two part. One part goes back to the students and one part represents the students. You act as a service organization which would, I propose, offer a series of forums, a linking up with Washington University and St. Louis University to draw upon their faculties. We're isolating ourselves. If we can go out and draw people to Webster's campus, we can only grow from it by being exposed to other people.

The other part of it is that we represent the students as a pressure group. There are just so many areas through the committees and outside of the committees that we can use. With a new president coming in, with the flexibility or the nebulousness of the administration and the faculty at this point, we have a tremendous opportunity at this point in possibly restructuring departments, adding some and dropping others and putting priorities on decisions.

Q. What do you see as the "needs" of the students?

A. (Mamie) I think the most interesting thing about Julie's ideas is the idea of a forum, where we're actually going to do things for the students. The way it is now it's a tight little clique discussing things, instead actually doing something that the students can see. Make it something that the students can participate in, and make it a student association and not an association's association.

Q. What about problems such as housing, curriculum . . .

A. (Mamie) That's where we'd be a pressure group.

Q. A pressure group? Take the problem of housing male students. Whom would you pressure?

A. (Mamie) Well, we'd work with the Dean of Students.

(Julie) With our student representatives on the Dean's council . . .

(Julie) I think that there's a lot of areas in curriculum that need changing. Everybody talks about curriculum changes and ideas that they have. But it's infeasable that you could think, the way the committees operated this year that anything could ever come of it. The Executive Board, the voting members, have been so tied up that they can't give any direction to the committee members. There's a problem of whether the committee members are waiting for direction from S.A. or whether S.A. is waiting for the committee members to come back from their meetings and then approve or disapprove their ideas. Neither side is doing it.

But proposals that have been brought back to S.A. by committee members seem to have died in discussion or tabled and then lost. We don't need a rehash of the committee meetings in Exec. Council. It would be the responsibility of committee members and people who are interested to opt for this plan to lobby to the Student Association and not just bicker it out under parliamentary procedure.

Q. Who would be in control of funding?

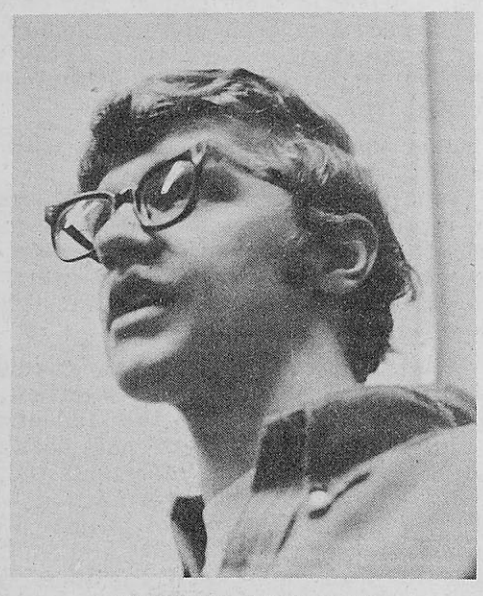
A. (Julie) The constitution makes no provision for funding.

Q. How would you change the present policy (of the entire executive body voting on allocations)?

A. (Julie) I approve of the idea of a budget

(Continued on page 5)

. . . we must never let structure hinder any type of



MICHAEL CALKINS

(Continued from page 3)

Q. What about the admissions committee?

A. (Michael) Well, see, it may come down to our making a recommendation to the admissions committee. I don't think that we, as student union, should be able to walk in and say "do it" like that! We should use channels, and be able to use pressure on the channels.

Q. It sounds to me that it would leave room for another student union to evolve that might have policies contradictory to that.

A. (Michael) It might. That situation isn't a ghastly situation in the least. If you have two groups fighting, it comes down to, eventually, a type of party system, where you have ideas and certain principles that people are working from. I think it would be rather interesting to see the reactions of the faculty and the administration when they're making choices as to whom to work with, whom they consider more legitimate.

Q. How do you see the relationship to the faculty?

A. (Michael) I see them as a parallel body to ours in terms of the administration. I think it's from that body and from our body that ideas and policies should come. They should be presented to the administration for them to administrate. All things concerning academics: the faculty certainly have a professional interest in them, and we, as students, are interested in them by the mere fact that this is going to be our education. Therefore, we present certain policies and ideas about it and present them to the administration to administrate. This is the parallelism I see between the two bodies. The interest that the faculty have in the institution is different than our interest because their interest is professional. Some people might say that this gives them more of an inherent right in control of academia. At the same time I feel that our interest is just as professional in terms of life, in terms of our being able to get the best possible education in order to function once we are no longer in school.

(Susie) But also being able to function well while we're here.

(Michael) Exactly. I disdain the idea of our being post-puberty adolescents, of having decisions made for us by the institution. I feel that we are adults, young adults, but adults all the same, and we are making decisions about our future and therefore should have some say into the things that go into making our future.

(Susie) Not only that. We're making decisions about our present.

(Michael) Yes. Right.

(Susie) How do we live right now. What hurts and what doesn't hurt. What is satisfying and what isn't satisfying. We really want power to decide how we handle our living situation right now. Not just residence, but living total.

Q. Would you still have the Resident Council under Student Association?

A. (Susie) I don't think so. That comes to the whole program of budgeting. Anyone that wants funds from the administration goes through the Dean of Students, for how much they've determined they need to function for the year. Everyone,

(Continued on page 6)

Calkins and Davies' revised platform

A student enters college to get the best possible education for himself. It is assumed that all students of a college have this aim. But upon entering an institution of higher learning, he finds himself to be one individual, who as one individual would have a difficult time effectively bringing about changes or programs he felt necessary for the improvement of his education. Therefore this student might find it to his advantage to organize with other students to bring about the changes and programs the group feels to be important to their education, as a group and as individuals.

When a student enters Webster College, it is assumed by the members of the institution that this student would eventually feel the need for an organization to further his aims. This organization has been recognized as the present Student Association. Each student is automatically a member and each student whether actively engaged in the activities of the organization or not, is affected by the workings of the group. It is with this thought and the premise that the organization will function in the interest of the individual student and the group, that the existence of Student Association can be justified.

Feeling that there is a need for a formal group activity in student interest on the Webster campus, we would like to announce our intention to run for the student offices of President and Vice-president of that organization.

The purpose of the Student Association, as defined in the Constitution is to "organize the student body." We feel that it organizes these students for the purpose of fulfilling their needs by providing services and acting as a student bargaining agent in all matters dealing with the institution.

This year Student Association has not adequately understood the needs of the individual student. The student body appears to have lost faith in S.A. as an effective organization sensitive to their needs.

A primary goal of the new administration is to restore that trust. We feel that one way to restore that trust is by establishing programs and policies that respond to expressed and implicit student needs. What follows are tentative suggestions for programs and policies that we feel are important to the total education of the student as an individual and member of the institution.

I. Course evaluation: We support the present policy of Student Association which believes that students have a right and therefore should be able to judge the effectiveness of a course with regard to their total education, and that this information should be welcomed by the institution in helping to judge adequately the value of present course offerings as well as provide the instructor with constructive thought about content and presentation.

Program: We support the establishment of a working group whose responsibilities it would be to devise an adequate and comprehensive questionnaire to be used in evaluating the core courses of each department. This program could be administered by a committee who would work out procedures concerning dates for distribution of questionnaires, manner of distribution, and analysis of information. The Student Association would then public these results.

II. Housing: We feel that this problem involves two different elements—on campus and off campus. Problems off campus surround the scarcity of living quarters and the high prices and inconvenience of those places that are available. We would like to see an improvement in the present services offered by the Dean of Students by helping males find housing. Suggested ways to do this would involve such things as increasing and improving relations of the Dean of Students office with Webster realtors and investigation into the possibilities and cost of renting some of the numerous houses owned by the College.

In establishing policy toward the dorm situation, we find ourselves questioning the validity of an educational institution being in the business of housing. But realizing that financially it would be infeasible for the College to do away with on campus living, we would like to suggest improvements in the relationship of the student to the college as landlord. We feel that the program of tenant-landlord presently being worked upon by the Resident Council is one such improvement. We feel it important that Student Association express their firm support of such improvements and continue to find ways of furthering a better situation in the dorms.

These are two examples of establishing policy and then a program. It is in the implimentation of these programs that Student Association functions in an advising capacity.

We would also like to suggest various types of services Student Association could offer the students. Film festivals could be implemented to provide students with entertainment as well as possibly providing Student Association with a way of raising funds. Suggestions are made for establishing a lecture series sponsored by Student Association on various seminars dealing with such topics as drugs, current political thought, water colors in art or even guppies if such a seminar was felt needed by any student group.

This leads to the question of funding. The present procedure involves Student Association soliciting the Dean of Students, office for funds to finance organizations and programs recognized by Student Association. We raise objection to this procedure on two points. One, we question the blanket funding of any organization or club. We feel a far more realistic policy is to demand that clubs, organizations as well as individual groups be funded only for specific, specified projects and that in order to be funded, the club, organization or group must make a plea for financial aid. This aid can take the form of a loan or grant. We feel it important that organizations and clubs become autonomous. This situation would be a much healthier atmosphere for the clubs themselves and might provide the campus with more programs and services sponsored for fund raising purposes. Our second objection logically follows the first. We would offer as a suggestion for a long range goal of the organization that it become autonomous as well. We would suggest investigation by the Student Association into ways of making such autonomy financially feasible. For the present we feel it necessary that we use funds provided by the Dean of Students, but that Student Association continue to investigate ways of making money to sponsor more programs.

The above suggestions and policies are not complete. To adequately discuss some of these issues, and those not mentioned, would require reams of paper and hours of talk. Our complete platform shall be put forth on the day allotted by the election board for such a purpose. What we have said here is to give the students an idea of what directions we see the organization heading, as well as what we are viewing as our responsibilities to the students primarily and to the institution.

Mike Calkins
Peggy Davies

creative student endeavor . . . Chris Krajenta — 1968

(Continued from page 3)

committee, which will enlarge the old committee (S.A. president, Dean, treasurer) to include department reps. I would withdraw funding from all organizations except classes, social planning. All funds must be requested.

(Mamie) We don't predetermine that a certain group is going to get a certain amount of money.

(Julie) We want detailed budgets that would include exactly how money is spent, and how funds could be matched by the organizations.

If you're going to run a business meeting run a business meeting.

There will be a specific amount of money set aside for student-initiated proposals so that you don't have to be an organization in order to come and be funded. If you're from a department or maybe a cross section of departments of two or three departments or maybe just a group of students that are interested in getting a speaker on campus but you need money you can submit a proposal as an interest group to bring a speaker on campus. The executive board has to decide on the priorities in trying to reach the most students it can but still at the same time not trying to reach everyone. I think the general program would be the forums, to get to the specific student, to get the money down to them, too, to offer them this money and say "work up something really good."

(Mamie) If you can prove to us that any wild idea . . . it leaves everything open. If any individual comes up with any idea and they can prove that it's needed, it opens things up so much to the individual student.

Q. Must they prove that it is needed or must they prove that even if it is a luxury they are able to raise enough funds to reimburse the Student Association?

A. (Julie) That way. It's like a loan. If they just need money for setting up something and there's a way to get it back. But there might be things that would need total funding. Say if the art students wanted someone that was really good in plastic art for a day or two—we have the Kirk House. He could be on campus, be in the cafeteria, be around school, run a workshop.

(Mamie) A lot of kids don't have the money to fund something like this.

(Julie) And even something like plastics, I don't think that just art students would go. I think this place is diversified enough that other students would go.

(Mamie) And these kinds of things can be student initiated instead of having the head of your department decide who's going to come. You can take the opportunity and initiate things.

We're not afraid to make decisions. You have to make decisions.

(Julie) It also allows for last minute things. If this had been working when students were active in the grape strike I think students would have jumped at the chance to bring in a speaker for the strikers and I think it would have been good for the school.

Q. How would you increase interest in students nominating themselves for committees or just in general increase the interest in a student association?

A. (Julie) Well on the department level, if we are going to present this to the students, there will be this money. Now it's their responsibility that they will get capable and interested and good people in those positions to opt for their needs, not necessarily for their wants. I think there's a tremendous amount of needs. Because we're a small school we can't fill all the needs, we have to bring in from the outside.

Now for committees, make them feel secure that we can run an organization that will function.

(Mamie) Let them know that Student Association is doing things that they want to get in on.

(Julie) And that we're not afraid to make decisions. You have to make decisions. To be criticized for acting is much better than to be criticized for never acting. Even if your action, everyone is against you, then at least you've done something; you haven't just sat back and talked.

You have to believe that the institution is worried about its reputation.

Q. You've said that Student Association will perform two functions. One as a service organization and one as a pressure group. What sort of services are you talking about?

A. (Julie) The forums. Providing financial help for projects.

Q. How would it operate as a pressure group?

A. (Julie) Through the committees, making it feasible to send proposals to the committees, to get them back, to act on them . . .

Q. Then Student Association will mainly be a pressure group pressuring its committees?

A. (Julie) Not only the committees . . .

(Mamie) That's one outlet.

(Julie) You can't foresee what kind of pressure you're going to be able to lobby with the new president. There will also be pressure with the administration as to the financial status of the Student Association. If we can in some way get money back, by maybe running something like the Kinetic Arts and make a huge profit, somehow having that money in reserve and it doesn't just revert back and you start the next year with $20,000. Somehow build so that in an on-going administration, maybe in two years you'd have enough money to sponsor something really big, something that's not feasible with a limited budget. But that you'd have something in reserve so that you could plan on something bigger.

Q. What problems do you see that plagued S.A. this year?

A. (Mamie) Talking. Some decisions have to be made. A lot of things have been talked about for a long time.

Q. Would you like the students to take some part in establishing tenure policy or in tenuring teachers?

A. (Julie) I think that we have to insure our voice on the tenure committee. I don't think the faculty would ever stand to have a student directly voting on tenure because they are professionals.

Q. But would you like to see the students take some part in setting policy?

A. (Julie) Just in an advisory capacity. I really think that you go so far . . . I don't think you have to insure that type of power. I don't think it would do us any good. If a teacher is a poor teacher, I think it's the responsibility of the institution just for their accreditation and reputation. You have to trust a lot. You have to believe that the institution is worried about its reputation also.

Q. How would you like to see the Student Association involve itself in teacher and course evaluation?

A. (Julie) When the subject came up late last fall the first objections were, why not wait and let the Teaching and Learning committee do it. And a group of us said why not have both, one that would be for the institution's use, somewhat private and not made public to the students. The other, which we opted for, would be sponsored by S.A. and be specifically like a student service. Students could use this evaluation when they were choosing courses so that they would know what to expect—not necessarily an in depth evaluation of the teacher.

Q. It sounds more like a course description rather than a teacher evaluation.

A. (Julie) Well, maybe it is like a course description but it also involves what type of paper and tests.

Q. Would you like an evaluation which would be kept on file for the teacher's use so that he could improve the quality of his courses or at least learn student reactions to his methods and course content?

A. (Julie) Well this would be printed for the students' and teachers' use. The group working on it now is using the type of evaluation that was in the **Web** with a few added things. But that type wouldn't do as an institutional evaluation. If you were doing it for a professional reason you would need more information. This would be too extraneous for a student publication to even tabulate. I think if you can get something simple yet responsible so that you can have confidence in the publication and use it as some type of guide, then I think it is important. And this is also done without censure by the administration. This is very necessary.

Q. But what problems in the (college) community do you think that you can solve next year?

A. (Julie) I think that the big problem is first, to make Student Association work, an effective organization.

Q. Why would you want it to work?

A. (Julie) Just for the fact that without Student Association . . . you have to have something whether you call it Student Association or what you call it. You're going to have to have a student pressure group, something by which the students can unite.

When you divide, you know, divide and conquer, if you have somebody that has authority,



JULIE ROBBEN

or a mandate or permission, you have much more weight when you're bargaining or when you're talking.

Q. Aren't pressure groups formed with a specific need in mind rather than just organizing to be organized?

A. (Mamie) Student Association's reason is that the student body exists.

Q. Yes, this is what Michael is objecting to, that the organization exists simply because students exist. He's arguing that because, he says, students should be free to join the organization, it shouldn't be compulsory that students join it, otherwise, he wasn't sure how legitimate the authority would be.

A. (Julie) Yes, I see that. The thing is what has created the student's attitude toward Student Association? I don't think that you'd find a lot of people interested in caring about voting in the Association, if they see a continuation of what's been going on for the last couple of years. I'm not familiar with before that, I think students, or I would hope students, would be interested in being part of our organization. You only join an organization for what it can give you. We want to give the students something.

(Continued on page 6)

May Student Association emerge the winner

Calkins and Draper

(Continued from page 4)

every organization in the school, would bargain directly with the Dean, and not come under Student Association.

(Michael) In other words, we would eliminate student union as a buffer zone between the source of funds and the organization.

I disdain the idea of our being post-puberty adolescents, of having decisions made for us by the institution.

Q. What about students that come up during the year with ideas they need funding for?

(Michael) Right.

(Susie) They go to the Dean.

(Michael) No. If they're part of a group, or organization, they should be petitioning through the Dean. I think it's feasible though to say that a group of students, especially if they're members of the student union, who have ideas and need funding, to come to us and ask us if we can provide funds. Our group is a pressure group to help them to get funds. As far as the Residence Association is concerned, I sort of see the Residence Association as a very practical kind of committee that enables the people who live here to find out what would be a better living situation, for them to be serving almost as a committee who would offer proposals to the administration and offer ideas. But the student union would be one who would debate about that and then provide them support.

Q. You don't see any inherent danger in seeing the Dean of Students controlling funds?

A. (Michael) Yes, I do.

(Susie) Yeah. But see, that then becomes part of the role of the Dean of Students Council to be part of that decision.

(Michael) It's also very possible that in future years it might become an unworkable situation to the point where the Dean of Students will no longer be a collection agency and where financially, the student union becomes autonomous of the school, where money isn't taken out of students' tuition and they, as members (of the student union) are paying dues.

(Susie) Or you begin to fund yourself from projects.

(Michael) Even this year, it is feasible to say we could invest money in having a Kinetic Arts thing and using returns from that in our student union. It's a way of subsidizing other projects we might have.

Q. With a student union, do you think ideas might be turned away from academia and towards social attitudes?

A. (Susie) It depends upon what the students want. I've heard a great deal about the academic situation at Webster. That's a real need and I think it's one that's expressed by a great number of students. They would use the student union to go to the administration and pressure for more stringency in that area. That's the whole thing with student course and teacher evaluation. I really feel strongly that Student Association really has a responsibility to pressure for that.

Q. To back it, or initiate it?

A. (Susie) To back it.

(Michael) As it already has been initiated.

(Susie) A committee has already started to work on it.

(Michael) That still doesn't preclude the idea that student union also has a course and teacher evaluation that they publish, which could become a course description. Its uses could be different than that of the institution. Institutional (evaluations) would be used for hiring, firing, tenure, input to tenure, as it's been envisioned so far. There's still a lot of questions about that that still have to be worked out. Whereas, the informal one, put out by students, which the student union could do, would be a matter of providing students with opinions on courses, how they were run, whether it was a good course, what kind of course it is.

Q. Would you have a course to educate students in teacher evaluation?

A. (Michael) I would think that that would be a smart idea. We tried that last year with Teaching and Learning Committee, if you remember. It failed for various reasons that I won't go into now — due to a few faculty and administration people. No, I think that would be necessary and I think the teachers themselves feel that that would be the only fair way of handling it.

Students would be given criteria for judging —so that they know what the inductive and deductive methods are, so that they're not going into a course for the inductive and they get the deductive and they figure the teacher was lousy. It also might put pressure on the faculty so that they would put out a course syllabus for students to read so they know what they're getting themselves into. Some of the teachers do that now. I think it wouldn't be a bad idea if all the teachers did it, as a service to the students, and possibly the student union.

Q. From what Julie was talking about, it seems that you're talking more about a course description than a course evaluation. They're something totally different to me.

A. (Michael) Right. Those are two separate things. But because teachers put out a syllabus, students are more prepared for going into a course. The judgments are fairer.

You asked a question about social things. We never really got into that.

I've heard a great deal about the academic situation at Webster. That's a real need and I think it's one that's expressed by a great number of students.

(Susie) Well, that's part of my answer to the question. Student union is prepared to deal with academic needs as well as social ones.

(Michael) The social issues too . . . One of the gripes that people have is that there's nothing to do.

Q. Up until now, gripes have been about, primarily, social things, such as housing.

A. (Susie) Still, like that one meeting we had with people that nominated themselves for the Development Committee (under Mr. Throdahl) . .

(Michael) The entire thing was academic . . . because of the people that were there. And there was a good cross-section of people. I was amazed because there were a lot of people I'd never seen before and the questions were not directed toward academia but they got to that. Eventually, it got to the thing that Webster's philosophy that your education includes both academia and your living situation and that the two of them really shouldn't be separated. They can be dealt with separately, in a sense. In the long run, they are one and the same thing because they are all part of the educational process.

Q. But how would you deal with the gripe that the college doesn't put enough emphasis on the academics?

A. (Susie) The one thing is course and teacher evaluation. That immediately puts a pressure on teachers to be good teachers.

Q. Would you retain the present committee structure now as it exists under Student Association now?

A. (Michael) We haven't discussed it at length but I think that it would carry logically through what we say. Yes. It would be. Committee members would be elected by . . .

Q. But then, to me, you're going to have a minority group having representation with faculty, with administration, on committees that set policies. It would be a minority students on those committees because they would be members of the union.

A. (Susie) All students would have the freedom to join that committee. All students get the benefit . . .

Q. That's called dictatorship!

A. (Susie) All students have the freedom to join the union and all students get the benefit that the union offers.

Q. How do you account for students that don't wish to join the union. They would have no representation anywhere in the entire school, unless they form their own student union.

A. (Michael) I don't think it breaks down in logic to say that you don't need to be a member of the union to apply for a committee.

Q. That's why I wanted to know if the student committee structure would be dependent on the student union.

A. (Michael) Independent, and yet have a connection too. Because of practicalities at this point, if we are elected, next year we have to elect new student members to committees. We open nominations to the entire student body.

Robben and Warren

(Continued from Page 5)

And we don't want to say it's this plan and this plan—like set up ten forums and decide on all the topics of the forums. We want them to tell us what their needs are.

(Mamie) We set up one forum and have them interested enough to make suggestions and that's the whole thing. It's not because we want to hear so and so, it's who the students want to hear. And if we can get interest up in the first one, then hopefully we can get people's ideas on future things. And if we can just show them that Student Association can do things, then I think the interest will come up. It does on other campuses.

(Julie) Even if the students don't realize that they are interested, just to expose them to something beyond our area, to confront them with a point of view that they can agree or disagree with. Make them make decisions or not necessarily make decisions but offer alternatives to them other than you can get within Webster college.

We are open to dissent. You make a decision but hear both sides of it and show both sides of it. I think so many times on issues around here . . . that's why I think of a forum. Not just a lecture series where you have one lecturer, but a forum where you can have two polarized people talking on it. And they're two reputable people. And get background, not just what you've read, but get background and be open to dissent. Have somebody here who doesn't

I'm not saying we need to be conservative; I just think we need to see the other side.

agree with what you're saying. Let them hammer at you. Say if we had somebody here who opts for a stricter form of education. Make them tell us what's wrong with us. Make us look at ourselves and question ourselves and evaluate ourselves. If you go along and everyone is always saying you're doing a fine job, that's great, that's what you need, you're innovative—innovative but does it produce anything.

(Mamie) I think Webster has gotten to be such a "yes" school when we're so liberal we need to have someone say "no" to us; we're getting too conservative in our liberalness. It's possible.

Q. Are you saying we're so liberal that we need to be conservative?

A. (Mamie) No, I'm not saying we need to be conservative; I just think we need to see the other side. We just ignore the other side most of the time.

Q. Mamie, may I ask why you chose to run for vice-president . . .

A. (Mamie) No, you may not.

Sargent affirms commitment

(Ed. Note: The following is an interview with Mr. Peter Sargent, chairman of the Theatre Arts Department by Greg McCaslin.)

1. What changes will there be in the Theatre Arts Department for next year?

With the curriculum, we still are going to remain with teaching in the conservatory method. It is our conviction that this is the best approach to train students in theatre and maintain a liberal arts curriculum in conjunction with it. The theory of drama at Webster is that the student in the college level definitely needs a liberal arts background as well as a strong professional training and that the conservatory approach, the lab method, seems to complement this the best possible way. Therefore, we are going to continue with the conservatory. The main change in conservatory will be that we will schedule the classes to meet Monday through Friday so that it will be in conjunction with the normal academic week, therefore, not having any Saturday conflicts or leftovers. The faculty will remain, pretty much, in the same proportion as it has in the past with the fact that they will all be people working with the repertory company and will be hired on nine month contracts so that their teaching load will complement the academic year. We do plan to have an additional voice and speech teacher and three designers in residence for the full nine months. Working relationships with the professional company will remain the same. It will still be a strongly cooperative venture. The designers will be designing for the professional theatre; the acting and directing teachers will be acting and directing for the professional theatre, so that basically all the arrangements that are currently operating will continue to do so. We will just have the professionals in residence for the full academic year. We are offering non-theatre arts students the opportunity to take public speaking for their teacher education benefit. There will be two sections of that offered in the mornings. Each one taught by one of our voice and speech instructors.

2. Do you anticipate an increase in students in the department next year?

Certainly I do. We have a current enrollment of approximately 120 students taking the conservatory. It is anticipated that with the small loss in numbers of our graduating Senior Class now, the increased amount of Juniors (an almost doubling of the current Senior Class size), we will have a departmental enrollment, taking the conservatory, of approximately 150 students the first semester. Of these we expect that 75 should be Freshmen, (all anticipation from the work being done by the Admissions Office), which is outstanding. We have no question in expecting that many pure drama majors. Transfers are always an indefinite figure, but perhaps ten people will be transferring. There is a definite problem of trying to transfer into the Theatre Arts Department because we do not accept Junior level transfers. Anyone wanting to come into Webster has to start minimally at the Sophomore level of conservatory and in many instances they are recommended to start as Freshmen.

3. What type of departmental productions do you expect? A musical, Shakespeare or Greek?

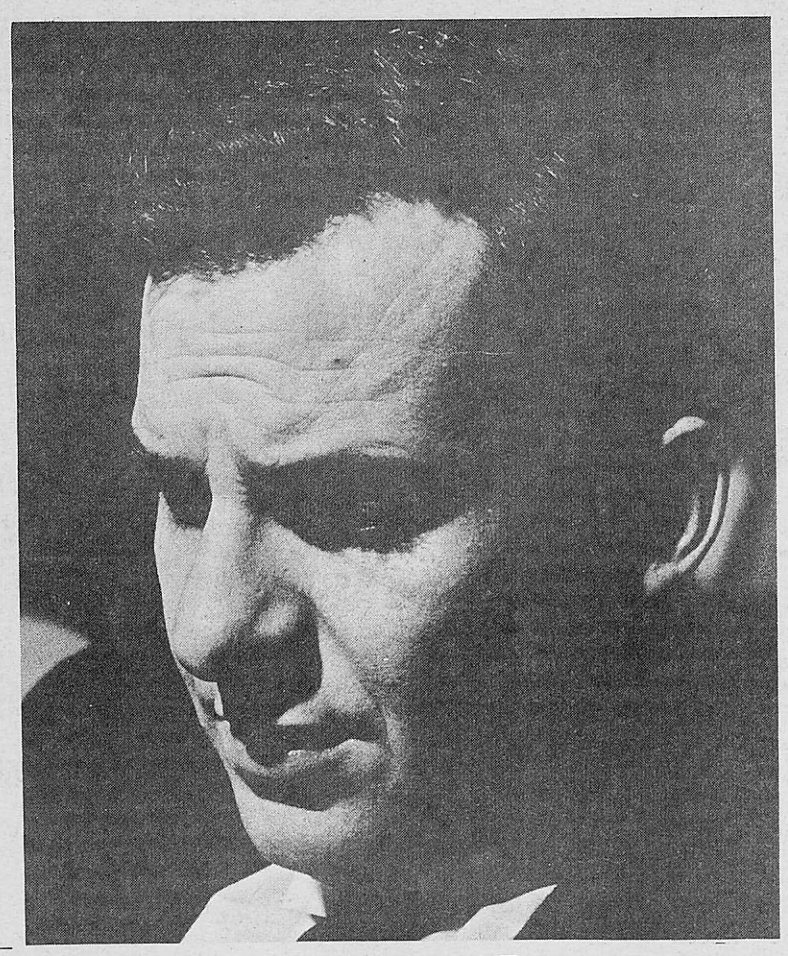
The actual scope of departmental productions will not be decided until we find the full schedule of the professional theatre. It is felt that the departmental productions must complement the professional schedule so that we get a greater diversification of production elements. So, therefore, there has not been, other than loose discussion, any decision as to the type of productions as far as period of style. We do know that the first production will be done on the main stage, the second, third and fourth will be done in the Studio Theatre and the last production will be done on the main stage. All will be fully mounted. We also anticipate a stronger series of workshop productions featuring at least two students.

4. Will there be directors in residence? How many and who?

The directors in residence will be working primarily with the professional company although perhaps there will be some work with student productions. How many and who is not decided until we have fully complemented our nine month teaching staff.

5. As Chairman of the Department of Theatre Arts, what do you see as your primary overall objectives?

I think it would be foolish to say anything else, with the commitment that Webster has made towards the drama program and the professional theatre, the Repertory Theatre of the Loretto-Hilton Center, than to state that we have no other anticipation except to become one of the top drama departments in the country. The only department that I feel, quite honestly, could be superior to ours eventually would be that of Carnegie Tech which offers a fully developed professional school. Other than that, I see no reason given the proper administrative support, that Webster College cannot have one of the top five drama departments in the country. We have already found indications that major groups and foundations in the country are considering us within the top departments. This is the overall objective: the strengthening of the curriculm; a coordination of the acting program; and a strong effort to bring in outstanding students so what we certainly will be able to compete with any college in the country as far as the quality and training of drama students.



PETER SARGENT

The search goes on . . .

The Faculty Constituent Assembly elected three faculty members to the "search committee" for the new president. They are: Dr. Thomas Bikson and Mr. Robert Corbett, philosophy department and Mr. Peter Sargent, theater arts department.

They join the committee which already includes three ex-officio student members, Denise Ford, Katie Gruenheck and Michael Calkins, members of President's Council and four board members, Mr. Monte Throdahl, chairman, Dr. Alvin Eurich, Mrs. Phillip Hart and Mr. Patrick Crowley. Two board members must still be selected to the committee.

The president is elected by the Board of Directors on recommendation of this committee.



W. THOMAS CONWAY

Policy statement released

(Ed. Note: The following statement was released by Dean of Students, Tom Conway, to the WEB.)

Below is a statement which reflects the continuing counseling policy of the College:

Webster College provides a limited service of confidential psychological counseling for the benefit of students, faculty, and staff who may wish professional help with personal problems. This service consists of a clinical psychologist with the title of college counselor and a psychiatrist who comes to campus each week. In addition, interns in guidance and counseling, are available to all members of the community. The college counselor assists both the interns and the Residence Counselors in their work with persons on problems not requiring direct or immediate professional assistance.

Students are, of course, free to consult either the clinical psychologist or the psychiatrist at their own choice, as are all members of the College community, or they may be referred to one or the other by the College Health Service, the intern(s), or the offices of the Dean of Students. Since personal questions regarding individual attributes and conduct or delicate issues of mental health and emotional maturity are involved, no records of psychological or psychiatric consultation are kept outside the counseling offices, and every effort is made to safeguard the privacy of every individual.

Counselors do **not,** in any sense, report directly to any officer of the College concerning individuals. They do discuss, in general terms, patterns which may be recurring and they suggest remedies where necessary to conditions or procedures in the College which may be recurring problems or patterns.

The College does not and cannot attempt to provide long-term therapy to any individual. The services of the counseling office are particularly intended to help students solve short-term problems (and prevent them from becoming long-term problems); and to diagnose and refer more serious problems to other specialists and to clinics in the St. Louis area. In such cases the expenses involved become the responsibility of the individual.

Dean's Comments

When asked if the Dean's Complex had any "composite of psychological information" on students, Dean Tom Conway replied, "No such information is kept on file by anyone other than the school psychologist."

The only file kept in the Dean's Complex is the Advising folder which pertains to the academic performance of the students: acceptance letter, sophomore interview form, personal comments about the individual student, which are not included in the college record, copies of probation letters, grade sheets, and classification. Only authorized personnel can release the folder to the student. The personnel includes the Associate Deans, Dean of Students, and faculty advisors. All information is kept confidential.

The Academic record kept in the Registrar's office contains the college application form, the high school transcript, copies of probation letters, and the college transcript. The student may see his college record from which transcript is made. In some instances, a student may see documents other than the college record. She stated that there are many reasons for not releasing high school records, among which is the fact that some high school transcripts contain information from high school personnel.

Dean Conway was very emphatic in answering the question "is any information concerning non-academic behavior ever put into a 'folder': use of drugs; psychiatric reports, personality?" "WE DO NOT KEEP RECORDS OF HERESAY. As stated earlier this year, we do not interfere or work in collusion with the police. We are concerned mainly with actions against the academic community. A student is obligated to both the academic community and the civil community. We do not keep a police record on the students."

[redacted]

'The Collector' Review

by mary thelen

William Wyler's **The Collector** is the story of a young man incapable of coping with society and realistic social relationships. He lives inside himself, rigidly faithful to a private value system which, on the surface appears in conformity with the norm. But this faithfulness to surface values is a shield against any depth of thought. And his resulting inability to understand what being human really means, makes it impossible for him to relate to people on a truly human level. His feelings of inferiority to established social ideals in conflict with ego produce distorted behavior and a warped personality.

The young man, Freddy, collector of butterflies, becomes a collector of human beings. In his painful search for human love, he is unsuccessful because of his lack of understanding of the human. His only experience of a position of effectiveness or superiority was in his capture of butterflies, his knowledge of their beauty, and possession of valuable specimens. It was only in this activity that he could feel himself to be of any value! And it became the only way he could have even the slightest confidence in relating to another person.

Rare entymological specimens carefully preserved and arranged in fine settings were of prize-winning quality and beauty. Why shouldn't this same method, applied to a perfect specimen of woman, result in a beautiful and valuable relationship?

Freddy is very careful not to harm this specimen (Miranda) in capture, provides the proper setting—"all the comforts of home." To him, the logical outcome of this situation is that she will conform to his ways, love him, and become his wife—an object to display proudly. When his plan fails, he attributes it to her being a more or less "freak" specimen far beyond his social level.

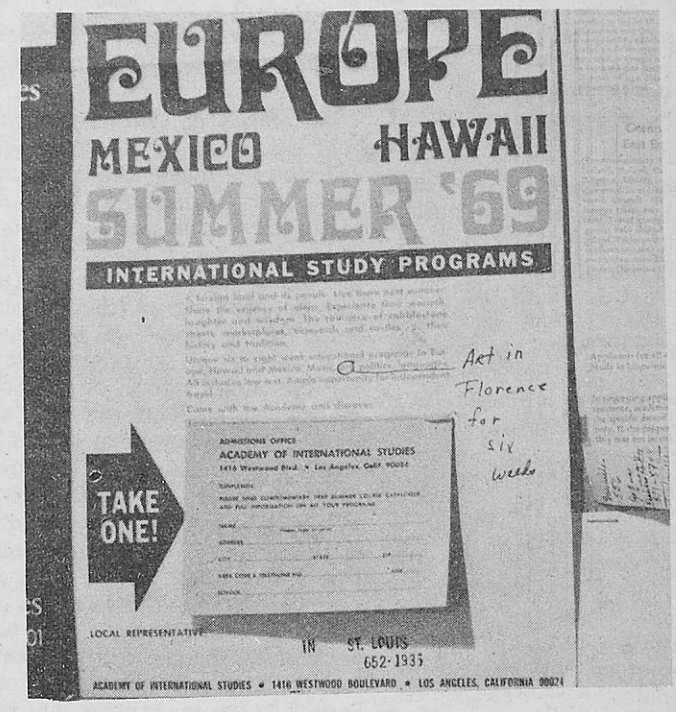
In several instances the means of conveying the film's main concepts were overly obvious. Well into the story Miranda, released from her cellar prison to see Freddy's butterfly collection, is stricken at his unsensitive destruction of living beauty. She gazes at a glass case of specimens and her face is reflected in the glass. After a drawn pause she states indifferently, "and now you've collected me." The fact of this had been apparent since her kidnapping. Overstatement has its place in drama, but if overstatement was the intention of this and several other scenes, it was poorly handled. And if overstatement was not intended, these scenes had no place in the film. They only served to slow the action to the point of causing boredom. "Suspense," "shock" — effects guaranteed in the film's early advertising campaigns—were nullified by the stilted action.

One theme which could be applied is the concept of human dignity. **The Collector** presents two aspects of this concept: essentially human and social rights longed for by Miranda, and the outward Emily Post proprieties held sacred by Freddy. He promises Miranda "all due respect" concerning sex. He holds with death-grasp earnestness to the surface social values, but fails to apprehend the basic and necessary rights of a human being. Respect for the biological accident of being female means nothing to Miranda when she is denied the freedom essential to her growth as a human person. And it is only through the freedom Freddy could not grant that Miranda (or anyone) could be happy and love truly, as he wanted her to do.

The human need of free choice in order to grow and live is communicated in the film, but the transmission of this "message" was none too original. Forces of good and evil once again conflict, and the eventual victory of death over life is nothing new. Performances somewhat balanced the awkward handling of the story.

CLASSIFIED AD

WANTED: Student to compile list of students, their class, address and field, for use in corporate recruiting and educational material mailings. Work at your leisure. Write MCRB, Div. of Rexall Drug and Chemical Co., 12011 Vicory Blvd., No. Hlolywood, Calif. 91609.



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Job opportunities in Europe this summer . . . Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in industries in France and Germany, in hotels in Switzerland.

Well there are these jobs available as well as jobs in Ireland, England, France, Italy and Holland open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For ten years students have made their way across the Atlantic through A.E.E. Service to take part in the actual life of the people of these countries.

Every year, the program has been expanded to include many more students and jobs. The jobs consist of forestry work, child care work (females only), farm work, hotel work (limited number available), construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and board, plus a wage. However, student should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministries of the countries involved.

In most cases, the employers have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They are all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe.

Please write for further information and application forms to American-European Student-Service, Box 34733, FL 9490 Vaduz, Liechtenstein (Europe).

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april 11, 1969
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file

Calkins and Davies present platform

When deciding to run for a student office the question arises to the candidate as to whether he can accomplish anything. From this develops, "What things do I wish to accomplish?" and "Is the organization viable as a structure for accomplishing anything?" In presenting our platform Michael and I are essentially attempting to answer those questions.

We are not offering suggestions for new structure but we are directing ourselves to answering the explicit and implicit needs of the students of Webster College.

We have divided our platform into four main areas: student services, programs, academics and internal policy of SA.

The co-op idea as suggested in a letter to resident students from Dean Conway is a good one. We have discussed with Dean Conway and various other groups the workings of such a program, for two weeks now and have decided to offer this program as part of our platform. We feel the value of this proposal is too great to not include it within our platform for next year. We would like to state for those who have not heard the idea just what all this includes.

There are various housing developments in the St. Louis County, reasonably close to the college, that are low cost. Among them are Autobahn, Nottingham and Georgetown. The Dean's office has suggested their making contacts with the realtors of these developments to work out an agreement which would provide a certain number of apartments for a 9 or 10 month basis. Anyone who has experienced bi-state transit system will agree that transportation of another kind would have to be provided if students were to expect to make it to class. We propose that the Student Association of Webster College lease the mini-bus, establish times and routes, charge fares of a quarter and begin to operate a co-op bus service. We would further suggest that the mini-bus to Washington University would come under the responsibility of the student Association.

This service would be run on a co-op basis. It would be governed if it proves successful, by a governing board whose responsibilities it would be to see that things such as hours, finances, wages and improvements were made. This co-op could apply for funds from the Student Association and use the money to sponsor fund raising projects.

We feel strongly that this direction is necessary. Students must begin providing services for themselves. Webster College the institution, is responsible for providing an environment for intellectual growth and stimulation. We see no real reason why students can not and should not begin to finance, through present funds and with the creation of new funds, services that fit their needs.

The other important goal of this plan is that it creates new housing, and is consistent with the Webster philosophy of the "real world". New Housing is sorely needed especially in light of the increasing number of male students and the large number of older women who will be moving off campus.

I think at this point I would like to present our proposal for what we call budget. We, and our opponents, have questioned the present procedure of S.A. funding any organization with blanket funding. We would like to propose another way of handling the funds, a way we feel would create not only new programs and new funds but also stimulate the activity of other organizations having them provide services and programs for the student community. We propose to do this in the following way:

I) S.A. at the beginning of each year would first reserve for its own projects between $4,000 and $5,000 dollars. This money would be used to fund the co-op, the coffee and donut shop as well as act as initial capital for raising money with film series and lectures. There would also be within this reserve fund money enough to fund projects brought to the student association by individual students and groups.

II) The Web, yearbook and literary magazines would submit to the student association plans for the forthcoming year as well as estimated cost. Written agreements would then be made in which the Web, yearbook or Attic would have to provide either some measure of self support with a grant from student association or through a combination of loans and grants.

III) in the case of all other organizations and clubs, they would be funded on the basis of projects. But each time a project is undertaken, the club or group would have to enter a request for funds and it would be up to S.A. to grant funds either as a loan or grant, or else deny funds on the basis of the club's or group's ability to raise its own funds. In the academic sphere we would like to envision much greater stu-

(Continued on Page 4)

NOTE TO READERS

For this issue, the **Web** asked each team of candidates for the presidency and vice-presidency of Student Asoociation to submit a campaign release. We did not specify style or length of these releases.

Because of the importance of campaign coverage, Executive Council voted to purchase 655 copies of the **Web** for free distribution. Subscribers, of course, are also reciving their delivered copies.

Candidates for Student Association offices are:

president	vice-president
Michael Calkins	**Peggy Davies**
Julie Robben	**Mamie Warren**
Carm Biggie (withdrawn)	**Jim McDermott (withdrawn)**

secretary
Maria Burger

treasurer
Karen Tokarz (withdrawn)
Ann Walsh (write-in candidate; nominating petition failed to make deadline)
Kathi Hoener (write-in candidate)

Elections for Student Association offices will be held Thursday, April 17, and Friday, April 18, 9:00 a.m. to 6:00 p.m., in Maria Lounge and otherwise specified voting places. Results will be announced Monday, April 21.

Elections for class and department representatives to Execuive Council will be held Thursday, April 17.

In order to vote, a student must be taking twelve hours, with ten of those hours registered at Webster. Absentee ballots must be requested and must be postmarked midnight before an election.

We urge each student to take advantage of his opportunity to vote.

Robben and Warren:
Team seeks efficiency

For an organization to produce it must have an input of people who are willing to work in it and for it. We offer no excuses for the inactivity of the Executive Council during the past years for there are none. Instead we offer that willingness, the determination for action.

Webster prides herself on her uniqueness, but perhaps we, the students, are suffocating in her isolation. We don't seek to prostitute any of the Webster ideals, but rather to explore new areas beyond Big Bend Blvd.

We recognize Student Association's role in student service. We propose that S.A. use its $20,000 budget (1) to sponsor a series of student-instigated, student-oriented forums which would establish avenues of exchange between Webster and other cosmic beings; (2) to support on-campus groups who can adequately contribute to the growth of Webster by total funding, matching funds or loans for specific projects.

We recognize Student Association as a pressure group. We propose S. A. use its potential influence in such areas as orientation and, effective committee and department structures.

However, to be an effective service and pressure group Executive Council must acquire some degree of efficiency. We sincerely believe that we can establish Student Association as a students' association.

In a representative body, because it is such an interaction of human beings, we must trust others a great deal. This does not entail complete submission, but the ability to talk, discuss and argue until the best decision is arrived at and then to close ranks to fight for what one mutually believes is the best course of action. We seek your support; we either deserve support or expect opposition. The decision is yours.

Julie Robben
Mamie Warren

Biggie and McDermott face problems

This letter is addressed to the students of Webster and especially to the candidates running for SA offices.

For three years now SA has been essentially ineffectual — concerned with structure, philosophical debates — ignoring the real problems and interests of the students. As a result, SA has become alienated from its constituency.

We feel the past three years have not been completely wasted years. They have provided a period of shifting and resettling, an opportunity for fighting out structural details and arriving at a Constitution which it is now possible to work under.

The job of the Representative Body now seems to be one of addressing itself to student problems, providing a channel for student initiative and creativity — in short, existing as a student service. But it is also the job of the students to make SA work for them, to demand that SA becomes what the name implies.

Jim and I have a great degree of respect and friendship for the other candidates — although this might be denied in some circles. But we both felt that they, again, despite denials, are becoming submerged in philosophy and superstructure—and perhaps justifiably, attempting to implement their concept of SA, their vision of where SA should be directed—but all this without consulting the people for which SA exists—the student.

And so we choose to run for a highly unorthodox reason—for the sake of being heard. We hoped to increase awareness and interest in elections — an awareness which many people would see as a healthy sign.

Perhaps the fact that we saw this as the only way of reaching students only verifies the fact of the 'elite' representative body not listening to those they profess to represent.

Jim and I urge students and candidates to review priorities. Does SA need to spend more time and energy in molding a structure? Should we fund the **Web?** Student dissatisfaction with the paper is now a subdued outcry. Jim and I feel that SA has overcommitteed itself to the **Web** this year. And no one has bothered to point out to students that they are paying for a copy of the paper twice.

There is a vital question about the academic committees. As of now, SA representatives vote in the student members of committees. These students are virtually deciding on our education—how we're going to be allowed to pursue our education in this institution. Students must be ollowed a greater voice in selecting these committee members—perhaps through a strong lobby. The President's and Dean's councils have also been underplayed, a blame shared by SA and students alike.

Students also seem uninformed as to the funding of SA. $25, subtly hidden in tuition, is given by every student to the organization. This amounts to $20,000 annually. Such an arrangement necessitates that students have some say in how this money is spent. We feel SA should not fund any student organization—except as a limited initial supportative action. A $20,000 budget provides limitless possibilities if imagination is used and creatively allowed to work.

Students should also demand that SA face the problems of academic counciling, housing, the library and countless other aca-

(Continued on Page 4)

ENDORSEMENT

Thus far, the race for leadership of the Student Association has been a very productive one. Ideas have been clarified on several issues and new ideas have been brought into discussion. This orientation is particularly shown by the short-lived candidacy of Carm Biggie and Jim McDermott, whose objective was not to compete for the offices, but to bring attention to worthwhile ideas.

The four active candidates, Julie Robben and Mamie Warren, Michael Calkins and Peggy Davies, have been earnest in their attempts to present workable plans for the implementation of student power. We have interviewed each of them extensively and have been impressed by the thought and planning that have gone into their proposals.

During our interviews, we have attempted to discover several things: the candidates' understanding of the role of a Student Association officer; their conception of the relationship of the academic committees to the Executive Council; their ideas concerning the distribution of Student Association's budget; their ideas of specific programs Student Association should offer; and their experience in student activities on the college and national level.

All four candidates have the ability to contribute effectively to Student Association. We hope that the defeated candidates will continue to work actively in its structure.

We believe that two of the candidates offer superior experience, ability, and ideas to the leadership of Student Association. For the offices of president and vice-president we endorse Michael Calkins and Peggy Davies.

All four candidates showed agreement on the matter of budget handling in that they all favored a programmatic approach, in an attempt to give Student Association more monetary freedom. Yet the candidates showed difference in their stress on the importance of the new student services which they hope to sponsor with an increased contingency fund. Mr. Calkins and Miss Davies have stressed the primary importance of these student services throughout their campaign.

Mr. Calkins and Miss Davies have also presented specific proposals to deal with certain issues currently being discussed in the academic committees. While we recognize that the other candidates have a valid and important point in that specific proposals concerning committee issues should come primarily through student representatives, we also expect executive heads to voice carefully reasoned opinions on current academic issues.

While one important function of an executive is to open channels between himself and his constituency, an equally important function is to provide clear and distinctive leadership. Mr. Calkins and Miss Davies, in both the student service and academic sections of their platform, have presented many specific ideas and proposals. Certain points of these, may of course be debated by their constituents, but the pattern of the proposals is one of an active belief in the power of the student.

Mr. Calkins and Miss Davies also bring important national experience to their candidacy. Mr. Calkins participated in the annual congress of the National Student Association last summer. Miss Davies has participated in national meetings of the U.S. Student Press Association. Through these experiences they have gained some knowledge of college student action on the national scale, a knowledge that is extremely helpful in evaluating and organizing activity on the home campus.

It is for these reasons that we endorse Michael Calkins and Peggy Davies.

pat eickman

Webster analyzed by 'Change'

by pat eickman

During several years at Webster, I have formed the compulsive habit of checking the publicity board in the main administration hall every time I pass it. Interesting things appear occasionally. There was, for example, the first picture of Miss Grennan in an evening gown. One can also learn of the election of the chairman of the faculty steering committee — it's there in quadruplicate, clipped from several local newspapers. Everything, but everything, about Webster appears on this board, whose purpose is, presumably, to brighten the spirit of the inhabitants and impress visitors with Webster's newsworthiness.

Thus, it was a great shock to see an article about Webster appear in a journal received by our very own library never make it to the publicity board. "Of course, it could be an oversight," I thought charitably "but our clipping department really goofed this time."

The neglected article is a very sober description of "The Secularization of Webster College" in the March/April **Change** magazine, a new journal of higher education. It was written by William F. Woo, a member of the **Post-Dispatch** staff. It is not the kind of cheery and talkative little article in which development officers delight, but rather a study of Webster's financial and structural changes in the past ten years.

The article does suffer from a few minor inaccuracies. For example, Madison Project is now effects of Miss Grennan's depar- Webster, contrary to the article. "Secularization" was also researched and written in December and January; thus, a chance was missed to speculate on the effects of iMss Grennan's departure. Still, the article is basically sound.

Mr. Woo begins by reviewing the series of changes that began when Miss Grennan joined the administrative staff of the college. He notes very correctly that "No single event of these years was revolutionary, but there was a cumulative effect;" The listed changes are a familiar litany: the admittance of men, the abolition of general degree requirements, the change to a salary-basis for payment of nun-teachers, new curiculum innovations, the birth of MAT, the transfer to a secular board.

For those of us who are nostalgic idealists, there is a snapshot description of a Sister Jacqueline only a few years ago: "There was something undeniably appealing about this midwestern nun who jetted about the country, pitched for money, signed up bright teachers, appeared at major academic conferences, made speeches that combined a preoccupation with new cognitive theories with a fascination for computer technology and a devotion to Teilhard de Chardin, and, in conversation, tossed off an assortment of phrases more evocative than precise: "the security to be insecure," "the ecumenical world of search."

That description is a little different than one given by "one faculty member": "She's like a ten-ton truck coming down the street. Sometimes it's just impossible to avoid a collision. She's so damned verbal, so adept and articulate that no one I know can handle her in a public argument."

The most interesting, and embarrassing, revelations in the article concern Webster's financial situation. Mr. Woo writes: "The college's expenditures increased from 1.4 million dollars in 1963-1964 to nearly 3.7 million dollars in 1967-1968. When Miss Grennan came to the college as an administrator in 1959, Webster was receiving no grant money from the Government or the foundations; by 1967, the college was gathering in $1,131,000 in Federal and private grants, a sum in excess of the school's entire income four years earlier. From Conrad Hilton came $1,-500,000 to help build the Loretto-Hilton Center for the Performing Arts."

Those statistics are fairly tame compared to the bald statement of Webster's financial problems that follows: "For the last two years, the college has operated in the red. The deficit last year was slightly more than $300,000; the Loretto-Hilton Center alone lost nearly $200,000, all of it in its repertory company. Further, endowment earnings last year amounted to the embarrassing sum of $800. There was no income at all from annuities, bequests or life contracts; corporations gave less than $8,000."

Yet, Mr. Woo notes, "For especially promising projects, Miss Grennan still seems able to get money quickly." VAULT, of course, is the latest example.

Mr. Woo's article is well-worth reading. It is the first serious attempt to analyze the development of Webster in a public journal within memory. Some of his material is familiarly boring. Other of Mr. Woo's comments are rather enlightening. Get it on your library shelf; the publicity board failed this time.

Joann Malone, S.L., D.C. Nine

by carolyn connelly

"I'm very proud to be an alumnus of Webster. I feel it helped to give me the kind of critical evaluation to take a step like this . . . to criticize the government. Also it gave me a type of spirit of adventure and risk taking that's necessary to take a stand for a human society against a dehumanizing society . . . I'm very proud." So stated Sister Joann Malone, S.L., graduate of Webster College, teacher at Nerinx Hall, and member of the D.C. Nine, after a press conference with the members of the St. Louis media, April 8.

She spoke not only about Webster, but of the educational system in America. "In one sense as our action is directed against the channelling system of the military-industrial complex . . . (it is) also opposed to the type of channelling in education that forms minds and lives for the purposes of profit and death-dealing." She continued that students must decide whether they are being educated just to fit into a slot in the industry of our society.

Earlier in the morning the press conference was held, preceded by a session of filmed interviews and pictures. Most of the questions centered around specific facts rather than ideas.

Sister Joann had received many supportive and congratulatory telegrams, including one from her Superior General, Sister Mary Luke Tobin; and also from her regional superior, Sister Maureen Sanders. Also some letters from her students at Nerinx Hall got through to her at the jail in D.C. They were supportive and she felt that the students did understand the issues involved at least to a degree. Supportive letters also had been received from some of the students' parents, alalhough these were few.

The report published in a St. Louis newspaper stating that she had been suspended from teaching was erroneous. She is still on the faculty at Nerinx, and resumes teaching on Wednesday, April 9. The members of the D.C. Nine are free on bond until they are indicted. The preliminary

(Continued on Page 3)

the WEB

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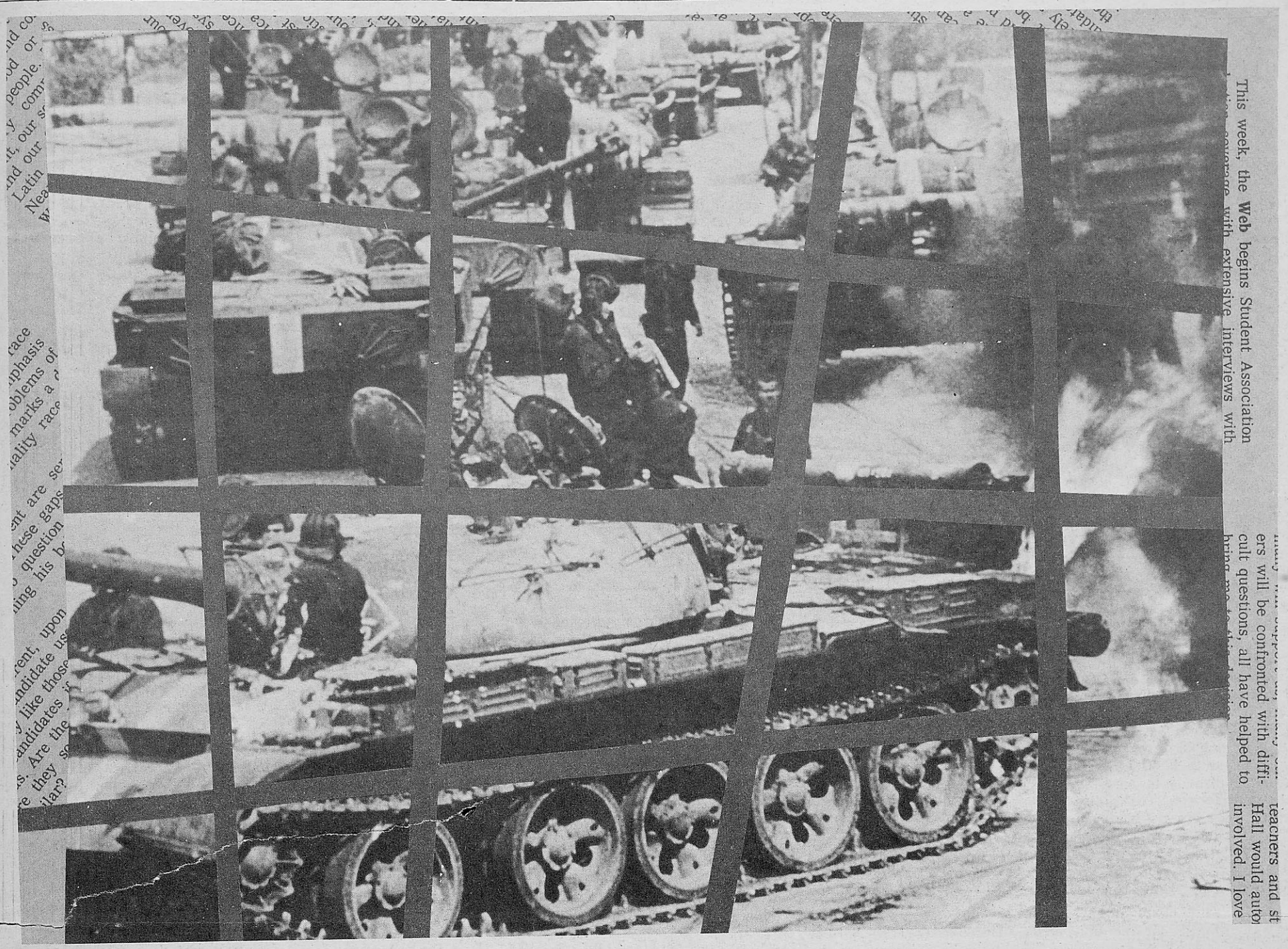
founded october 3, 1924



This week, the **Web** begins Student Association ... coverage with extensive interviews with ... teacners and st... ers will be confronted with diffi- Hall would auto... cult questions, all have helped to involved. I love ...

Two films based on events whose repercussions are still being felt throughout the world will be shown at Loretto-Hilton Center Friday, Saturday, and Sunday, April 18, 19, and 20 at 7 and 9:30 p.m.

Released through The Kinetic Art (a division of Universal Education and Visual Arts), they are "Prague: The Summer of Tanks" and "The Paris Student Revolution."

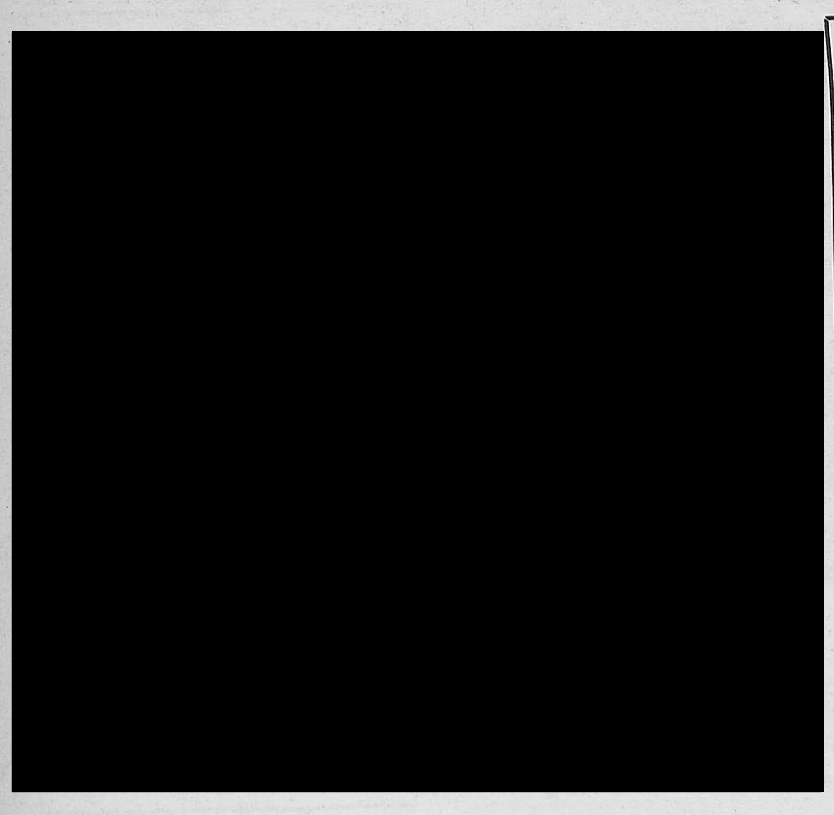
Comprised of moving, in-depth studies of two of the most important events in Europe in this decade, these documentaries were smuggled to neighboring countries and forwarded here for release to American audiences.

"Prague: The Summer of Tanks" deals with the Russian invasion of Czechoslovakia last August. From the midnight landings of Russian planes at Prague Airport through the shocking events which followed, the camera explores the real drama of the crisis. Filmed by experienced Czech cameramen who must remain anonymous, the film is an accurate and moving 45-minute chronicle of an oppressed people bravely standing by their hope for the future while living with the terror of the present.

Four French cinema students collaborated to produce the 55-minute film of the Paris student revolt. Banned in France, the film documents strides the students made, as well as their setbacks, during the four months they fought for university reforms.

The Prague/Paris program is the second production from The Kinetic Art to be presented in St. Louis. Last November a series of three programs of short art films were screened at Loretto-Hilton Center and proved popular with St. Louis audiences.

Tickets for the Prague/Paris films are $1.00 for students and $1.50 for non-students, and are available at the door.



The Resident Association will have a meeting on Tuesday, April 15, 1:00 p.m. in the Oregon Room. The agenda will include: 1) Discussion on the tenant - landlord resident plan for living next year; 2) men's dorms and Resident Association; 3) budget; 4) election of Student Association representative; 5) election procedures for officers and wing representatives. Ideas will be most welcome.

Target: corporations

(Continued from Page 2)

trial was held April 2, when the charges of second degree burglary and destruction of property were presented.

At this point in the press conference, Sister Joann changed the direction of the questions by stating that if the reporters didn't mind, she was much more interested in talking about the issues. The actions of the D.C. Nine were meant to be a dramatic pointing up of what takes place in corporations. People do not usually associate their business with death. However, big business controls lives, and places profit above huhan life. In regard to Dow, they are committing crimes against humanity, as the chief producers of napalm, nerve gas and defoliant. Dow is controlling for its own good, rather than the good of the country. For example Dow cooperated with a Nazi Chemical Company during the 2nd World War. Yet now, they have published statements denying responsibility of producing war materials. The D.C. Nine have published an open letter to the corporations of America, stating their charges against them. Yet very few people have been able to read this, as the news media concerns itself, basically with the actions, rather than the motives.

The Saint Louis Resistance Community affirmed its oneness with the D.C. Nine in saying "No" to Death and "Yes" to human life. They have also released a statement condemning the corporations of St. Louis, such as the McDonnell - Douglas Corporation, which cooperate in the making of war materials, or in the exploitation of the people of Latin America.

An open letter was also sent to the bishops of the U.S. from the D.C. Nine, asking for support not for themselves but for the issues, begging "In the name of Christ, to Lead His people," and to separate their ties with big business and government.

The very real possibility of actually going to jail was brought up towards the end of the conference. Sister Joann stated: "We (the D.C. Nine) realize this, we don't choose it, yet we realize it as a part of a system which values property over human life."

Also the files which were thrown out of the window at Dow included very incriminating letters concerning Dow's connection in such things as the politics in Korea, and various political campaigns. These were picked up and read by people on the streets of Washington.

I cannot say what effect these letters had on these people or what effect the entire press conference had on the reporters. However, I am one person who left there very impressed, and with a few answers to some of the questions in my own mind.

Admission changes

During the Tuesday, April 1 meeting of the Representative Council suggestions were presented for changes in the admission requirements. These suggestions were submitted for consideration to the Admissions Committee by Mr. Michael Murphy, Director of admissions.

The present requirements for admission reads as follows:

Requirements: To help to determine a high school graduate's readiness to undertake an academic program at Webster College, the Committee on Admissions requires that each applicant for admission to the freshman class complete a minimum of sixteen units in a secondary school. Minimum units required are:

English ----------4 units
History and/or Social Studies ----------2 units
Foreign Language ----------2 units
Science (Lab.) ----------1 unit
Mathematics ----------2 units

One additional unit is chosen from the above fields and four units are chosen from courses which the secondary school certifies as counting for graduation.

Recommendations which were proposed are as follows:

1. The Committee does believe that a high school program including four units of English is a desireable prelude to entering a liberal arts college. The ability to present ideas clearly is necessary in all academic disciplines and depends to a great extent on verbal competence.
2. At least eight units should be taken from among the following fields:
   - History/ Social Science
   - Foreign Language
   - Science
   - Mathematics
3. The four units remaining to make up a total of sixteen may be chosen from courses which the secondary school certifies as counting toward graduation.

An open meeting re: this same proposal will be held on Monday, April 14, 2:00 p.m., place to be announced.

Calkins-Davies

(Continued from Page 1)

dent input into the committees.

We propose the seating of two voting students on the tenure policy committee. And that with each tenure case there be two non-voting students to ensure the use of the student opinions through the questionaires presently being developed by the Teaching and Learning Committee.

We would like to see the expansion of the Curriculum Committee to three faculty and three students. We feel that students have a vested interest in the development of curriculum especially the core curriculum of each department.

We support the present policy of Student Association which believes that students have a right and therefore should be able to judge the effectiveness of a course with regards to their total education, and this information should be welcomed by the institution in helping to judge adequately the value of present course offerings as well as provide the instructor with constructive thought about content and presentation.

Mademoiselle board named

Nardi Hobler, Mal Nees, and Terry Preston have been selected to represent Webster College on the **Mademoiselle** College Board. Members of the College Board report regularly to **Mademoiselle** on the events at their colleges. Each student of the College Board is also eligible to compete for one of twenty Guest Editorships of the August issue.

Biggie-McDermott

(Continued from Page 1)

demic and non-academic issues. Students should force SA into taking realistic stands and actions on these issues.

Perhaps what this letter turns out to be is a plea for more interaction between the representative body and students. It is a dual interchange of responsibilities—an interchange which past years have made impossible and now an interchange which for many students is undesirable. It was to change this attitude, if possible, that we chose to run, to say what we thought needed to be heard. We hope our short candidacy put some added impetus into elections.

Jim and I respectfully withdraw our nomination. We apologize to the students, and especially to those who would adamantly call us deceptive.

Carm Biggie
Jim McDermott

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WHAT HAD BEEN A SPRINGTIME OF HOPE BECAME...

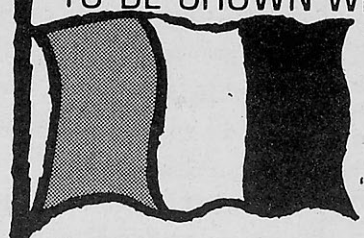
PRAGUE: THE SUMMER OF TANKS



WAS THE TERROR OF ARMOR AND GUNS ENOUGH TO KILL THE PEOPLE'S WILL TO FREEDOM?

Filmed by photographers who remain anonymous ...banned in the countries where they were made.

TO BE SHOWN WITH...



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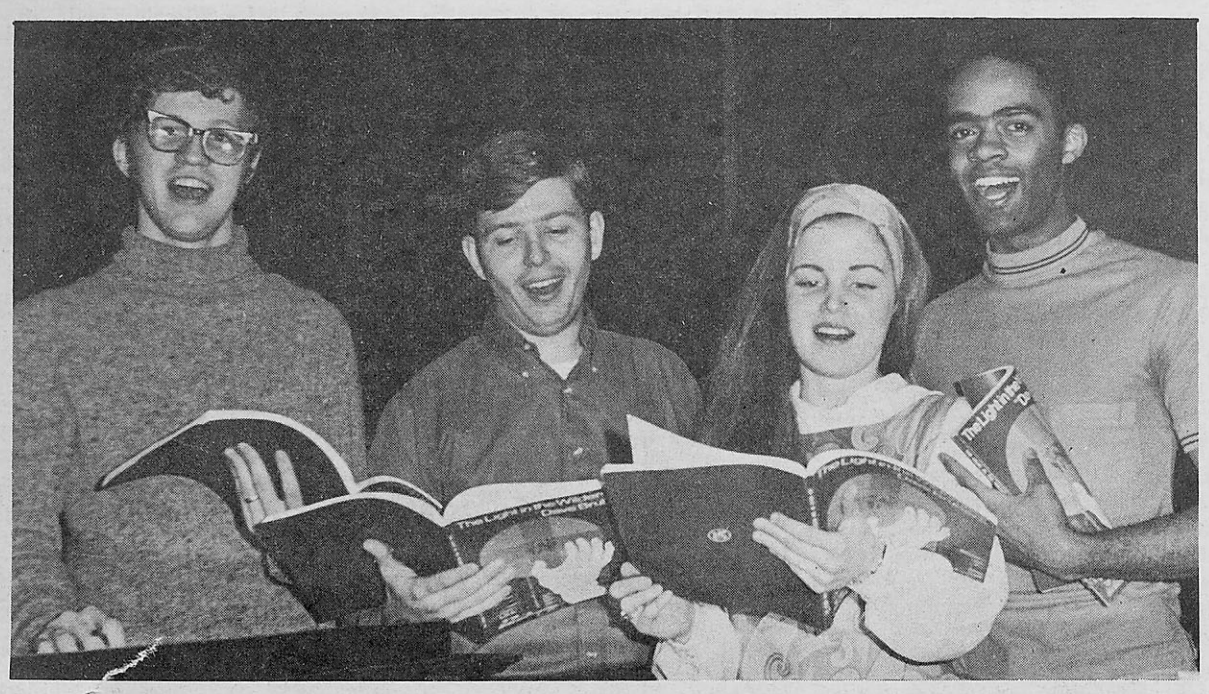

Members of the chorus rehearsing for the Dave Brubeck "Light in the Wilderness" oratorio include (left to right) Michael Calkins, Ira Williams (Eden), Peggy Early and Cornel Ritchie. Charles Heaton, choral director of Eden Seminary, is conducting the joint performance by Eden and Webster students. The midwest premiere of the oratorio will be presented Friday, April 25, at 8 p.m. in the Loretto-Hilton Center.

Eden-Webster presents Brubeck

The midwest premiere of Dave Brubeck's oratorio, "Light in the Wilderness," will be given at the Loretto-Hilton Center at Webster College Friday, April 25, at 8 p.m. The performance is jointly sponsored by the music departments of Eden Seminary and Webster College.

"Light in the Wilderness" is the well-known jazz musician's first large scale composition on a religious theme. Of the oratorio Brubeck says, "It is simply one man's attempt to distill in his own thought and to express in his own way the essence of Jesus' teaching."

A combined chorus of Webster and Eden students will be conducted by Dr. Charles Heaton, choral director at Eden Seminary and minister of music at Second Presbyterian Church in St. Louis. Baritones Dwight Jack and James Lynch of Webster's music department will be the soloists. Paul Laubengayer, a Webster student, will be the organist. The performance will also feature the Improvisitory Combo, a musical group composed of Dan Wintermantel, Jim Zucker, Doug McKelvy and Fred Stark, also students at Webster. The use of percussion, bass and piano by the combo is an attempt to catch the spirit of Brubeck's original version of the oratorio.

A slide, film and light presentation, designed by William Irving of the Webster faculty and Miss Rosemary Nilges, Webster student, will accompany the performance.

The program takes the place of the annual spring concert by the Eden Seminary choir and is the initial event in Webster's Alumni Weekend '69. The public is cordially invited. There is no admission charge but a free will offering will be received at the door.

Admission change proposed

On Monday, April 14, an open meeting of the Academic Standards and Admissions Committees was held. Discussion was conducted on Mr. Michael Murphy's recommendation for changes in the present requirements for admission to Webster College.

Initial decision to change requirements was brought about to bring more applicants to Webster College. Mr. Bill Irving stated that a school "must get applicants to be able to choose quality students. With the present requirements," Mr. Irving continued, "how many applicants aren't we going to get because the catalog states the requirements so rigidly?"

As the meeting progressed three recommendations were being considered.

1. A system of strict requirements similar to those now stated in the catalog;

2. Mr. Murphy's recommendation as was stated in the April 11 issue of the **Web,** which would in effect require only four units of English, eight hours of academic courses and the four remaining hours could be of any nature chosen from any other course which is accepted for graduation from a secondary school;

3. A proposal submitted by Miss Julie Robbin which reads as follows:

Preference will be given to students who graduate from an accredited high school or preparatory school with a minimum fifteen units of credit, selected from the subjects as below. Following is not a rigid pattern, but suggests a desirable distribution:

English	4 units
History and/or Social Studies	2 units
Foreign Language (one language)	2 units
Science (laboratory)	1 unit
Mathematics (college preparatory	2 units

One additional unit is chosen from the above fields and four units are chosen from courses which the secondary school certifies as counting towards graduation. Students whose secondary school program does not follow the above pattern will be given careful consideration if there is evidence of intellectual ability and seriousness of purpose.

The meeting was adjourned with recommendations to be sent back to the committee for further development.

Miss Robin presented at the April 16 meeting of SA her proposal and moved that it be accepted for suggestion to the Admission Committee for further consideration. The body approved the proposal by a majority vote of 12-1.

Perner named

Walter Perner Jr. has been named managing director of the Repertory Theatre at the Loretto-Hilton Center. The announcement was made April 15. Mr. Perner was administrative director of the Repertory Theatre during the past year.

Formerly managing director of Pennsylvania's State Theatre, Bucks County Playhouse, Mr. Perner has produced there 29 shows, including a 1965 production of Brendan Behan's "The Hostage" which starred Julie Harris, a 1966 production of James Goldman's "The Lion in Winter," with George C. Scott and Colleen Dewhurst, and five premieres, two of which went on to Broadway.

Open Schedule

The Repertory Theatre also announced that next season the professional company will perform in an open schedule rather than the past familiar rotating schedule. Each of six productions of the Repertory Theatre will preview, open, run, and close, to be succeeded by other productions on the season's bill.

During open weeks which have been allowed between productions of the repertory company, special outside attractions will be booked into the center in a "Special Events" series. Up to ten "Special Events" are expected to be booked for the coming season.

Mr. Perner stated in his announcement, "We are convinced that while the rotating schedule is important for a festival situation in which tourists form a significant part of the theatre's audience, it is not relevant to our

(Continued on Page 4)

Throdahl meets with faculty; search guidelines set

Faculty members of the presidential search committee, Thomas Bikson, Robert Corbett, and Peter Sargent, met with Monte Throdahl, member of the Board of Trustees and chairman of the search committee, April 9.

Student members of the search committee, Michael Calkins, Denise Ford, and Katie Gruenheck, were not invited to the meeting. It appears that there was some misunderstanding concerning their inclusion in all meetings. After the meeting, Mr. Throdahl stated that he had primarily wanted to meet the faculty members of the committee at this first meeting and that students would be invited to the next meeting.

Other board members on the search committee are Dr. Alvin Eurich, Mrs. Philip Hart and Mr. Patrick Crowley. They were not present at the meeting.

The faculty members of the search committee reported on the meeting with Mr. Throdahl in a communique to the members of the Faculty Constituent Assembly and the students on the search committee:

"This was a preliminary meeting called by Mr. Throdahl to assess the faculty view concerning the presidency. The following issues were discussed:

"1. The faculty resolution of April 1 was presented and received favorably for the most part. It was agreed that setting specific apriori characteristics was fruitless. Other than some obvious prerequisites, the type of person remains open.

"2. The FSC (Faculty Search Committee) presented and gained approval of a search strategy. Major points included:

i) A general search for names of people who might be both interested and suited for the presidency.

ii) A preliminary screening, assigning priorities to the list and developing a criterion of selection.

iii) On location research of top priority candidates.

iv) Visits to Webster by prospective candidates.

v) Actual selection by the board —not the search committee.

"3. Presently lists are being acquired by various board members. The FSC will add their own names acquired from various organizations and the faculty at large. (See below-8).

"4. No intra college move is being considered; our suggestion that we search for a national figure was favorably received.

"5. Mr. Throdahl made the following projections: he sees stage three (above) beginning this month and continuing through May and June; actual selection by September, 1969.

"6. Salary for the position remains open for negotiation. No range has been set. Actual negotiations will be handled by Mr. Zimmerman. It was agreed that this aspect of the selection fell outside of search procedures. (Are there any objections?)

"7. Students were not present at the meeting. It was agreed that the students serving as ex-officio members of the committee will take an active role in all subsequent search activities.

"8. Our next meeting will consist of preliminary screenings and priority designations. Any faculty or administrator desiring to submit names should do so as soon as possible. Some background information should be included."

Editorial:

Positive/negative

"Think about what S.A. is . . . or is not . . . but do it this week." Signs to this effect, like rather pretentious spring flowers, have blossomed on campus. Not being opposed to thinking, and being rather open to suggestions, we have thought.

It should be stated that Student Association has not been totally dormant during the year. Executive Council has spent considerable time interviewing and selecting committee and council members, a more difficult and important task than it might first appear. It has finally approved a workable constitution which should ensure a degree of continuity in the organization. It has hammered out a student affairs section for the college handbook. It has funded organizations and the three campus publications, and sponsored the Kinetic Arts series.

The achievements of Student Association are open to criticism. For example, it could have funded organizations more wisely. It could have made course and teacher evaluations a reality instead of allowing them to fail. These criticisms are positive. They refer to specific problems to be tackled next year. They assume that these problems can, and will, be solved.

A more negative type of criticism has also been voiced: Student Association is meaningless. Student Association doesn't listen to its members. Student Association does nothing. Why Student Association?

The main problem with such criticism is that it wastes valuable energy, energy that could be spent in effecting a positive transformation of the organization. Presumably this type of criticism is calculated to provoke positive efforts by the organization. Too often it has the opposite effect. It is rather like being told continually that you are a bad and ugly child. After a while you believe it!

The executive officers that will be elected today have pledged to direct the Student Association to the needs of the students. They want to serve. Negative criticism they do not need. Positive criticism and suggestions for improvement they do need.

pat eickman

the WEB

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founded october 3, 1924

[redacted]

non-violent radicalism

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Hot house

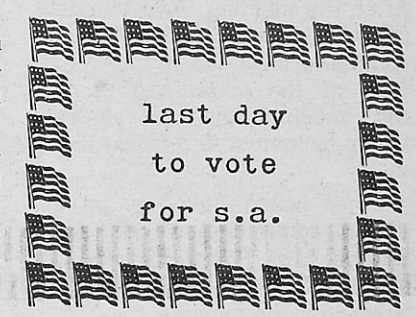
At 8:45 p.m., Friday, April 11, over 100 people of the Webster Groves and Webster College communities witnessed a three-alarm fire at 8304 Big Bend. The scene was the VAULT house. The three occupants, Webster College students, Steve Best, James Logan, and Chuck Burns, were not home at the time of the fire.

An unofficial report states that the electrical wiring of the house caught fire. The second story of the house was completely destroyed.

The official report has not been received by the college. The students rented the house from Webster College.

Mr. Hiers was quoted as saying, "All I can tell you now is the house is not livable."

When the official report has been received, a complete report will be published.



Letters to the Editor

To the editor:

One line in the latest Communique from the president points out a problem which I have been personally aware of for some time and feel the student body should give some consideration to. The Communique states that the plans for the future of the Repertory Theater have been formulated by "representatives of the Board of Directors, the advisory board of the theater, college and theater administrators, and faculty." Obviously there was no student input into the future plans of the theater.

I feel that if the Repertory Theater is to truly be part of the educational plan of Webster, it is time or the concept of participatory democracy to be included in the formation of plans for the future of the theater.

If students are considered capable to be part of the committee to search for the next president, they must be considered capable to help, in some way, form the plans of the Repertory Theater. Also, as long as the college supports the Repertory Theater financially students have, I feel, a right to assist in the formation of its future.

J. Kevin Hanlon

Dear Editor:

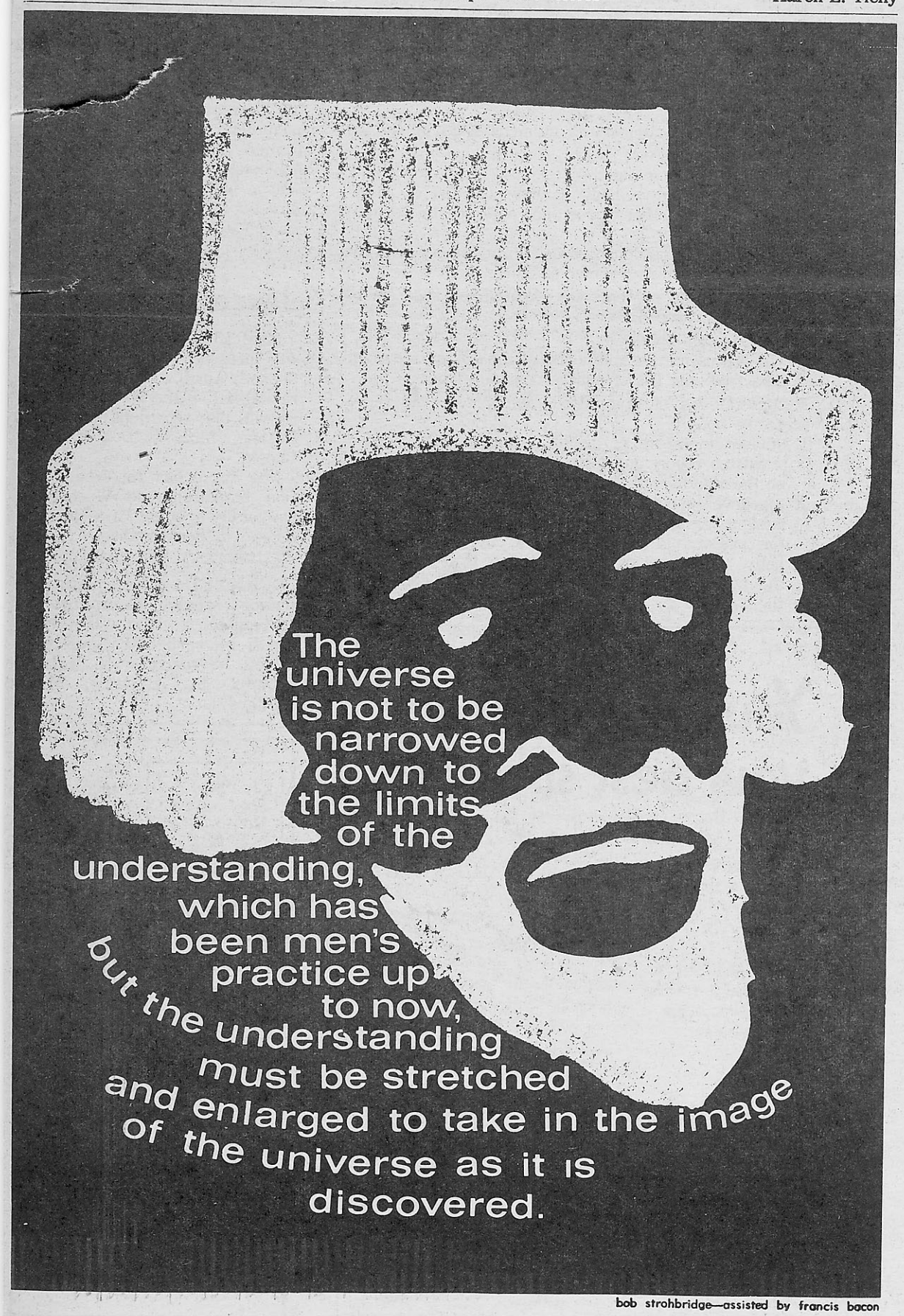
Crisis situations demand drastic actions—to confront us with the gravity of the situation, and to effectively remedy the situation. The squandering of men's lives, the burning of children, the enslavement of people in poverty, in short, destroying instead of building or even just preserving —these are crisis situations.

Perhaps you and I do not actively destroy, but nevertheless we destroy by complacency and ignorance. Perhaps these crises are far removed from our comfortable lives, but what is at stake is the future of mankind, which is our future.

When some one challenges us to right our wrongs, to cease our destruction and renew our building, that person is made to pay a great price, because the crises become personal and we become uncomfortable. The real crime is to ignore the challenge and to silence or obscure the message.

Joann Malone did not act for her own interests. She acted for us to challenge us all to look at what we have done and to resolve to end destruction. The virtue most demanded by crisis situations is courage, and Joann Malone is courageous. Courage gives birth to hope, and hope is what we need to have the courage to accept the challenge. Thank you, Joann.

Karen L. Tichy



bob strohbridge—assisted by francis bacon

the completed Constitution

(editor's note: Following is the Constitution of Student Association and the newly-approved by-laws (voting completed, April 1, 1969). Any student may have a free copy upon request to the secretary of Student Association.)

CONSTITUTION OF THE STUDENT ASSOCIATION OF WEBSTER COLLEGE

Article I. NAME

This organization shall be known as the Student Association of Webster College.

Article II. PURPOSE

The purposes of this association shall be: (A) to organize the students of Webster College into a collective body and (B) to provide a structure through which students may elect the representative and executive bodies of their association.

Article III. MEMBERSHIP

Membership in this organization shall include the entire student constituent assembly, i.e. any person enrolled in one course at Webster College on the undergraduate level. Each student carrying twelve hours, ten of which must be at Webster, is entitled to voting privileges as a member of this association.

Article IV. ORGANIZATION

There shall be a representative body elected by the students to make policy decisions for the Student Association. Functionary duties shall be performed by an executive committee elected by the students.

Article V. PROPOSAL, RATIFICATION AND AMENDMENT OF THE CONSTITUTION

This constitution must be accepted by a two-thirds majority vote of the student representative body. The Constitution shall then be referred to a student referendum and shall become effective upon acceptance by a majority of those voting. The Constitution shall be amended by the recommendation of a two-thirds majority vote of the Association's representative body to refer it to the student constituent assembly. The amendment shall become effective upon acceptance by a majority of those voting.

Article VI. INTRODUCTION AND AMENDMENT OF BY-LAWS

New by-laws and amendments to existing by-laws must be proposed by a member of the Association's representative body or by a petition of ten per cent of the student constiteunt assembly. Notice of the proposed amendment must be given at the meeting prior to that on which the voting occurs. By-laws and amendments to by-laws shall become effective upon acceptance by a two-thirds majority vote of the representative body.

BY-LAWS OF THE CONSTITUTION OF THE STUDENT ASSOCIATION OF OF WEBSTER COLLEGE

I. MEETINGS

A. Meetings of the representative body of the Student Association may be called by the president or by petition of a quorum of the representative body.

B. Meetings shall be conducted according to **Robert's Rules of Order, Revised Edition,** if those rules do not conflict with the by-laws. A parliamentarian with non-voting status may be appointed by the president.

C. One-half plus one will be considered a quorum.

II. EXECUTIVE AND REPRESENTATIVE BODIES—STRUCTURE

A. There shall be a representative body known as the Student Representative Council. It shall consist of:

1. Four officers: President, Vice-President, Secretary and Treasurer, who shall constitute the Executive Committee of the Student Association;
2. One representative from each academic department.
3. One representative from the Senior Class, one representative from the Junior Class, two representatives from the Sophomore Class, and two representatives from the Freshman Class;
4. One representative of the day students, to be elected at large by the body of day students;
5. One representative of the resident students, to be elected at large by the body of resident students.

B. Any voting member of the student constituent assembly is eligible for election to the representative body.

C. Freshmen representatives must be elected prior to November first of each academic year. All elections of officers of Student Association and the representative body must be completed by April 20th of the academic year preceding their term of office. The Election Board will meet by September 15th and review the calendar and set the dates of election for that academic year. The new officers of Student Association and the Representative Body will take office one week following elections.

D. If any constituency entitled to representation refuses or

(Continued on Page 4)

SA constitution, by-laws . . . continued

neglects to elect a representative, it shall thereby lose its voting power on the representative body and must make formal application to that body in order to retain proper representation.

E. Each member of the representative body shall exercise one vote. The president shall exercise his vote only in the case of a tie.

F. Representatives must attend all meetings of the representative body. If, for a serious reason a member cannot attend a meeting, he shall appoint a proxy representative with voting power, from his own constituency, by a written notice to be presented to the Secretary. The name of the proxy shall be noted and entered in the minutes of the meeting. When a representative appoints a proxy to exercise his vote, he is responsible for acquainting his proxy adequately with the issues to be dealt with at that particular meeting.

G. If a member resigns or is removed from office, the representative body shall appoint a temporary member from the constituency until that constituency elects a new representative. For any position outside of the Executive Committee, the constituency should hold a new election within one month. New elections for Executive positions will be held only if the vacancy occurs during the first semester.

A representative can only be removed from office by a two-thirds vote of the whole body or by a two-thirds vote of his constituency and only after a formal complaint has been registered with the Executive Committee either by another member of the representative body or by a member of the proper constituency. The representative body can only remove a member for his failure to fulfill his duties as defined in Section F. The Executive Committee shall give one month's warning notice to the representative challenged and to his constituency before formal action is taken.

III. FUNCTIONS OF THE REPRESENTATIVE BODY

A. The primary responsibility of the representative body, in any situation, shall be to safeguard and promote the interests of the Student Association.

B. The representative body shall formulate the official student policy or official student position in any dealings with faculty and/or administration and in dealing with any individual or group outside of the college structure.

C. The students, through the representative body, have the right to exercise an active role in determining the academic structure and policy of the college, therefore, it shall be the responsibility of the representative body to initiate whatever action in this area may seem necessary either through the Academic Affairs Committees or independently.

D. The representative body as a whole shall be considered responsible for the effective operation of all Student Association standing committees and shall have the power and duty of removing members of these committees if they have failed to fulfill their duties.

E. The representative body shall have the responsibility of informing incoming students about the organizational structure of the Student Association.

F. Any student or group of students shall have the right to request that the representative body consider a particular proposal or take action upon a particular problem. Such an issue should be presented through the executive committee. If the executive committee fails to refer the issue to representative body, it may then be presented by a direct petition to that body.

IV. FUNCTIONS OF THE EXECUTIVE COMMITTEE

A. The committee shall meet prior to each meeting of the representative body to plan the agenda for these meetings.

B. The committee is responsible for making whatever preparations (reports, budgets, previous minutes, agenda, etc.) are necessary for the conduct of meetings.

C. The committee shall have the power to make functionary, non-policy decisions for the whole representative body.

D. The committee shall be responsible for planning meetings with the whole student constituent assembly when necessary, or with any constituent group within the assembly, or with faculty, administration or other groups outside the college structure.

E. The committee shall be responsible for the implementation of policy decisions made by the representative body.

V. STANDING COMMITTEES RESPONSIBLE TO THE REPRESENTATIVE BODY

A. The Election Board shall be selected by the representative body to propose procedures for elections to that body. Such procedures shall become effective upon approval by the representative body, thereby becoming standing rules. The Election Board should present election procedures to the representative body at least two weeks before an election is to take place. The Election Board shall preside over all Student Association elections at Webster College.

B. The Communications Committee shall consist of the Secretary of the Student Association and two other students chosen by the Secretary. This committee shall be responsible for effectively publicizing activities and decisions of the representative body and for informing students regarding issues to be dealt with by that body.

C. The Budget Committee shall consist of the President and Treasurer of the Student Association and any others appointed by the President. This committee shall present to the Representative body a proposal on the yearly allocation of funds to the student organizations by May 1 for the coming academic year. The representative body shall have the power to approve this proposal as well as to initiate or discontinue funding to any student organization. If the representative body decides to discontinue funding to any student organization, that organization must be notified before the end of that previous year. Any request for funding from a student organization, or a request for funding of a student activity, must be considered by the representative body.

VI. HANDBOOK COMMITTEES AND COUNCILS IN RELATION TO THE REPRESENTATIVE BODY

A. The selection of students to Councils shall be by the following procedure:
1. Students self-nominate;
2. The representative body narrows the list of candidates to X (number of positions open on the Council) plus the number 2.
3. The administrator chooses Council members from the list of candidates presented to him.

B. The selection of students for Committees shall be by the following procedure:
1. Students self-nominate:
2. The representative body chooses the Committee members from the list of nominations received.

C. Responsibilities of Committee members to the representative body:
1. Student members of each Committee shall present a written report quarterly to the representative body on the activities of that committee.
2. Whenever a committee is discussing a proposal, the student members of that committee are responsible for presenting the proposal to the representative body. The student representative body shall have the power to accept or reject the final decision of the committee.

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Rep theatre

(Continued from Page 1)

St. Louis situation. Although there are certainly many tourists in St. Louis, basically we aim to serve a resident audience and we believe that the appeal of seeing three plays in a single weekend is not especially relevant to this audience."

The new scheduling system permits guest artists to be engaged for limited periods of time. It also allows the resident company to fulfill their teaching duties in the college more easily.

Ides of March

Thornton Wilder's "The Ides of March," adapted for the stage by Jerome Kilty, will open October 16, as the first production of the 69-70 season of the Repertory Theatre.

This marks the first time in its four-season history that the Repertory Theatre will present the American premiere of a major new work by an internationally known writer.

The version of "The Ides of March" that will be staged by the Repertory Theatre has never been done before, and is, therefore, a world premiere. However, a different version of Kilty's adaptation was presented for a limited engagement on the London stage during the 1963-1964 season with Sir John Gielgud as director and star and Irene Worth as co-star.

Joyce recital

Patrick Joyce, piano major, will present his senior recital, Sunday, April 20, 8:00 p.m. in the recital hall of the Music Building. He will play selections from Bach-Busone, Mozart, Debussy and Chopin.

Mr. Joyce has received a tuition scholarship to Washington University to study for a Master's degree in performance.

WANTED: Film scripts or short stories. Company to produce a film. Material will be returned. Send to: Neil Senturia, 8 Little Lane, St. Louis, Mo., 63124.

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the WEB

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april 25, 1969
vol. xlvi, no. 25



Farewell address

At one point in every editor's life, he must retire. So, I'm retiring. Before I gasp my last gasp and lay down my pen forever, I'd like to write a few personal notes on my experience as editor and, more importantly, on the newspaper and its relationship to the college.

When I became editor last spring, the cry was, as usual, the lack of communication on campus. So the newspaper staff, after some discussion, planned a weekly newspaper to serve the increased needs of the college. To some extent, we have succeeded. We have found, simply, that in a weekly newspaper we can print twice as much news as formerly. This allows us to give more coverage to more events of interest to students. We have been hampered somewhat by the necessity of charging money for the newspaper but it is foreseeable that circulation will increase in the next few years.

Oliver Kirby Bovard, the great editor of the St. Louis **Post-Dispatch** at the beginning of the century, tried to make that paper a "people's university." Essentially, that meant that the newspaper should contain in its something informative and entertaining for almost everyone, and also act as a "public servant" in the best tradition.

That goal, scaled down to an appropriately miniscule size, is the goal of any campus newspaper worth its cafeteria salt. Sometimes we have failed. More often, we hope, we have succeeded. At any rate, the goal is one well worth trying for.

In many ways, the campus newspaper is, at least on this campus, the only organized semi-professional effort of students to educate other students. Newspaper editors receive strange mail: releases of the National Football Association, inter-office memos, occasional copies of the Congressional Record. They also talk to many people. From this menage of information they attempt to sort out what is important and to present it in readable fashion to their contemporaries. The staff members get a certain satisfaction and education from this process. We can only hope that our readers do also.

I have enjoyed this year as editor. I would like to thank publicly all of the staff members who have worked with me this year and helped to put out the paper through exams, sickness, and occasional bouts of cynicism and despair. The new editor, Anita Vitullo, and her staff appear to be the most exciting and promising the **Web** has ever had. The best of luck to them.

pat eickman

the WEB

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features	anita vitullo
photography	denise ford
business	mary petersen
circulation	dottie kinscherf

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circulation staff

maria burger, candi feck, mary fox, barb johnson, ellen patry

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founded october 3, 1924

editorial:

Academic freedom for residents

'A college can require a student to do anything as long as it isn't illegal," stated Thomas Conway, Dean of Students, at a recent Resident Association meeting.

That statement arose during a discussion of proposed residence contracts for dormitory students. It points out an important question which should be considered by both resident students and the administration. Does the college indeed have the right to require a student to do anything that is legal? More specifically, does the college have the right to require a student to live on campus?

Philosophically, we must answer "no." The business of a college is academic education and professional training. It should have no real interest in the housing and feeding of students. Yet, Webster College has dormitories, left over from yesteryear.

Practically then, can the college require students to live on campus? The answer must be a reluctant "yes." Empty dormitories would be a financial drain on the college. Students certainly would not benefit from that situation. Legally also, Webster, as a private institution protected by Missouri law, has the right to require students to live on campus.

However, in this "marriage of necessity" a certain fairness should apply. If residency is required for class registration, except in cases of financial need or emotional problems, this policy should be explained fully to all out-of-town students and applied consistently.

Exceptions to such a policy, however benign, can only appear as favoritism or injustice to those who did not have the temerity to request off-campus permission. If the college wishes to hold to its registration policies, off-campus permission cannot be granted arbitrarily.

It is also important that both sides of the conflict accept the principle that students cannot be expelled from classes for non-academic reasons. "Non-academic reasons" include expulsion from the dormitories. Violation of this principle would be a clear violation of student academic freedom. This is reiterated in the third draft of the college handbook in which it is stated that "in no cases shall a student be removed from the college for non-academic reasons."

In the discusions which will most certainly continue in this controversy, we urge the students and administrators to remember this vital principle of academic freedom.

pat eickman
peggy davies
anita vitullo

Residents discuss contracts

On Wednesday, April 23, at 7:30 p.m. Dean of Students Thomas Conway met with the Resident Association in the Oregon Room to discuss a draft of the contract concerning room agreements. Along with Dean Conway was Mr. William Wefel, an associate of Mr. Wayne Millsap, attorney and member of the Board of Trustees. Copies of the draft of the contract were handed out, and a discussion concerning the terms followed. One of the first questions raised concerned the fact that there was no mention of security (The contract states: The cost includes furnished room, linen service, and health services.) Mr. Wefel said security came under campus protection and did not need to be stated specifically in the contract.

Mr. Wefel stated that the contract would be to the student's advantage in that the student would know what he was getting into. Terms for cancellation would be clearly defined, and it would be a guarantee that he will have a room and the room will be maintained. The contract states that pillow, mattress pads and linen will be provided by the college. Furnishings are to be assumed.

Out-of-town students have no option to refuse the lease, and freshmen, sophomores and juniors (other than those in dire financial need, or with psychological problems) are required to live in the dorms. The question was then raised concerning breach of academic freedom, since if the student does not comply with the residence requirement, he cannot attend classes. This was stated to be a condition of the master condition made when a student registered and agreed to come to Webster College.

The agreement includes the entire academic year, which can be divided into two semesters. ("The student agrees to rent living space at the rate of $320 per semester for two semesters.") Cancellation provisions include that if a student withdraws after the beginning of a semester with the approval of the Dean for serious personal reasons, he must only pay for the time he has lived there. A serious personal reason does not include transfer to another school, unless for financial reasons. If a student is drafted and notifies the school by August 1, his $100 deposit will be returned after August 1. If the room can be leased to another student he will also get his money back. The same condition applies to a student planning marriage with the alteration to June 1 instead of August 1.

Guarantees to prevent unprovoked eviction as occurred on Fourth Floor Administration Building were asked to be included in the contract. Also a clear cut statement concerning academic freedom from the administration has been requested. The Resident Association was reminded that this was just a draft and other conditions could be met.

New directions

We would like to thank all those students who gave us their support in the recent Student Association election. Those who voted expressed true faith in S.A. Those who voted for us expressed faith in our platform and ability. We hope to meet that faith with real programs and with an honest effort to insure student input and independence within the institution.

In our platform we stressed the importance of establishing a student co-operative bus service. Realizing the significance of having students create services like the co-op to fit their needs, we have called a meeting of all incoming seniors, male students and anyone who is interested in living off campus next year.

The meeting to discuss the establishment of the co-op will be held on Tuesday, April 29 at 1:00 p.m. in Maria Lounge.

Because the bus service will be on a co-operative basis its formation depends entirely on the response of the student body. Unless a representation of students attend this meeting it would be impossible to accurately judge the necessity for the co-op.

The co-op idea was proposed to create a greater availability in off campus housing in light of the increase in the number of male students and the large numbers of seniors who will be moving off campus.

We feel the direction is important. Webster College as an institution is responsible for providing an atmosphere which is advantageous to intellectual growth and stimulation. Students must begin to be responsible for the creation of services which would fit their personal needs.

We also feel this meeting has many implications in setting precedents. Student Association can't afford to become an ivory tower entity—it must constantly reach out, find where student needs are and attempt to answer them. But it takes more than a handful of people discovering where students are and what they felt to be important. We ask for the help of the students themselves. There is much that we can do and much that we want to do. This effort calls for trust, it calls for honest communication. Success will lie in our faith and in our ability to risk and decide, to experience and learn.

Michael Calkins
president, S.A.
Peggy Davies
vice-president, S.A.

an interview with J.G.



(Ed. note: The following interview with President Grennan was conducted by editors Pat Eickman, Peg Davies, and Anita Vitullo, April 15.)

P. I'd like to start off with a general question. Since you've been with the college for quite some time . . .

J. Yes, ten years the first of June . . .

P. . . . now looking at Webster what are several possible directions? I know from previous conversations that you don't like to think of one direction and have the future mapped out, but what are some possible ways you think we may or could go?

J. Well, I would think first in terms of patterns that I think have formed and that are dominant and emerging, and therefore will be staid in some fashion. One of them, I think, is undoubtedly the strong thrust in experimental learning, you know, in the clinical experience — the whole thing that is represented by people being involved in political campaigns and hospital work and the urban action programs and the graphic arts departments, theatre — tha. whole business of being involved in a real experience somewhere in conceptualization, either running with it or following it, in the theoretical one. I think that that's a dominant pattern.

It's not the only way to educate. We have often been mistaken in that some of us believe in remaking the wheel, the notion that we have to do everything. You can't learn about everything. That's nonsense.

But I think that more and more here a characteristic of the college, a kind of belief that people have to experience and know real things from which they make conceptual patterns to understand what a conceptual pattern is.

Then you can read about all kinds of other peoples' conceptual patterns either historically or in contemporary living. You accept them as conceptual patterns but they're manmade; they just weren't made by you. They're still manmade by somebody else and always subject therefore to modifications. I think that's dominant and I think it's an important one. I see it as one of the cries of the country today. The overworked word relevance, which I have almost tried to strip from my vocabulary, because I think it's become overworked in general, came to the fore because everyone was crying in the academic world for that kind of relevance. I think that's one place that Webster is in the foreground, you know, I think it's way ahead on the relative scale, that's all. It doesn't mean that we've got enough of it or that it's all right. But I think that anyone who knows this institution and the spectrum of institutions, we would tend to rate high on that level.

P. What does this mean practically, like extended opportunities and sabbaticals, work/study programs . . .

J. Right, way more. There's been some discussion about it. We discussed it at the President's Council. It's been brought in many small groups that I've been brought to that we might be ready to try something like this in business administration. Now that sounds wild at first, you know, but a number of people have talked about it. The placement office has discovered this kind of need; the admissions office is interested. A number of students, and the placement people discover it from student interviews. There are a number of students who are interested in many kinds of majors but they are really interested in how you could hook into the world of business. Now most of the people that we have asked for advice say that business administration as a course would be idiocy. And I'm delighted to hear that.

But the kind of lifestyle that has emerged here would give us a real crack at letting kids with all different kinds of majors, you know — mathematics or English or social science or whatever it might be, that they might do a practicum or a sabbatical in the world of business.

(Continued on Page 4)

"We don't espouse the notion of a self contain

(Continued from Page 3)

Mr. Zimmerman is intrigued with the idea of merchandizing. I've talked now in New York informally to four men who are very interested in meeting some of our people either this spring or next fall on just this kind of idea. One is the president of Solmore Computer Company, another is the president of Dansk, Inc., the people who make that beautiful Norwegian tableware, one is a vice-president of one of the biggest public relations firms in New York City who, himself, has the New York **Times** account and the fourth one is a very successful stock broker who is a friend of Mr. Murphy, the Admissions Director, who has really made it in the stock market but is of the new rare breed — a guy who is interested in all the social movements and very, I don't want to say liberal anymore because I don't know what that means, but very cut-through, futuristic thinking kind of guy. They're all in their thirties, maybe one is just past forty, but I know three of them are in their thirties.

They're intrigued with meeting as a group, you know, with some of our people just to blue sky the possibilities of how you would create clinical experiences for as much as a semester. And all of them respond to this kind of idea. Fight a degree in business administration; that's not the way it's going to happen anymore.

But I bring it up because it's the thing that's being talked about. Now it's not at the stage of anyone recommending it to committee. It's the best way, I think, things get started at Webster. I don't even know where it started; I'm not quite sure. I got pulled into it first with an informal discussion with placement people.

P. So sidewalk diplomacy is not dead.

J. No, sidewalk brainstorming is not dead.

And I would never want sidewalk brainstorming to be dead. It's the diplomacy where someone wants a definitive answer in the hall that I think has to be dead.

There's a difference between the wide open free discussion and the procedural one at which it gets incorporated into the system. And I think it's the second that we're getting very much better at though some people see that as locking up the system. I don't see it as that at all. You know that we can learn to combine the two styles and really make the first one pay off. I think the first one had to be around long enough for people to realize what it was before you learn. That's part of the experimental learning, to turn it into the procedural pattern, when it gets that far.

It's always got dangers in it. The minute everybody hears it being talked about you get into those games we play so often about it being "already decided." Like conversation already decides something.

P. Can I ask you a particular question about VAULT?

J. Excuse me but that's just one trend. But I'm much better at trying to say "a" trend. I think obviously the other trends that we've talked about move away from the total campus community but that one is so obvious at this point and I think it has general consensus.

We don't, at all, as a community espouse the notion of a self-contained community as being a college of the future.

And there's all kinds of things being explored.

Mr. Conway is now talking with the Residence people about a co-op bus service that might run to particular housing areas that are cheaper. But again all of this has to be explored and explored. The board is totally behind this kind of idea. They've just begun to look at our properties in the area, just initiated work at this point, to see if you couldn't get a private enterprise to come in and lease some of this land from us, with the conditions of the lease agreements for the kinds of things put there. So that one of the things you would be getting off the lease besides money would be the servicing of something the college community would like to have but that wasn't just for the college community. You know, Krogers is for the college community; we're darn glad it's within walking distance. Well, we'd like to have two or three small eating places in the next two or three years near the college community but not owned by the college community, not administered by the college community.

But the college community still in this kind of period has to play a role in making that possible. Because the old patterns are that you have a college bookstore, or that the kids have to take a bus to one. In breaking that pattern the college has to play a role to get out the role.

And I think those are the trends that we're working for.

So many of them have been started. The changed credit hour tuition a few years ago was decided to give students a lot more freedom on getting part of their education somewhere else which was a total innovation. The other notion used to be try to keep them there because you believed your education was a package. Well those are just taken for granted at this point. And I think they are things that are becoming national trends.

P. Especially credit hour tuition . . .

J. Right. And I think all of those things are trends of the college, the variety of the college community. Ten years ago it was still strongly girls roughly in the age category of seventeen to twenty-two. You can no more define that; the core thing I think is here and it's just a matter of how fast things can be equalized. The freshman class is very encouraging. There are thirty-five residence boys, I think, who want some kind of residence in the area and not all limited to fine arts. And the age range, the kinds of people range, the religious one is almost lost in the general pluralism at this point.

P. Getting back to VAULT, can I ask you a question about whether they're planning to expand and how it is working out?

J. They're not planning to expand in numbers; they're going to take in a group the same size as last year's group. But they're not going to expand the base. Do you understand the distinction I'm making?

They are going to expand the field from which they come. It's not going to be limited to veterans. It's felt now that the veterans model was "a" model of going in and getting in group — a group who didn't have conventional admissions standards or readinesses or incentatives, a group who could play a role, a dominant role, in the urban problem of the next decade.

The whole purpose of VAULT was to create primarily a set of, what we continue to call, hooker and screener courses, ones that would catch the motivation, ones that would motivate a certain kind of beginning student as conventional freshman courses have traditionally failed to do — not with all the students but particularly with one group of students.

And also a set of courses and a way of administering them that would substitute for the conventional entrance examination. I think that everyone is convinced now that the College Board Examination is a valid instrument for a whole spectrum of students but much more for students who have been conventionally educated in conventional programs and educated to conventional tests. They know how to take them.

Now as you move into the inner city population and dominantly the black population but not totally that, the testing program just won't let them in. The courses were meant then to be a way of faculty people associated with the college who can make some kind of judgment about whether these kids can survive, of the making of screening in a kind of preamble, a preview if you will, of the college experience and also of deliberately creating the kinds of courses where the content not the level, not watering down, but the content of that which would be taught would be enough to "hook" them.

Now that's the essence of the program and there's a conviction that it is valid for a spectrum of students whether or not they have been in the army and no matter what their age range. We've already got the age range; we've got everything from the twenty-one year old to Sarge Patterson. So that, I think, has already been proved in the model. The second thing is that it is now thought that we would be much better to do this with local St. Louis students, with students who are already rooted in the St. Louis area rather than uprooting them from somewhere else. We think some of the traumas that were caused on the housing situation and all kinds of other things is that simply you are biting off more than you can chew in the beginning. And that we would be much better off to start with students who are living here.

Now what we are going to do in the spring term is run a series of night courses and instead of using the experience on the base and taking everybody there, they're going to run that same kind of a model, but you can get this much more accurately from other people than from me, and you should, it's just that we would be aware of it and backing the trend. But they are going to use evening courses as the hooker and screener, again not psychically committing them to failure if they don't make it, you know, using it in this way.

The other thing that has developed out of the program and I think it is consistent with the style of Webster College, that you learn from experience, and that is because we used some very good people from the junior college, borrowed them to teach, Adam Casmir and the head of the humanities department. They have been very successful in the VAULT program and very interested in it. There is now ready to operate a kind of creative merger and again this comes out of our evolution, where the beginning students would be taking part of their courses here and part at the junior college. For there is two good reasons. First, the junior college is much stronger at any kind of remedial work and they've got the technology to do it, they're geared that way and for the individual student who needs these sorts of things that's a very liberal fare.

We are much stronger in our flexibilty to create the urban action, action learning, individual programming.

Both schools recognize the strength of the other. So you'd think that taking the Webster College model, of the college "being" and the advising services and the registrar's office being the integrating center but not the limits of a student's experience, that you can put him here and let him use anything in another kind of institution. And the single reason quite obviously is the money one. Wherever we can get a course taught by the same person on the junior college budget at $15 an hour in the model we're

ed community as being a college of the future"

going to do it because everytime we don't do it we have to raise the financial aid and taxes are backing that.

And I see this as an emerging pattern for all of higher education. I personally think that the time is here when colleges like this ought to be beginning to explore creative ways, institutionally, of co-ordinating systems with public institutions — not to be submerged by them.

Again, I think it's that business. All that was possible before was the city university that couldn't make it became part of the state system, like the University of Buffalo became Suny at Buffalo.

I would like to see a lot of things like this emerge in higher education so that you keep some of the freedom and creativity and just different authorship, authority system, in one. Alan Peiffer, the president of the Carnegie Corporation, gave a great speech about fourteen months ago in Minneapolis, in which he was arguing that the myth of the public/private sector and all we've got is mergers and we just have to make them much more creative.

So I think VAULT will essentially remain an instrument here, that program will remain an instrument for Webster College, learning to teach students who are not first taught in the beginning in conventional patterns.

And if you trace the history, almost everything is born that way. The teacher education program grew that way, the MAT program was started the first summer as an institute system for people all over the country. It was then recognized again that because these were in-service people, adults, not the kind that you move out of a community, then go to school for four years, then platoon out, that because of funding, you couldn't get five summers of funding and if they got used to being funded on one summer and then couldn't get funded the next you couldn't keep the program up. But also that you couldn't follow the teachers. That they were doing a much better job concentrating and doing the work in St. Louis for an in-service teacher because they could follow them, the teacher could come to the school at night, working in the school, being involved in the experience and conceptual all the time in the same pattern.

As I heard the VAULT people move in this direction it sounded like I was hearing the same thing again. And I'm not surprised at that; I think there are certain patterns that evolve and the material is there. But you'd never learn that if you didn't start somewhere. It's the difference between a great big conceptual plan that has figured out everything and then one wonders why it doesn't get any of it done, and one that slices out a little piece and does intensely a little piece with all of its frustrations.

And you know as well as I, if not in detail, the frustrations of the VAULT program. I'm not surprised at them. I think if you take one of these on that's what you take on. And any one who thinks that by wishing we knew how to do it we will all know how to do it is crazy. We have centuries to overcome.

P. If we could shift the emphasis to something that concerns us obviously, because Peggy is right here, toward student role as far as working at planning the college and in working it out. I guess I'm talking more in terms of organizational patterns rather than the individual initiative.

I think I can see signs for example in the search committee and in Mr. Throdalh's committee. But have you any thoughts about this?

J. I would be dishonest if I said to you I thought this was easy. I think it's the toughest nut to crack in all of higher education, for very practical reasons, not because people are afraid of student involvement. I think quite the contrary: I think that fear is now over. But because it's so darn hard logistically to get it done.

First of all ,the student population even in a small college like this is about 12 to one in ratio, just in sheer numbers, to the faculty population and about a hundred to one to the administration population. The students are carrying a full time load of going to school; I'm carrying a full time load of administration. You know, and I'm carrying ten years of learning, ten intense years of learning the hard way. Any one facet of it, economics, finance, public relations, academic protocol in the United States. You know, name it — and I still don't know very much, in fact I probably have less confidence in what I know than most students or that even I would have ten years ago. It's the old game of the more you know, the more you know about how little you know.

So you've got all these kinds of problems. We were just discussing with Mr. Zimmerman yesterday, what do you do if the search committee goes on this summer, what do you do about student members? Now you've got three faculty people all of whom are going to be in St. Louis this summer. One student protest would be to pay the kids to come here and be on the search committee. Now nobody does that; you don't full time search. It's a thing that you do along with everything else that you do. Mr. Throhdahl has one of the most important posts at Monsanto and kills himself with time to volunteer to work for this college. The faculty people are going to be in the same position.

Now we came pretty strongly to the position that if a student wants to play a role, if he's eligible to play a role on the search committee, if he wants to play a role on the search committee, it's up to him at that point. Either to find his way to stay in St. Louis if that's the role he wants to play or to find a way to get back on the review team. But it would be nonsensical to ask the college to fly him in.

At least that's where we landed yesterday, that it gets to be a phony, mock heroic world when you play it the other way.

P. Possibly Student Association should pay them to stay.

J. But those are other kinds of judgments. But I don't think they should pay them to stay and do just this. It isn't a full time job, that's phony, too. They might create a Student Association job or help him in a part time job. I don't know but it's illustrative of the dilemna.

It's illustrative of the dilemna that any student faces when he gets involved even with one aspect of the college because the amount of time to serve on one kind of committee if it's really going to do anything is incredible.

And you could turn the whole college into full time administrators who are administrating the administrators, you know. You really could; it's ludicrous.

Then I think the other dilemna that I see here and everyplace in the country is what in the world we mean by participatory government. Now the labor-management model is clear and, boy, it's a confrontation model. Now to some degree they have mutual interests. The labor unions know that if they beat the industry so badly that the industry folds they may have all kinds of good contracts but they went bankrupt and it's useless to pay anybody. So there are some limits at which they've got to have common objectives. And the mangement now knows, thank God, that if they aren't decent within the limits of possibilities then they indeed can have crippling strikes. And we've seen what this kind of model has done in the United States.

But you see that's very different from the model that's being called for in higher education today where you really say we are all members of the same thing, we all want the same kind of business. And I think we're in that awfully awkward stage where nobody is sure of which model it is, an not in any given case are they sure.

So that your newspaper is a confrontational paper at this point. It's strongly . . . it's written, and I'm not criticizing that, I'm stating a fact, you know. It's written from the adversary point of view most of the time. And that may be very healthy but then the population has got to admit that that is the role it's playing. And it's where I say to you, you know, the very fact . . . I know what I'm going to do with Chris Condon, I'm going to avoid him because I think . . . I won't use the word I think at this point . . . but at least in our cases and in my case I think he has been most unethical. So I will avoid him. I don't owe him a thing and this institution doesn't owe him a thing. And I will keep avoiding him in given issues because I don't think he's got the interest of Webster College at heart at all. I will treat him as much of a peer as I can. Now I don't feel that way about you, see. I have very ambivalent feelings. You are both part of the same participation and yet you play the adversary role.

I'm just trying to be very honest. I just think it is a dilemna. And I think that part of working it out in the next ten years in higher education is going to be some administrators and some faculty and some students and some boards having some sense of humor about how ambivalent the whole situation is.

P. I read in a college press release this morning about a story written by two students at Old Westbury. They were writing about the problems that Harris Wofford had been having and the whole school . . .

J. Oh, did you read the **Change** magazine, the same one you think someone kept off the bulletin board . . . I thought that was hilarious.

P. Well, it wasn't there . . .

J. But you see, you immediately took the adversary position, which is fine.

P. I'd been waiting to write about that bulletin board.

J. Yeah, but it's the satire role and I get hilarious, you know. And if anybody kept it off, I sure didn't know. I wouldn't know what was down there.

P. No, I didn't (read the article) but it seems . . .

J. It's in the same issue and Ralph Keyes is devastating about Harris.

P. But it seems from their article that the basic problems were . . . they were talking about appointment of faculty which is always a sore point and evidently Mr. Wofford had appointed some people and faculty were demanding their full role and students, of course, were demanding theirs and they were working with compromises for a while but it keeps breaking down . . .

J. I have a letter on my desk right now from David Reisman who is terrible concerned about that.

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full participation is a false expectancy

(Continued from Page 5)

P. It almost sounds like one of the problems now is that since they're starting out from these basic premises that faculty, students and administrators all have a common interest, particularly when it comes to students, that there is no model. Everybody says students should participate but faculty and administrators have sort of subsumed the roles.

J. I have an article in the same issue by the way, I could really tease you about ignoring that. But I have an article about Keyes' article on Harris, because I was there for the first part of the planning. I say in it that Keyes' says that Harris's behavior is better than his words and that that is the hope. And I said the area in which I am going to agree with him Mr. Keyes will hope that I am wrong, I'm sure.

But my argument with Harris in all the early days of Old Westbury was that he insisted in using the words "full participation" and I said that's nonsense, that's a false expectancy. There is no such thing as full participation. Everybody has participation but your participation has got to be by your role.

It's got to be conditioned by all kinds of factors, time being one, level of responsibility being one, committment to tenure being another, you know just list them. And the very fact that I am president means I have responsibilities that no one else has; it means I don't have some too. It means that I don't participate in nearly the degree in some specific decisions that somebody else makes. I keep arguing with Harris. Well, he's playing with the word, you see, in that he does mean full participation but not full and equal in every sense.

So who's to know. The richness of the word causes the dialogue. Now the question is whether or not it causes it to explode.

A. I'm on Mr. Throdahl's committee to investigate renewal and growth at Webster and you were talking during our first meeting about student participation in establishing policies, or at least thinking about policies, long range plans. I was wondering how you saw students as participating, besides on the level of the committee, on a broader level, perhaps.

J. You see I see participatory government as being subsidiary, I've said this now ad nauseum, but I really think from my focus this is the guideline one has to use.

It's subsidiary in the sense that small units have to work on the areas that they have deep concern, and time and involvement in, and not everybody on everything.

So that my own recommendation on that, and I can now make it as a recommendation because I won't be involved directly, is that the President's Council be the steering committee for that thing because it already is the only kind of group that has all the subsidiaries in it, the administration and the faculty and the students. And that it be the co-ordinating group and that it be put into the schedule as a course and the student members get credit for it.

And I think they've got to have that kind of time. I think the seminar has got to meet every week or it's just hopeless. And the people who are in it have to stay with it and meet it in that kind of way. I said if this was accepted by everybody I would make the attempt to mind money somewhere to get that kind of reduction of load of one class for the faculty people involved or I don't think it can be serious. Now that is a small group, three or four faculty and three students.

My code is you take a piece and you work on it. And you work on another piece and you put it together. I could be wrong but I'm a total pragmatist in that way and I will remain so.

I am an idealist and an optimist but I see only taking bite-sizes and working with them and integrating them into something else and making patterns. At least that would be my advice on how it would work.

Peggy. Would you mind going back to the search committee, you don't think the institution should pay for the students to come back this summer . . .

J. I think that would be totally phony.

Peggy. Well if the students then, I know Michael's from Chicago and Denise is from New York, now if they can't come back then the new president will be chosen without a student . . .

J. Well then I think the choice has to be made, do you change the members? You know, I think you've got to look at realistic factors. I think there should be student involvement, by all means. I understand there was some consternation about Mr. Throhdahl meeting with the faculty committee. That was his choice. I asked him when he called and said he wanted to meet with them. He said, "I want to meet with them one time 'round."

Now I have sympathy with that. I wouldn't deny him anyway. He's the board chairman of the search committee of whom I have fond respect. But I also found that the way I wanted to work in the handbook, I believe that the person who is really running something gets so much better information — now the two groups can get together any time they like. You don't try to isolate them.

But I am just convinced that I hear so much more if I don't put everybody together all the time.

Now you've got the time problem. When Monte asked to do that, he knows if he put it down in one and a half hours what he's going to have to do in three and people are going to have to be a little patient with him. The poor guys killing himself.

P. I think what probably happened there is that students got the impression that they had made definite policy kinds of things . . .

J. But Pat, that's where communications . . . again I don't know the answer.

P. I looked at it and I knew that many of those were assumptions which had been established, at the same time . . .

J.. The kind of agreements . . . they're not fixed . . .

P. But what had happened was the feeling that they were fixed. I didn't talk to the faculty members but some of the people . . . people are kind of unsure again of actually how things are going to work. People get very, I would use the word uptight I guess, and a little edgy.

J. But it is so much harder to get to the students. That goes back to where we are in the first part.

I am, at this point, totally confused about how an administrator gets to students today. In the days of the old required assemblies you could just marshall them in. I obviously am not for that.

But I can get to the faculty anytime I want to: I call a faculty meeting. And their contracts, they are not employees, they are professionals with contractural agreements with the institution. Lord, we keep in close touch with the chairman of the steering committee, both Mr. Stopsky and now Mr. Perlinski. They, I think, are more and more convinced that to work in close articulation with the administration is the way to get power. Now the students still hold the other model, operationally.

P. I think the Executive Council was quite appreciative of, what, you had one or two meetings with them during the year?

J. But they've never asked to see me . . . In my ten years at Webster College I have repeatedly let it be known that I wanted to be invited. And the steering committee asks all the time; the steering committee asks for meetings with the Dean and with me. The Executive Committee has never asked for one; the student council officers have never. I wanted to go in, I discussed in the President's Council, I wanted to go in on this Teaching and Learning thing.

I wanted to go in to the executive committee because we are so concerned that students play a dominant role in the evaluation of teachers and we don't know how. But we are concerned that the students play a role. We do not think students ought to vote on tenure but we think that even on tenure all of the kinds of inputs they have to the evaluation of teachers. We want to be sure that those evaluations play a critical role in appointments, in reissuing contracts, in raises, in rank and in tenure.

Now, God, that thing has been in discussion for so long, you know, now what I keep being told is, well, if you go in there, they'll think they can't do anything for themselves. Now I think that's nonsense. I know all kinds of us, because we deal with this all the time. We know the kinds of things we have to have answered if you're going to play a part. But if we play games with you and we say, "They must be convinced they're big kids, so we must never tell them anything," and so we're really treating them like little kids. I am really fed up with this. I'm fed up with it all over the country. And I've said this at the risk of being called a reactionary, I am not going to play that game. I think that's nonsense.

And I think that had that group or if another group works carefully with everybody involved and learns all the problems that are there and comes up with a way . . . my God, we are practically begging for a student voice in the evaluation of teachers. So far all that I hear is that they had another meeting and I've never talked to anybody about it.

P. We'll put this in 14 point type, Jay. This is what forces us to our adversary roles sometimes.

J. But you do understand the problem? You know, I feel sorry for the Executive Committee kids because what your paper would do to them, put this in 14 point type, too, what your paper or some other group would do to them if they really did bring us in, is say they were being co-opted by the administration.

P. Are you sure?

J. I don't know but it's been done so many times. That's the dilemna. And I'm begging for a sense of humor on it.

Library Institute



Anne Sexton

Webster College will be host to the Missouri State Library's Spring Institute for administrative libraries, April 28-May 1. Charles F. Madden, Associate Dean of the college, will direct the Institute which will be devoted to an exploration of psychological theories. The theme for the meeting is "Psychology: The Question is Why?"

Speakers include Dr. Carl Pitts of Webster College; Dr. Carl G. Willis and Dr. Fred McKinney, both of the University of Missouri at Columbia; Dr. Al Yater of St. Louis University; Dr. O. Hobart Mowrer of the University of Illinois and Dr. Ira Hirsch, Washington University.

Dr. Bennett Shapiro of the Esalen Institute, San Francisco, will lead a demonstration-participation session titled "Introduction to Esalen Encounter" on Thursday, May 1.

The program also includes two films: "Warrendale," which deals with disturbed children and "Othed Voices," an in-depth study of four mental patients.

A special feature of the Institute will be a poetry reading by Anne Sexton, winner of the 1967 Pulitzer Prize for Poetry, on Tuesday, April 29, at 7 p.m. in the Loretto-Hilton Center. Miss Sexton's reading is open to the public without charge, as are other sessions of the Institute.

Grading and evaluation system examined

by kathi brock

(Ed. note: Miss Brock spent several weeks researching this article on the grading system, with the help of Dean Charles Madden)

Efforts to evaluate the grading system at Webster have been a perennial occupation of faculty-student committees in recent years. The emphasis of these studies has usually been on the inadequacy of the present methods of evaluation of student performance, and the study of possible alternatives. Little attention has been given to the raw statistics of how the present system serves the college community. Unfortunately, extensive research on grade patterns prior to 1967 are not available, and so it is difficult to establish long-term trends, but the available data does point to some interesting conclusions.

In order to make the existing patterns relevant, it is important to study the pattern of incoming Webster freshmen. The Scholastic Aptitude Test was first required for admission in 1967, and the patterns from that year's admissions are similar to those of 1968. The following figures are based on the class which entered in the fall of 1968. The pattern was one of an almost perfectly normal curve in terms of verbal scores for students accepted to college across the country. The Webster curve is weighted slightly higher in terms of numbers of students who fall in the top 7% as opposed to those who fall in the bottom 7%, based on the conviction followed by the admissions office that those students in the latter category will have acknowledged difficulty staying in college. The math scores of accepted students, on the other hand, are somewhat lower than the national average in the top half of the normal curve, and, of course, higher in the bottom half.

Reasons cited for this phenomenon were that, for the most part, Webster students are seeking a preparation that would emphasize verbal communication, and the number of students currently electing courses in math and science is very small. Therefore, more emphasis is placed on an applicant's verbal score, and on the basis of that criterion, Webster's freshman class has approximated that of the national average for the past two years. A study of grade distribution can then be based on a normal distribution of ability at the outset.

The only meaningful and extensive study made to date was done on the grades given in the 1967-68 academic year. The means used to record distribution was a breakdown by department, and subsequently by teacher, of every class taught together with a distribution of grades given in each class. The figures, therefore, reflect the frequency of a particular grade being given in total numbers throughout the school, rather than the number of people in the school who receive each particular grade. In 1967-68, the grades fell roughly as follows: A little over ¼ A's, slightly over 1/3 B's, 1/5 C's, 1/25 D's and a very few failures.

Several reasons have been advanced by those involved with counseling students, as well as by those involved with institutional research, as to why the grade curve is weighted significantly higher at the top. The one most strongly emphasized is that in a situation in which students select their own courses, it is only natural that they select those in which they will do well. By the same token, students tend to avoid courses in which they think they would do poorly. This conclusion is borne out by the higher frequency of A's given in departments where personal interest and talent are determining factors in students' membership.

It is also borne out by the large numbers of students who do not elect math and science courses. It is unfortunately impossible to compare trends at Webster in the years when general degree requirements existed to those of the present due to the lack of available statistics for 1965 and earlier years. Then too, there are those who feel that such a comparison would be irrelevant as the determining factor is really the teacher's philosophy of grading and very few teachers of that period previous to 1965, are now at Webster.

The attitude of teachers toward grades would seem to be crucial as patterns run from a strict normal curve, to a preponderance of high grades for entire classes. Their attitude is also important in attempting to explain the relatively low number of D's and F's,or, ultimately, the quality of work which constitutes failure. It was generally agreed in the interviews made for this article that, for the most part, failure means that a student did not attend class or did not attempt to do the work. In courses in which grading is done on the strict curve, this would not be the case, but in most classes, students who make an attempt, do not fail, and usually receive D's. The judgment of what constitutes effort by the student then becomes a fairly subjective one for the teacher.

In the 1967-68 academic year, only .01% of the total grades given were Incompletes. The general policy was that they would be given in cases where illness or personal problems prevented the student from completing the work on time, or where the work was of such a nature that it could not be adequately evaluated at that time. The fall semester of 1968, however, showed a marked increase in the number of incompletes given out, partly because the work was not finished by the students, and partly because the work was not graded in time by the faculty. Steps are being taken by the registrar's office to remedy the situation, but student opinion could be helpful in setting up future guidelines.

The final area of concern is the For Credit Only system, which has been in operation for two years. In 1967-68, when students might elect to take such a course, 6% of all the grades were For Credit Only. The distribution of students taking courses in each department under this system numbered about 1/3 in the math department, and 1/10 each in art, science, and theology, with the rest scattered across the departments. This year marked the beginning of For Credit Only classes. Approximately 60 students have taken Art in the Global Village each semester, with a much smaller number of students in Introduction to Calculus, and the State Hospital Practicum, all conducted on this basis.

Much speculation has arisen about the For Credit Only system and it is interesting to note that in all of the inquiries made on the subject, there was no recollection of anyone's having failed to receive credit in a For Credit Only situation since the system began. This would reinforce the idea of the teacher's philosophy being a strong factor in determining the final evaluation.

It would seem that the area of grading and evaluation is worthy of the attention presently being given it, and is greatly in need of further study and thought. The question of how divergent the teachers are in grading philosophies and how that fact affects their students is very important. Webster should conduct research on the effect on grades of choosing one's own courses, as well as on the concept of failure and incomplete. A closer look at the For Credit Only system would also seem to be warranted.

"Ancien regime" ends

The Executive Council (Representative Body) of Student Association considered several important matters at its meeting Tuesday, April 22.

Kevin Hanlon of the Cultural Affairs Commitee presented the following proposal from the student members of his committee to the body: "After considering the performance of the Committee (Cultural Affairs) during the past year and the various suggestions for the Committee's future: We propose that the Cultural Affairs Committee be dissolved. We can see no reason for the Committee to exist; the Committee has consistently refused to deal with any subject outside the realm of lecture series and since lectures are also handled by Departments and special interests groups we feel the Committee's only function is duplication of work. All of the proposals concerning the future of the Cultural Affairs Committee so far only bring about this duplication of work in different structures."

The motion was passed by a vote of 13-3. A memo concerning this vote was sent to Dr. Joseph Kelly, vice-president.

Kathy Sexton of the Academic Affairs Committee announced that the committee was considering a proposal that the required hours for graduation be reduced from 128 credit hours to 130 credit hours. Dr. Stopsky, who requested that the committee consider this proposal, has pointed out that the 128 hours is left over from the time that the college had theology requirements and that the Missouri requirement for graduation is 120 hours. (Theology hours are not recognized as valid by the state; eight hours of theology were required.)

In the discussion that followed it was pointed out that changing the required number of hours for graduation would cause the school to lose money, and likewise save the students money. It was also pointed out that since the Fine Arts Departments demand so many hours for a professional degree, this change would limit the number of hours available to the fine arts student in the liberal arts, while forcing the Fine Arts Departments to reevaluate their demands.

A straw vote was taken in which members expressed their tentative approval to the change in requirements. In related action, the body suggested that the Academic Standards Committee discuss the present situation of requiring a student to declare a major and also discuss the possibility of a B.F.A. (Bachelor of Fine Arts) degree.

Kathy Sexton announced that the Academic Standards Committee will hold an open meeting on the possibility of a pass/fail system Tuesday, April 29, at 1:00 p.m.

Carm Biggie, Treasurer, reported that the Student Association had approximately $6,000 left unused in its budget. Student Association has a total yearly budget of $20,000. Pat Eickman suggested that Miss Biggie prepare a complete, itemized financial report for the new administration of S. A.

Nancy Broad and Meg Harper petitioned the body for approximately $300 to attend an art conference in New York, May 1-2, with the understanding that they would offer a seminar for the Art Department on their return. Their request was granted. The point was made in discussion that individual grants of this type, of benefit to the general student body (i.e., through seminars, etc.) were favored in discussions during the recent election campaign.

The body also discussed the progress of the Presidential Search Committee, **Web,** (April 18), S.A. Election results, and Who's Who elections (this issue.)

At the end of the meeting, Michael Calkins, incoming president, presented Christine Krajenta, outgoing president, with a gift of appreciation for her service during the past school year, in the name of the representative body.

Mr. Calkins announced that the first meeting of the new body will be held Tuesday, April 29, at 5:30 p.m., in the Oregon Room.

Sr. Joann forces reaction

by mary thelen

Sister Joann Malone, one of the D.C.9, spoke to the Webster community last Thursday, April 17. On March 22 of this year, the 9 acted in protest against the Dow Chemical Company, producers of napalm.

". . . in the Washington offices of the Dow Chemical Company, we spill human blood and destroy files and office equipment. By this action we condemn you, the Dow Chemical Company, and all similar American corporations." Such action, stated Milwaukee 14er Mike Cullen, is the price required of us to achieve our rebirth as a people.

The action of the D.C. 9 against the death-dealing product and sales of Dow Chemical demonstrates a refusal to accept inhumanity, especially in such blatant form.

Sister Joann spoke of the "beautifully untameable, mad, sensitive **human** spirit" which led her and her friends beyond questioning the validity of accepted institutions and values to direct protest. She noted the ease with which so many Americans can disassociate themselves from problems such as Vietnam. We "make war from a distance," and our isolationism releases us from human response to those immersed in the agony of war. We must, she emphasized, reach out to touch others and bring home to them the reality and depth of suffering caused by this war. And we must touch the suffering, respond to it, and become human.

Many of us may question the method of protest used against Dow. It is a method that displayed an effective and valid symbolism when employed on government property: draft files. While the federal offense involved here carries greater penalty under law, government property is nonetheless the property of each citizen, in a democratic system. Those who destroyed draft files were destroying, in part, their own property in protesting against an institution in which they hold a legal share. The action of the D.C.9 violated private property, which rouses big business to a defensive position while producing little injury to its most vital area: financial holdings and profit. Perhaps such action is not the most deeply effective against corporate business. All these are quite valid objections.

Yet, the big question is not whether the action of the D.C.9 was right or wrong. The fact is, they have aroused a previously placid Webster Groves, and probably a number of other similar communities. Once aroused, we have a choice: to react as did the parents of Nerinx Hall students, in hatred. Or to respond positively, creatively, humanly, in our own ways, to achieve the peace we all feel **must** come soon.

Dr. Robert McAfee Brown, professor of religion at Stanford University, will speak in the Loretto-Hilton Center at Webster College on Monday, April 28 at 8 p.m. Dr. Brown's topic will be "Secular Ecumenism—the Direction of the Future." The event is sponsored by the Religion Department of Webster College and is part of the department's Merrill Lecture Series. The program is open to the public without charge.

CLASSIFIED ADS

CONGRATULATIONS to Dottie Kinscherf, **summa cum laude,** and the Chemistry Department for maintaining academic standards at Webster College . . . The Web Staff.

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Who's somebody

An ad hoc committee composed of faculty and students met on Thursday, April 17, to prepare the ballot for the selection of Webster's nominees for Who's Who Among Students in American Universities and Colleges.

Beginning last year the election takes place in the spring of the students' junior year, rather than in the fall of the senior year.

The following 32 students were chosen to have their names on the ballot:

Lynn Altadonna, Judy Bonsignore, Kathleen Clarkson, Carol Colligan, Denise Coughlin, Sara Petersen Crews, Eddie Deep, David Deutch, Joelle Devlin, Linda Eskridge, Joan Felling, Judith Franke, Barbara Goetz, Susi Halliday, Virginia Harrigan and Laura House.

Also Susan Jarzemsky, Susan Keene, Susan Loughran, Mary Ellen Barry Lyner, Michelle Miller, Nora Randall, Margaret Rawe, Kathleen Young Roberts, James Robinson, Kathleen Sexton, Diane Shumate, S.L., Tonia Smith, Karen Tokarz, Susan Walker, Terry Williams and Betty York.

Qualifications for Who's Who: **"Scholarship; participation and leadership in academic and extra-curricular activities; citizenship and service to the school and promise of future usefulness."**

These qualifications should all be interpreted broadly and in keeping with Webster's notion of integration of practical endeavors with theory. Number of clubs joined or offices held does not, therefore, automatically determine candidacy for Who's Who any more than high scholarship alone. Service is often a quiet intangible quality, recognized primarily by personal acquaintances; and scholarship can have varied, unorthodox ways of displaying itself. The Academic Standards Commitee in 1968 established a 2.7 average as a minimum for election. This year's commitee agreed to maintain this requirement.

Twenty students will be elected to fill Webster's quota for 1970. The election will take place on Monday, April 28.

more elections

Ella Hebberd, president of the Resident Association for the past academic year, presented the new officers of Resident Association at a "boarders' surprise" Tuesday night, April 22. They are as follows:

President: Jeni LaVigne, junior;
Vice-president and secretary: Toni Pomerene, junior;
Treasurer: Chris Hohl, junior.

Resident Council will decrease in size this year to a total of nine members. Members will include three officers, five floor representatives, and a representative to Student Association.

One floor representative will be elected from the following areas: Loretto I and Maria I; Loretto II and Maria II; Loretto III and Maria III; Loretto IV and Maria IV; fourth floor Administration Building (male student). When possible, representatives will be elected immediately.

Coffin's socratic dialogue

"The consequences of the sins of the fathers fall on their sons." "The past is never dead; it is never past." "How, properly, should the sequence of generations operate?" Dr. William Sloan Coffin Jr., Yale university chaplain, currently being tried for conspiracy (which he denies) for activities against the draft (which he proudly claims) addressed himself to these questions at the Jewish Community Center, April 20.

Dr. Coffin referred to the Bible as he spoke stressing its theme of continuity and discontinuity. Continuity is expressed in the memory of that ancient vision, "when nations shall not lift up swords against any nation, nor shall they study war." Each individual, in this tradition, has an obligation to further the realization of this vision.

Communications are necessary between the generations. Yet, currently we are faced with a "crisis of intimacy" caused by mutual insecurity. Each generation hinders the necessary communication. The older generation tends to describe responsibility in terms of the status quo. Progress is usually described as slowly evolutionary. They have become used to the double-think which tells people they are free and teaches them to be docile. They tend to concentrate on peripheral issues, rather than on the basic ones. "If you really want to avoid the substantive issues, you concentrate on the tactics."

Dr. Coffin also sees "that age-old problem of guilt" as a major one. It is doubtful, he said, that students realize how guilty parents feel because they often believe that they have done a bad job. That guilt can most powerfully destroy that necessary communication and intimacy between generations. "We must begin to develop a sense of forgiveness for each other."

To assist the young in their socratic role of questioning, Dr. Coffin stressed that the universities must recommit themselves to the Jeffersonian ideal of a socratic dialogue. It is important for them to encourage controversial teaching, passionate intellectualism, and curriculum reform. University courses must come to grips with both real contemporary issues and the eternal problems of man.

Dr. Coffin added a final note on man's capacity for intimacy and generosity which we call love. Men do not have to be evil to do bad things, he said. "Love says you contend against unjust orders but still you respect those that make that order. Love deals with concrete man rather than abstract and theoretical man."

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S.A. elections

Chairman of the Election Board, Kathy Sexton, presented the official results of Student Association elections at the meeting of Executive Council held Tuesday, April 22. The results are as follows:

Executive positions

President and vice-president: Michael Calkins and Peggy Davies—258 votes; Julie Robben and Mamie Warren—69 votes.

Secretary: Marie Burger—277 votes. (uncontested)

Treasurer: Ann Walsh — 190 votes; Kathi Hoener—89 votes.

Representative positions

Theatre: Terry Williams
Music: Rosemary Nilges
Art: no election
English: Sue Jarszemski
Social Science: Judy Newmark
History: Liz Hooper
Math: Jeannie Enwright
Science: Linda Bolte
Language: Becky Whelling
Theology: Kathy Clarkson
Philosophy: No election
Juniors: no election
Sophomores: Jim McDermott
Freshman: Bernie Caton, Carolyn Connelly

Day students: no election
Resident students: no election.

Constituencies that did not hold their elections to representative positions by April 20 according to the rules of the Election Board must request that their representative position be reactivated before the Executive Council. They then must present a petition to that effect signed by "one-half plus one" of their members to Kathy Sexton, chairman of the Election Board, and conduct their election under Election Board rules.

Students of the art department, junior class, day students and Resident Association asked for a reopening of their representative positions at the meeting of Executive Council. Their requests were approved by a voice vote. They now must present signed petitions to the Election Board in order to proceed with their elections.

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may 2, 1969
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'the immoralist'

The Theatre Arts Department of Webster College will present as its final play for the '68-'69 Conservatory season a production of Ruth and Augustus Goetz's "The Immoralist." The drama, which deals with the emotional impact of homosexuality, will play three more performances, May 2, 3 and 4 at 8:00 p.m. in the Loretto-Hilton.

The play, based on the novel by the French writer Andre Gide, takes the problem of homosexuality and handles the realistic reactions in an unusually honest and especially perceptive manner. Critic Brooks Atkinson called the treatment " . . . an admirable piece of work."

The part of Michel, the young man, is played by Terry Williams and Marcelline, his wife, by Tonia Smith, who appeared in the opening play of The Repertory Theatre season's "Ring 'Round The Moon."

Nick Kryah appears as Bachir, a role played originally on Broadway by the late James Dean. Bernie Passeltiner, a regular member of The Repertory Theatre Company and a teacher at Webster College will be featured as Bocage, the family retainer.

Others in the cast are David Deutch, Sue Loughran, Lester Gruner, Bob Jacobson, Chuck Kryah and Greg McCaslin.

The play is staged by Michael Flanagan. Technical production is supervised by Peter Sargent.

Student tickets are $1.00; members of the faculty and staff are guests of the theatre arts department.

mrs. hart to speak

Mrs. Philip Hart, wife of the Democratic Michigan Senator, will deliver the commencement address May 17 to the 1969 graduates. Mrs. Hart is a member of Webster's Board of Trustees.

Graduation exercises will take place at the Loretto-Hilton Center. Degrees conferred are Master of Arts in Teaching (108), Bachelor of Music Education (7), Bachelor of Music (6) and Bachelor of Arts (167).

Dorothy Kinscherf of Quincy, Illinois, will graduate **summa cum laude.** Christine Clark, Karen Hasik and Ann Maganaro, S.L., will graduate **magna cum** honors. Those graduating **cum laude** are: Sandra Beers, Laura Bergman, Nancy Broad, Patricia Eickman, Betty Griesbaum, Virginia Henry, Phyllis Hippe, Gary Hutchison, Catherine Kenner, Christine Kulawik, Lynn Lammlein, Mary Lee Landolt, Pamela Pedersen, Mary Petersen, Patricia Philbin, Nancy Rueth, Barbara Steffens, Mary Beth Straith and Frank Warninsky.

. . . at the last meeting we decided to

pass - fail

A meeting of the Academic Affairs Committee was held Tuesday, April 29, to discuss Pass-Fail system. As it is now freshmen and sophomores are allowed one pass-fail course including when possible a written evaluation. Juniors and seniors must receive grades from their major areas with the rest of their classes Pass-Fail. The grades are given in order to satisfy the Graduate Schools. The point was then brought up whether or not the student shouldn't have the option to buck the Grad School system if he wants to risk it. He could then take his major courses in Pass-Fail with written evaluations illustrating his strengths and weaknesses. It was pointed out that the teachers in a department would be able more easily to write an evaluation for a student who was majoring in that department.

There was also a suggestion that in large classes perhaps the student could write an evaluation of how the course contributed to his personal growth and the teacher could react to this. In regards to Departmental Honors, published papers would be a factor with the teacher working with the student. An example would be writing up a sabbatical. This could then appear on the student's transcript.

Another topic discussed was whether or not failures should be recorded. Since the student has already lost his time and money, the loss of hours would then only effect the student's total number of hours needed for graduation.

As a result of this meeting, a proposal will be brought before faculty that all courses would be offered as open to the student for either the Pass-Fail system or the usual method of grading. It was decided that more discussion would be needed on the subject of recording failures. No mention was made of the possible lowering of academic standards of the college as a result of the option for pass-fail.

. . . meetings are life
surrender to the meeting . . .
the meeting is the message
all meetings are the same same
same same same same same same
same same same same same same
same same same same same same
—DIFFERENT meetings are rivers—don't built dams

BEWARE OF STRUCTURE FREAKS

BEWARE OF RULES

BEWARE OF "AT THE LAST MEETING WE DECIDED . . ."

DON'T GO BACK — THERE WAS NO LAST MEETING . . .

meetings are now
you are the meeting
we are Now

IF YOU ARE NOT PREPARED MEETINGS ARE NOT YOUR THING

(meetings are a pain in the ass)

—from **Revolution for the Hell of It,** by Free (Abbie Hoffman)

calkins presides

On April 28, 1969, newly elected Student Association President Michael Calkins held the first Student Association meeting of his term.

Carm Biggie, last year's treasurer, reported that after all expenses for this year have been paid, Student Association will have approximately $3,000 left for the rest of this year. This money must be allocated by Friday, May 2, or it is sent back to the general fund of the College. $1,000 of this money will be kept for expenses; $2,000 of the money was allocated by the Representative Body for the Rock Community School, a middle school located at Grand and Cook in downtown St. Louis.

The school is located directly across from the Blumeyer public housing project where most of its 60 plus students live. The faculty of the school is interested in providing a curriculum that is to be conceived and developed according to the individual needs, interests, and desires of the students involved.

Susie Draper and Denise Ford were nominated as Webster College's National Student Association Co-ordinator. Miss Ford won and will attend the NSA Congress in El Paso, Texas with Mr. Calkins in August.

The memo from Dr. Jerome Perlinski of the Faculty Executive Committee to Mr. Calkins was then read and discussed. The memo dealt with the Cultural Affairs Committee, Committees and Structure. Dr. Perlinski stated that the Faculty Executive Committee, on April 21, 1969, approved a proposal to restructure the Cultural Affairs Committee. It was moved that no action be taken on the proposal until after the May 6th meeting of the Faculty Constituent Assembly.

Donna Gerstle gave out course description booklets to the Representative Body to be handed out April 30 to the Student Body and discussed at the May 6th meeting of the Student Association Representative Body.

Julie Robben's Admissions Committee proposal was moved and passed by the Body.

The next meeting will be held Tuesday, May 6, at 5:30 p.m. in the Oregon Room.

financial independence

by carolyn connelly

Miss Jacqueline Grennan addressed the visiting members of the alumni on Saturday, April 26, during Alumni Weekend. The topic of her remarks was "Campus Revolution-Social and Political Responsibilities." She first suggested that we must have an insight into the history of the movements that are on our campus today. All students are opposed to what they call the "system" or the "establishment," yet some are opposed to any type of system. It was these groups Miss Grennan stated, that she had no sympathy for, although she would defend "their right to speak and to lobby even for that system of non-system."

TO WRITE IN ORDER TO RE GENERATE IS THE DUTY OF THOSE WHO STUDY THE NE EDS OF THEIR TIMES

the WEB thanks its people... pat eickman mary petersen dot kinscherf

It was also pointed out that students today are in instant communication with students everywhere else. What effects students on one campus affects students on other campuses. There is value to this and our systems must be accommodated to it in order to survive.

The immediate causes of campus unrest, according to Miss Grennan, are civil rights and the ambiguities about the Vietnam War. Even deeper is the whole question of the international policy of the United States since the Second World War.

In relation to higher education, this makes today's students "honestly concerned over the world order which they are only beginning to understand and appreciate." Miss Grennan stated that she was "utterly convinced that their concern is orders of magnitude greater than ours." (referring to the previous generation)

Students view higher education as the "defender-preserver of the system," yet also as a way to make them financially independent so they can "sock the establishment in the face." Higher education must continue to be the preserver of tradition and culture, and the right to preservation. Students today have begun to assert themselves, and to move into the making and shaping of universities.

"Many students recognize that economic need in the United States says that the masses have to go to colleges and universities," she said. People in our kind of technical society need insights and the "ability to earn to learn." Students also realize that society cannot afford to have great numbers of them on the labor market. Longer and longer education forces students to remain economically adolescents," dependent on family or university benefaction for their personal and professional livelihood."

Miss Grennan stated that it was critical that we make students "financially independent units who personally bear the consequences of their own decisions." "Unless we face this fact, we will continue to deal with students on any and all issues, and they will never have to face personally the consequences of their own decisions." Most students don't believe the administration is going to let them in on the decision-making process. Then any instant group could turn the authority figure into "a fascist rubber stamp that can intervene and do away with the due process of law." This is the most critical dilemma in higher education.

Higher education must create a situation in which the students "must decide what to do . . . and must live with the consequences of what they do." Miss Grennan believes that "one must learn to make decisions by making decisions, the consequences of which one must personally bear . . ." For this reason, she is against running a college like a town meeting, and would like to see the decisions affecting groups of people being made by the smallest number possible.

alumni weekend

A new president and Board members to Webster's Alumni Association were announced during Alumni weekend, April 25-27. Ann Young Weiss, class of '44, was elected president. In her acceptance speech she boldly stated to her fellow alumni that they must no longer think of Webster College as belonging to them. The college, she is reported to have said, belongs to the students who go there.

Memo to: the oppressed
From: anita vitullo

This is to announce the organization of the Student Empathy Union. To apply for membership one must have recently felt indignant, insulted, injured, trespassed or bypassed by faculty or administration. Student must show written evidence of provocation on part of said oppressor.

Scholarly endeavors and committee work will be postponed until matter of student paranoia is resolved.

re: resistance

Conscientious student rebellion to the war and draft has been attributed, in the past, to a "small non-respectable faction" of the student population. Last week over 250 student body presidents and campus editors signed a strong protest statement which said, "We will act according to our conscience. . . . We publicly and collectively express our intention to refuse induction and to aid and support those who decide to refuse. We will not serve in the military as long as the war in Vietnam continues."

The statement was sent to President Nixon to demonstrate how widespread this opposition is among persons of the "respectable majority." We also, made the personal decision to sign the statement. We realize the danger of supporting lawbreakers and recognize the solemnity of our words. However the issue of what we consider to be an immoral war and an unjust draft must be met by student conviction and action. It is because we believe in a democratic system that we are concerned by its failure to function.

From the **Daily Pennsylvanian** (University of Pennsylvania): "We do not believe in circumventing the law by means of draft deferments. This only places the burden of the draft on those in our society who are denied such station in life which allows them that luxury. We call on youth to face the issue squarely."

The position statement involves no one but those who signed it. It is not representative attitudes of particular schools but attitudes of particular people. It is independent of institutions and in no way reflects opinions of student bodies or administrations; it was signed by individuals.

We hope that students attending Webster College will begin to dissolve the hypocrisy of objecting to the draft while accepting and encouraging others to accept deferments. And if nothing else is affected by our action we hope our fellow students will begin to look to other campuses and note the quiet and deliberate rebellion of respectables.

anita vitullo—editor

michael calkins—S.A. president

committee structure revisited

(Ed. note: Senior Mary Daly, retiring Student Association vice-president, has been working on an independent study for two semesters analyzing decision-making mechanisms and the student role in decision-making in the college. She especially has investigated the functions and problems involved in the present committee structure of the college, subjectively as a member of the Teaching and Learning Committee and objectively as Student Association vice-president. Because of her experience and in-depth study in college decision-making, we feel her conclusions should be given some consideration not only by students but also by faculty and administration especially those who involved themselves in committees in the past year. The following is an interview of Miss Daly by editor Anita Vitullo.)

The basic committee structure was set up with shared decision-making as its principal guiding force. Miss Mary Daly states, "I think that any student that becomes involved in governmental structure is fully convinced of his role in the (linear) sharing process." It is the feeling of the student that he is participating as an equal, with faculty and administration, at least until it comes to the actual decision-making point.

The problem this year, as Miss Daly sees it, is with the attitudes of the committees, faculty members especially. Too much time was spent discussing the functions of specific committees and not enough time hammering out proposals.

"The faculty still feels they are allowing students to participate. They view it as a scalar process and not linear. One problem that we will have from here on is that as long as there are faculty and students on committees it is built into the system that students will research proposals and the faculty will be offering opinions on the proposals," she said.

Thus there is no distribution of work and that is how faculty and administration figure students are going to be inputted into the system. But that remains tokenism, she pointed out.

What is important, according to Miss Daly, is not that students go to meetings but that students have power, input into decisions, because they have authority. Part of the problem must also lie with the students' attitudes toward faculty on committees. There is, of course, a certain "academic prejudice" built into students' minds since kindergarten—a feeling of inequality between teacher and taught. And faculty members cannot work right now under that kind of system.

"Decision-making involves a triangle of power, authority and responsibility. Both students and faculty have it but the nature isn't the same," she said.

Miss Daly noted, "It is my observation that faculty proposals are concerned with faculty problems but student proposals are directed more toward institutional problems."

A conclusion from this might be that faculty goals are more clearly defined whereas students are fragmented. This is where Student Association could be directed.

"It is the executive function of S.A. to at least identify fragments and bring these fragments to Executive Council. And this is principally the job of the vice-president," the former veep affirmed. "As long as membership to Student Association is not voluntary it is the executive responsibility to have a general awareness of opposing opinions and know patterns of thought."

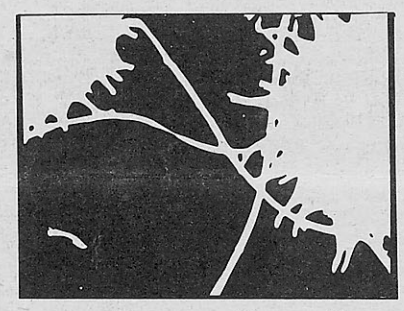
Miss Daly also sees it as ironic that students are critical of faculty and administration for their exhausting use of rhetoric since the only backbone students have to their power is in rhetoric.

Two suggestions were offered by Mary Daly to consolidate students authority into student power:

1) Membership into Student Asociation should be voluntary. (Under the newly completed constitution full time students are automatically members of the association.) Aside from the obvious advantage—that a small group is more easily organized—this would allow elected representatives to know exactly who their constituency is.

2) Student Association should be encouraged to find a way to become autonomous and directly solicit the administration for funds. This would be a way, she feels, for S.A. to become self-supporting without an immediate break with the institution.

In retrospect Miss Daly said the vice-presidency is like a man in a catalectic fit. Naturally she had to expond: "It is hard to defend what someone else says without getting a chance to change their mind. You spend a lot of time smoothing over what someone else has said, implimenting what they've done and always thinking, 'Gee, I wouldn't do this like this'-".



dave brubeck happening

by cathy ann kenner

Jazz trio, sacred text, chorus, soloists, slide show, organ accompaniment — the ingredients seem incompatible, but the result of their combination was a grand success: Dave Brubeck's "Light in the Wilderness." Through the use of this variety of media, the contemporary oratorio resembles a happening. The April 25 performance certainly did the composition justice.

A well-prepared chorus, composed of students from both Webster College and Eden Seminary, sang under the direction of Dr. Charles Heaton of Eden. Webster's music department provided the four competent soloists: Dwight Jack, Jim Lynch, Cornell Richie, and Bill Keenan.

Paul Laubengayer, also a music major at Webster, was the organist. The organ accompaniment, while adding a certain dignity and refinement to the work, was much less conspicuous than Dan Wintermantel's jazz trio. The trio's lively improvisations tended to tie the work together as a unified whole. The visual aspect of the evening represented the combined talents of Bill Irving and Rosemary Nilges. Jazz with a sacred text; a slide show with an organ accompaniment; and all this to the tune of a mixed chorus with soloists. Everything was there . . . so was everybody.

The **WEB** would like to credit Martha Shickel, for the art cover of the April issue and Greta Martin, for the photographic montage of Jacqueline Grennan in the same issue. Our apologies for waiting a week.

the WEB

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the opinions expressed in the WEB are not to be interpreted as official views of the faculty, the administration or the student body of Webster College

founded october 3, 1924

tick-tock is out

by anita vitullo

Bob Strobridge directed a book—"a narrative which characterizes civilized history as an enormous dramatic product." Cast of thousands. Sounds interesting. In black and white. Lots of pictures. The past was a marvelous melodrama. We came in just in time for the finale, says he. The following is an interchange of minds — Bob Strobridge's and yours. Read this swath of prose and supply your own pictures.

Educators mold learning into subjects, time for reading, time for history, time for art but no time for imagination. Corporations, government and affluence forget about people and remember "not enough time to make enough money" and "vertical" power. A dropout culture emerges from aesthetics, aesthetics? It starts when the teacher's back is turned or in a puff of pot.

The Research and Development division is youth and black culture, maybe more. They are worried about people becoming no-people so they invent projects, or were they there all the time? There are no limits to their projects. They project outward and inward. This dropout culture thinks and sways and wears sandals and Africanizes their hair as they explore and discover and reexamine.

Gradually people will let ratiocynation, intelligent machines, do their smart work. Wow! People might learn to be human. Find truth, beauty, moral good amid affluence. War?

They can explore sexual morality through S/EX, scientific experiments. Couples and community, impermanent relationships and knowing one other person in great depth are vital. What does it mean to be human?

Time-bending is saying "no" to clocks. It is learning how to function in a non-metronome area. Tick-tock is out. Time allows and does not prohibit; time is elasticity. There is a chemically induced experience of stopping seconds to savor a moment. Drugs bend time. Maybe some day they will not be necessary.

Lateral power it is hoped, will be the center of human actions. Amoeba-like people will change shape and color as they bump into and relate and learn from one another. Just some odds and ends thoughts. Education without assemblies; cultural centers are the next kind of school. And everyone is a teacher. We learn from fear and sex (in its absolute sensuous meaning). Who needs men in outer space when machines are more efficient. Machines don't get airsick. Before men fly through the sky like birds they must learn to walk the earth like men.

Aesthetics: what we can learn from dropout cultures. Dimensions Publications; San Rafael, California. For teachers and parents of children 3-10, the company says. An awareness book.

if there is a future

(Ed. note: The following is the text of a speech given by a Harvard University professor of biology at MIT. The speech was delivered in March during activities to protest the misuse of science. Mr. Wald is a 1968 Nobel Prize winner in medicine.)

By George Wald

All of you know that in the last couple of years there has been student unrest breaking at times into violence in many parts of the world: in England, Germany, Italy, Spain, Mexico and, needless to say, in many parts of this country. There has been a great deal of discussion as to what it all means.

Clearly, it means something different in Mexico from what it does in France, and something different in France from what it does in Tokyo, and something different in Tokyo from what it does in this country. Yet unless we are to assume that students have gone crazy all over the world, or that they have just decided that it's the thing to do, there must be some common meaning.

I don't need to go so far afield to look for that meaning. I am a teacher, and at Harvard I have a class of about 350 students — men and women — most of them freshmen and sophomores. Over these past few years I have felt increasingly that something is wrong — and this year ever so much more than last. Something has gone sour, in teaching and in learning. It's almost as though there were a widespread feeling that education has become irrelevant.

But I think I know what's the matter, even a little better than students do. I think that this whole generation of students is beset with a profound uneasiness. I don't think they have yet quite defined its source. I think I can understand the reasons for their uneasiness even better than they do. What is more, I share that uneasiness.

What's bothering these students? Some of them tell you it's the Vietnam war. I think the Vietnam war is the most shameful episode in the whole of American history.

The concept of war crimes is an American invention. We've committed many war crimes in Vietnam, but I'll tell you something interesting about that. We were committing war crimes in World War II, even before the Nuremburg trials were held and the principle of war crimes started. The saturation bombing of German cities was a war crime, and if we had lost the war some of our leaders might have had to answer for it.

I've gone through all of that history lately, and I find that there's a gimmick to it. It isn't written out, but I think we established it by precedent. That gimmick is that if one can allege that one is repelling or retaliating for an aggression — after that, everything goes.

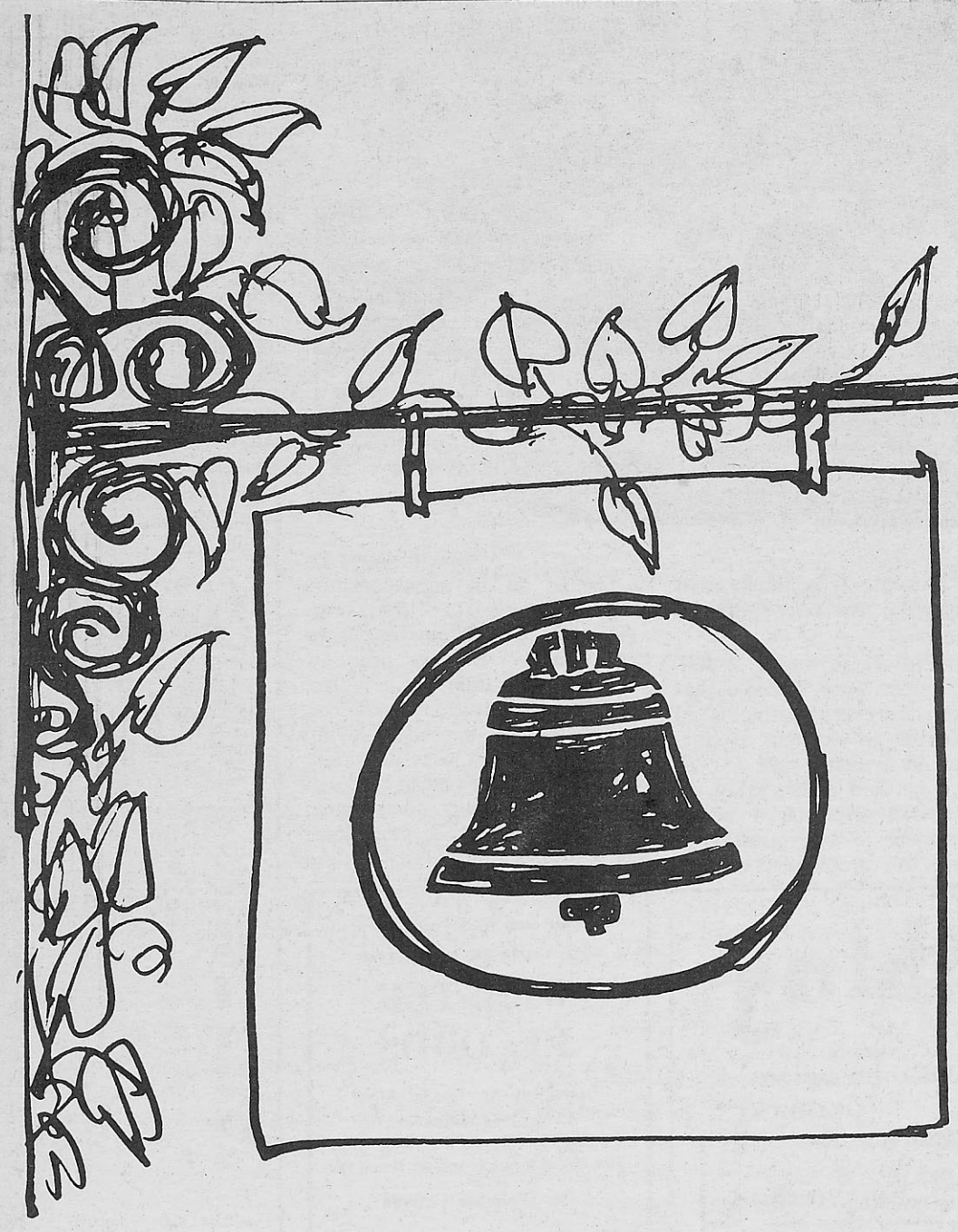
And you see, we are living in a world in which all wars are wars of defense. All War Departments are now Defense Departments. This is all part of the double talk of our time. The aggressor is always on the other side.

I think we've lost the war in Vietnam, as a lot of other people think, too. The Vietnamese have a secret weapon. It's their willingness to die beyond our willingness to kill. In effect, **they've** been saying, you can kill **us, but** you'll have to kill a lot of **us, you** may have to kill all of us. **And** thank heavens, we are **not yet** ready to do that.

Yet we have come a long **way** — far enough to sicken **many** Americans, far enough even **to** sicken our fighting men, far enough so that our national symbols have gone sour. How many of you can sing about "the rockets' red glare, bombs bursting in air" without thinking, those are our bombs and our rockets bursting over South Vietnamese villages?

When those words were written, we were a people struggling for freedom against oppression. Now we are supporting real or

(Continued on Page 4)



YOU CAN ORDER YOUR OWN DORM TELEPHONE SERVICE RIGHT ON CAMPUS

For the convenience of students, an on-campus telephone business office will be open from 9 a.m. to 4 p.m. Thursday, May 8, in the Pink Room Lounge.

Mrs. Sonny Hefele, Southwestern Bell service representative, will be on hand to discuss telephone service and to help you with arrangements for next fall.

One reminder to students who will be sharing a telephone: Everyone can be in the phone book. Your name can be listed for only 45 cents a month plus tax.

Southwestern Bell

man—the custodian of life

(cont. from p. 3)

thinly disguised military dictatorships all over the world, helping them to control and repress peoples struggling for their freedom.

But that Vietnam war, shameful and terrible as it is, seems to me only an immediate incident in a much larger and more stubborn situation.

Part of my trouble with students is that almost all the students I teach were born since World War II. Just after World War II, a series of new and abnormal procedures came into American life. We regarded them at the time as temporary aberrations. We thought we would get back to normal life some day.

But those procedures have stayed with us now for more than 20 years, and those students of mine have never known anything else. They think those things are normal. They think we've always had a Pentagon, that we have always had a big army and that we always had a draft. But those are all new things in American life, and I think they may be incompatible with what America meant before.

Now we have 3.5 million men under arms: about 600,000 in Vietnam, about 300,000 more in "support areas" elsewhere in the Pacific, about 250,000 in Germany. And there are a lot at home. Some months ago we were told that 300,000 National Guardsmen and 200,000 reservists had been specially trained for riot duty in the cities.

I say the Vietnam war is just an immediate incident, because so long as we keep that big army, it will always find things to do. If the Vietnam war stopped tomorrow, with that big a military establishment, the chances are that we would be in another such adventure abroad or at home before you knew it.

As for the draft: don't reform the draft — get rid of it.

There are choices in getting rid of the draft. I think that when we get rid of the draft we must also cut back the size of the armed forces. It seems to me that in peacetime a total of one million men is surely enough.

There is another thing being said closely connected with this: that to keep an adequate volunteer army, one would have to raise pay considerably. I don't think it is true. The great bulk of our present armed forces are genuine volunteers.

The bigger thing, of course, is what the late President Eisenhower called the military-industrial complex. I am sad to say that we must now begin to think of it as the military-industrial-labor union complex.

Under the plea of the cold war we not only built up the first big peacetime army in our history, but we institutionalized it. We built the biggest government building in our history to run it, and we institutionalized it.

I don't think we can live with the present military establishment and its $80-100 million a year budget and keep America anything like we have known it in the past. It is corrupting the life of the whole country.

It is buying up everything in sight: industries, banks, investors, universities — and lately it seems also to have bought up the labor unions.

The only point of government is to safeguard and foster life. Our government has become preoccupied with death, with the business of killing and being killed. So-called defense now absorbs 60 per cent of the national budget, and about 12 per cent of the gross national product.

A lively debate is beginning again over whether or not we should deploy anti-ballistic missiles. I don't have to talk about them: everyone else here is doing that. But I should like to mention a curious circumstance.

In September of 1967—or about a year and a half ago—we had a meeting of MIT and Harvard people, including experts on these matters, to talk about whether anything could be done to block ment of ABM's. Everyone present thought them undesirable, but a few of the most knowledgeable persons took what seemed to be the practical view: "Why fight about a dead issue? It has been decided, the money has been appropriated. Let's go on from there."

Well, fortunately, it's not a dead issue. An ABM is a nuclear weapon. It takes a nuclear weapon to stop a nuclear weapon. And our concern must be with the whole issue of weapons.

We are told that the United States and Russia between them have by now stockpiles in nuclear weapons approximately the explosive power of 15 tons of TNT for every man, woman and child on earth. And now it is suggested that we make more. All very regrettable, of course, but "those are the facts of life." We really would like to disarm, but our new Secretary of Defense has made the ingenious proposal that one must be practical.

I think all of you know there is no adequate defense against massive nuclear attack. It is both easier and cheaper to circumvent any known nuclear defense system than to provide it. It's all pretty crazy. At the very moment we talk of deploying ABMs, we are also building the MIRV, the weapon to circumvent ABMs.

So far as I know, the most conservative estimates of Americans killed in a major nuclear attack run about 50 million. We have become callous to gruesome statistics, and this seems at first to be only another statistic. You think, Bang! — and next morning, if you're still here, you read in the newspapers that 50 million people were killed.

A few months ago, Sen. Richard Russell of Georgia ended a speech in the Senate with the words: "If we have to start over again with another Adam and Eve, I want them to be Americans, and I want them on this continent and not in Europe." That was a United States Senator holding a patriotic speech. Well, here is a



—reprint from Soviet Life

Nobel laureate who thinks that those words are criminally insane.

How real is the threat of full-scale nuclear war? I asked that question of a very distinguished professor of government at Harvard about a month ago.

"Oh," he said comfortably, "I think I can give you a pretty good answer to that question. I estimate the probability of full-scale nuclear war, provided the situation remains about as it is now, at 2 per cent per year."

I think I know what is bothering the students. I think that what we are up against is a generation that is by no means certain it has a future.

Are we to have a chance to live? We don't ask for prosperity, or security; only for a reasonable chance to live, to work out our destiny in peace and decency, not to go down in history as the apocalyptic generation.

Another overwhelming threat is in the population explosion that has not yet even begun to come under control. There is every indication that world population will double before the year 2000, and there is a widespread expectation of famine on an unprecedented scale in many parts of the world.

That is the problem. Unless we can be surer than we are now that this generation has a future, nothing else matters. It's not good enough to give it tender, loving care, to supply it with breakfast foods, to buy it expensive educations. Those things don't mean anything unless this generation has a future. And we're not sure that it does.

I don't think there are problems of youth, or student problems. All the real problems I know are adult problems.

Perhaps you will think me altogether absurd, or "academic," or hopelessly innocent — that is, until you think of the alternatives —when I say as I do to you now: We have to get rid of those nuclear weapons.

There is nothing worth having that can be obtained by nuclear war: nothing material or ideological, no tradition that it can defend. It is utterly self-defeating.

Those atom bombs represent an unusable weapon. The only use for an atom bomb is to keep someone else from using it. It can give us no protection, but only the doubtful satisfaction of retaliation. Nuclear weapons offer us nothing but a balance of terror, and a balance of terror is still terror.

I think we've reached a point of great decision, not just for our nation, not only for humanity, but for life upon the Earth. I tell my students, with a feeling of pride that I hope they will share, that the carbon, nitrogen and oxygen that make up 99 per cent of our living substance were cooked in the deep interiors of earlier generations of dying stars.

Gathered up from the ends of the universe over billions of years, eventually they came to form in part the substance of our sun, its planets and ourselves. Three billion years ago, life arose upon the Earth. It seems to be the only life in the solar system. Many a star has since been born and died.

About two million years ago, man appeared. He has been the dominant species on the Earth. All other living things, animal and plant, live by his suffrance. He is the custodian of life on Earth. It's a big responsibility.

Our business is with life, not death. Our challenge is to give what account we can of what becomes of life in the solar system, this corner of the universe that is our home, and, most of all, of what becomes of men — all men of all nations, colors and creeds.

CLASSIFIED ADS

a happy celebration of 22 life years to friend pat eickman and continued success at Stanford . . . from her friends.

a happy hiccup birthday to my sister suellen.

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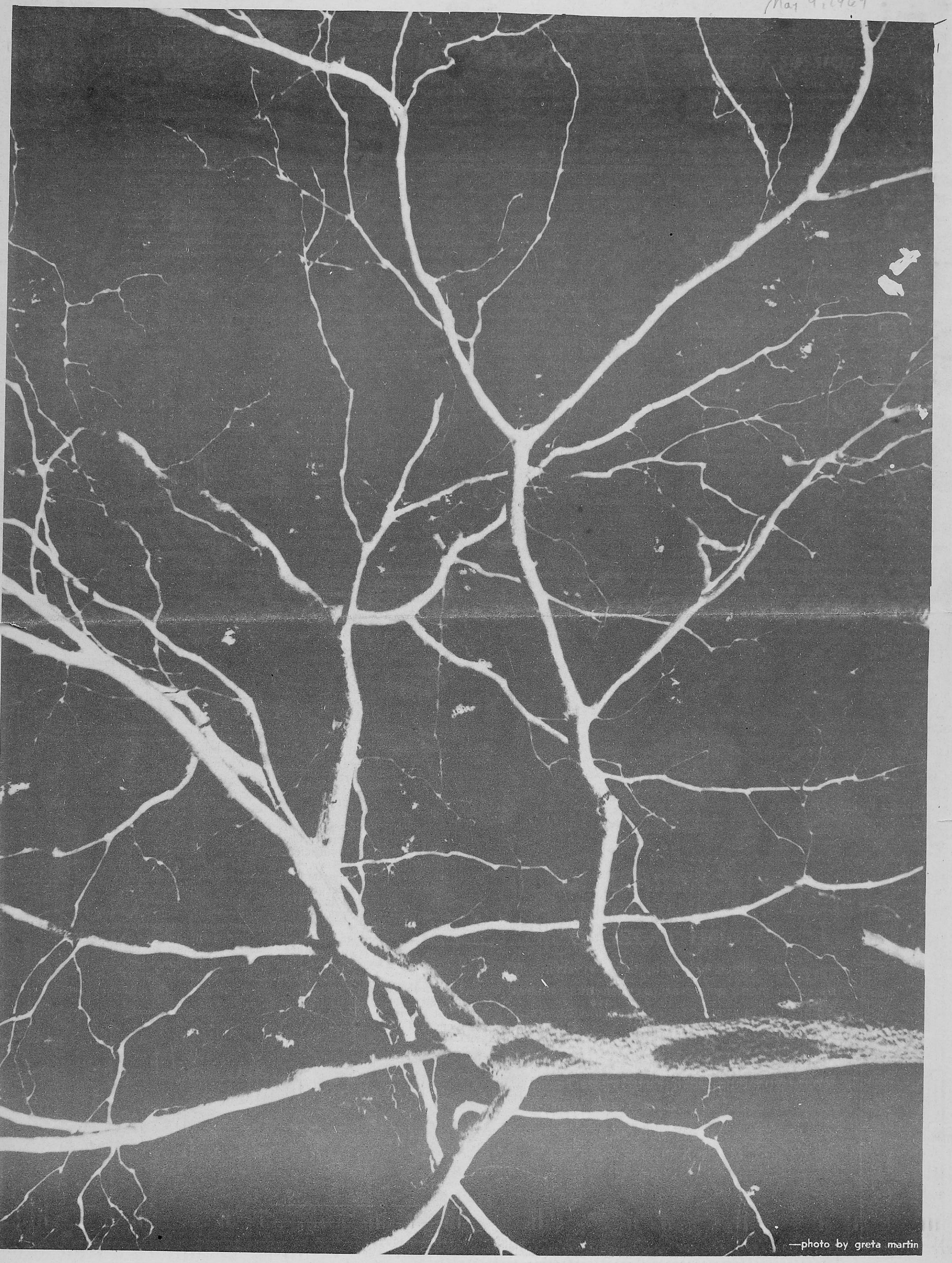
May 9, 1969



—photo by greta martin

s.a. allocates $2000 to rock community school

by kathi hoener

The second Student Association meeting with Michael Calkins chairing was held Tuesday, May 6, in the Pink Lounge. After the routine business of taking roll, reading the minutes and approving them, the meeting proceeded. Ann Walsh, treasurer, moved that the Representative Body reconsider the April 29th motion to allocate $2,000 to the Rock Community School. This was done for several reasons, primarily the fact that Dean Conway refused to co-sign the check that would have given the money to the school.

Ann Manganaro stated that in a meeting with Dean Conway he stated he wants a program structured to touch more students at Webster College. From this statement came a barrage of questions, none of which seemed to get fully answered: Does Dean Conway have the power or right to veto this, or any other, money project of SA?; Is the money allocated to SA tuition money, donor money or money from the Board of Directors; Shouldn't a definition be formulated as what exactly is "beneficial" for Webster College and its students?; Will this situation arise again and will this be a "test" case to see



exactly what the power of SA is in this school?

Mr. Calkins then read the minutes from the Budget Committee meeting of May 2 which stated the reasons they felt that SA should accept the Rock Community School Proposal. The report recommended that this petition be approved because:

1. **One of the goals of S.A. in the coming year is to expand its sphere of interest outside the physical limits of Webster College into the larger community. Approval of this petition would do that.**
2. **We feel that approval of this petition will stimulate action by other students, thus making S.A. much more effective as a student service organization.**
3. **The Rock Community School needs the money and the Student Association has it.**

Miss Mary Daly stated that last week's vote was to soothe our social conscience. She also noted that in 1965 a proposal was passed which said SA could not allocate blanket funding to charitable groups.

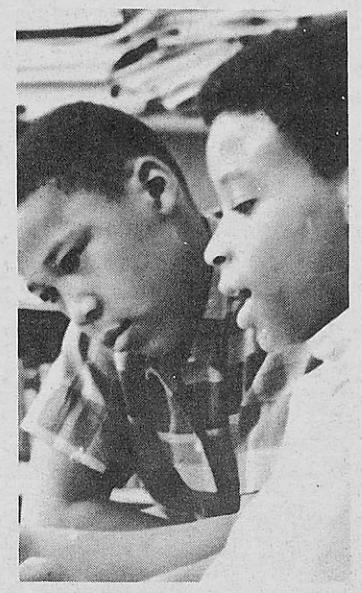
Miss Liz Hooper moved the previous question which passed and the Representative Body voted on the proposal submitted by the Faculty of Rock Community School for $2,000 from SA. The Representative Body voted to stand by its vote of April 29 and allocate the funds, though the vote was much closer (9-7) than last week's vote (14-1).

The Budget for next year was then discussed. Miss Ella Hebbard raised the question as to why $20,000 was given to SA and stated the opinion that SA should become independent. A suggestion was made that clubs go directly to the Dean of Students for funding and not to SA.

Discussion on the Budget was tabled until the next meeting.

A motion to adjourn was made, seconded and passed. The next meeting is set for Saturday, May 10, at 10:00 a.m. in the Oregon Room.





photos by sam tokarz

pass/fail

(Editor's note: The following is a committee report from the Academic Affairs Committee. The proposals which are included are to be discussed at the Student Association meeting Saturday, May 10. Members of the Committee are: Dr. Alice Cochran, Dr. William Duggan, chairman, Mr. Don Mandell, Nancy Reuth and Kathy Sexton.

The Academic Affairs Committee met bi-monthly. Sometimes there were conflicts of time with other important meetings but this was not a serious problem. Conflicts of space arose when committee chairman had not reserved a room for their meetings. This conflict was rare.

Recommendations:

This committee recommends that:

1) All courses at Webster College should be offered with the option to the student for a letter grade or a pass-fail.
2) Written evaluations should accompany the pass-fail mark.
3) The letter grade **F** and the pass-fail FAIL should not appear on the transscript. The loss of time, money and credit is sufficiently punitive.
4) In large class in which written evaluation should not appear on the transcript. The written self-evaluation and the instructor then evaluate the students self-evaluations.

Present Considerations:

1) The reduction of the number of credit hours required to graduate from 128 to 120; the number established by North Central Accreditation.
2) An evaluation of the Financial Aid Program at Webster College: This is under consideration at the request of the Representative Council of Webster College Student Association.

by chip keiley

Recently a proposal was put before Student Association calling for a allocation of $2,000 for the inner city, Rock Community School.

This petition was brought to Student Association by Ann Manganaro, senior, who will be teaching at Rock Community next year. Miss Manganaro stated that the school will use the money to hire additional faculty members which would be vital to the school program. Rock Community being small (only 70 students) is easily able to assume more innovative methods of education. However, this cannot be done without donations.

Miss Manganaro sees in this an opportunity for Webster to become **practically** involved in the community. Instead of apathy or just theoretical concern, students would be more inclined to become involved because they are already financially involved.

The proposal was approved by Student Association. The check was given to Dean of Students Thomas Conway to co-sign. His refusal to sign was a virtual dismissal of the project. His reasons were (1) that benefits from the project wouldn't reach enough Webster College students, (2) not enough research has gone into the decision, and (3) it's not directly concerned with Webster College therefore the Student Association has no right to allocate funds for it.

Tuesday, May 6, the proposal was resubmitted to S. A. Again it was approved, and it will reappear before Dean Conway.

official petition

We, members of the faculty of the Rock Community school, petition the Student Association of Webster College for $2,000 from its 1968-69 treasury, to be used by the Rock Community School during the 1969-70 school year.

Reasons for the Petition

1) We wish to confront the Webster community with an issue that will force students into action concerning the community outside of Webster College.

2) We believe that there is in fact a connection between the Rock Community School and Webster College and therefore, it is a valid issue to confront the Student Association with. The connection between Webster and the school lies in the fact that Webster and Vault graduates are and would be teaching at the school probably. Further, a system has been proposed whereby Webster undergraduates would be able to observe and practice teach at the school with fewer restrictions than they encounter at other schools.

3) Since the Rock Community School needs money and the Student Association has this money, petitioning for funding will fulfill each of our desires.

(From the Budget Committee Meeting minutes of May 2, 1969. Revised from original proposal presented April 29, 1969 at meeting of the Student Association Representative Body.)



u.f.w. grape boycott day

by bernie caton

Realizing the need for strong organization in St. Louis the United Farm Workers have sent two people here to work full time to get the grape boycott off the ground.

The grape boycott is the latest method utilized by Cesar Chavez and his United Farm Workers Organizing Committee in an effort to bring growers to the table to discuss recognition of a union, wage increases, and better living conditions. The problem the grape pickers face is their exclusion from the National Labor Relations Act, which guarantees rights to collective bargaining for all workers except those in agriculture.

Although the growers contend that conditions in California are the best in the nation for farm workers, this gives little comfort to the workers whose average annual income is $2,024. In regard to housing, the Governor's Advisory Committee on Housing concluded that fewer than 20 per cent of California farm workers covered in our study lived in dwellings which could be considered adequate."

Lest the reader be disillusioned even after this study Governor Reagan remains one of the most vocal opponents of the workers' strike. Currently the union is most concerned with the problem of pesticides, primarily because of a lack of knowledge concerning their adverse effects on both worker and consumer, and a number of cases of alleged pesticide poisonings. In January Chavez offered to meet with growers to discuss this issue alone. The growers refused. A legal court has also issued an injunction denying the union access to supposedly public records of pesticide use.

In the latest push to make the grape boycott successful, Chavez has sent out a letter to workers across the country, which says in part: "We have declared Saturday, May 10, as International Boycott Day. On this day our boycott coordinators all over the world will be organizing mass demonstrations with picketing, leafleting and rallies. The farm workers ask you not to shop at A&P until such time as A&P stops helping the grower off the hook by handling the grape. A&P is the largest handler of California table grapes in the East and could bring the growers to the bargaining table."

Following this the two local coordinators (Matt Jochim and Berna Wingert) added in another letter: "As far as May 10 is concerned, what we do will depend entirely on what stance A&P here in St. Louis has taken against us. If Mr. Richards (the division manager) still contends at that time that a meeting with us is of no value, we will hold a rally at 1:00 p.m. at A&P offices and demand to talk with him. If we are in the negotiations stage at that time, we will hold a rally and press conference at 1:00 p.m. at the arch."

commencement
may 17, 1969
4:00 p.m. - LH

passing thru

We were privileged this year to have among us six teacher/students from Zambia. For these men it was an opportunity to learn some of the American methods of education, to live and converse with students from another part of the world and to, in general, understand and relate to another culture.

For Webster College it was a chance to be internationalized in a unique way. We, who speak of experience so freely as a method of learning, had in easy access a sizable number of foreign students to "experience" on a very personal level.

It is regrettable for us that we did not take advantage of that opportunity. And it is unfortunate for the Zambians that so little was exchanged.

The trio of students, faculty and especially administration, who co-ordinated the project, is at fault. The WEB staff shares this responsibility but also hopes the realization of our mistakes will prevent their recurrence. We thank the few members of the faculty who brought this to our attention; we are sorry it was noticed so late.

These men leave us as untapped resources—they who have much to offer by their wit, intelligence and sensitivity. We thank them for being tolerant of us.

anita vitullo

the WEB

webster college
st louis, mo. 63119

may 9, 1969
vol. xlvi, no. 27

'69 honors assembly

The 1969 Honors Assembly will take place Wednesday, May 14, at 2:00 p.m. in the Loretto-Hilton Center. All students, faculty administration are invited to attend.

The tentative schedule for the Assembly includes a welcome by Dr. Joseph Kelly, Dean, and a short address on the background of Honors and the purpose of the Assembly by Dr. Jerome Perlinski.

Sister Lucy Ruth Rawe, registrar, will introduce the winners and Jacqueline Grennan will present the awards. Departmental honors will be announced by Dr. Kelly. A lawn reception will follow a special presentation which will conclude the Assembly.

No exams are scheduled at this time ard all administrative offices will be closed.

the WEB

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business	barb rawe
circulation	candi feck
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maria burger, mary fox, barb johnson, ellen patry

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founded october 3, 1924

message

To the history major, the science major and the former editor and full time politician:
Dear ladies:

I think I can speak for the whole student body when I give my thanks to you three graduating students for doing as much as you did for the newspaper this year. I would like to give to my thanks to you, though, for the following "personal" items:

—the hamburgers that kept me from starving and feeling generally depressed

—the useful information given on courses, teachers and general items

—the useful information given on specific items

—the surprises (including one that Kathleen, Christine, Jane and Rosanne know of) (Ora pro-nobis)

—the general acceptance of many things, including faults and foibles

—a kind remark in the right place and a smile at the right time

It was wonderful having you around and I will be very, very sorry to see you go . . . and we must all meet again someday. I insist.

With great love and affection,
F. R.

too late to mend

August 25, 1968, was the day of our arrival at this College. May 18, 19 or 20, 1969, may be the date of our departure from the College, the city of St. Louis and the state of Missouri altogether.

Seeing is believing. I doubt it if the opposite is true. We came; we saw; we believed and we studied.

We came here to study because the authority had assigned us to study at this College. Why? they knew better. The College is good.

We had great expectations for a cordial welcome as foreigners from Africa. Alas, even our fellow black folk could not embrace us!

For some months we tried to push ourselves into focus but to no avail. We bear no grudge on students or faculty but the situation itself. Albeit an earlier introduction of us to the student body and the faculty would have cut the ice which is now thawing at this late hour of our stay here. Yet there is no one to bear the blame for the "cold shoulder"—except the circumstances themselves.

Other foreign students may come to this College sooner or later—yes. The question is whether they will come for what we have come for, and see what we have seen and believe what we have believed. If you say "yes," I venture to say "no," and vice-versa.

Cheers to the warm-hearted students and members of the faculty and good-bye to the "I'll see them later."

Pius Chisanga Kayunge

L. H. presents

Two weeks ago Seth Rossman presented his senior directing project, "A Taste of Honey," in the studio theatre of the Loretto-Hilton.

"A Taste of Honey" is a beautiful plot by Shelah Delaney and was graced with a fine cast. Peggy Muldoon as Jo was excellent. Her warm sensitive handling of the character was beautiful to say the least. Daria Robbiano as her mother, Helen, also showed great skill and maturity in a different role for any student.

Chuck Harper gave a fine, sensitive performance as Geoffrey. Dan Guilvezan was somewhat weak but still more than adequate as Peter. Steve Best as Jimmy was charming but did not seem to be the African prince the role called for.

Seth Rossman's direction at times seemed to weaken the play but on the whole was rather good, as was his set.

Last week the Conservatory presented Andre Gide's "The Immoralist," adapted for the stage —or should I say aborted—by Ruth and Augustus Goetz. "The Immoralist" was cursed with a terrible script. The play is trite, insipid and a value judgment. Working against this Director Michael Flanagan put on a show more than worthy of the script.

Terry Williams as Michel and Tonia Smith as Marcelline both gave performances marked with moments of excellence and moments of mediocrity. Miss Smith's drunk scene showed great talent and control and was the most polished moment of the show.

Nick Kryah as Bachir was very good as Sakini in "Teahouse of the August Moon" but the script was to blame. And asking anyone to play the role of Sidma is insulting but Sue Loughran did a more than admirable job.

David Deutch gave the best performance I have ever seen him give but still it was at times wooden.

Bernie Passeltiner, as Bocage, was good but we have seen him do it before.

Technically the real show was awful. There was no set. The furniture was ugly and given sloppy paint jobs. The properties were often wrong and someone should know that doctors carry more in their bags than stethescopes. And Flair tip pens were hard to find in 1900.

I cannot see why a senior directing project was allowed a full set and a departmental production allowed a bare stage.

john alden

new wing worms

Floor representatives to Resident Council next year will be: Ena Harrington, Cecilia Haskins, Kathi Hoener and Deb Tierney. Elections took place last week.

summer session

Webster College Summer School has announced its courses for the session running from June 16 to July 25. They consist of:

Introduction to Design
Art Education Seminar (Secondary) 6/16-7/4
Art Education Seminar (Elementary 7/7-7/25
Children's Literature
Teaching of Reading
Thematic Approaches to Teaching of Literature
Programmed Reading
Non Western World Civilization: A Survey
American Studies: Black Culture
Logic and Set Theory
Elementary Topics in Math
Problems in Calculus
Mathematics for Elementary Teachers
The Computer as an Aid for Teaching Mathematics
Survey of Music History
Music Methods
Private Lessons
Philosophy of Education
Introductory Topics in Philosophy: American Tradition and The New Left
Elementary Science Institute
Introduction to Science
Introduction to Psychology
Geography
State and Local Government
Development Psychology
Early Childhood Institute
Workshop in Classroom Media
Theatre Arts Workshop

American Studies: Black Culture will be taught by Father Paul A. Gopaul, PhD.

asian studies

The Department of Philosophy has announced the appointment of Visiting Professor John Clifford for the year 1969-1970. He is replacing Mrs. Martha Gorman who is taking a leave of absence to continue her doctoral studies at the University of Minnesota.

Professor Clifford, author of several works in Asian Studies and Logic, is currently teaching at the University of Missouri-St. Louis. His areas of competence are varied including linguistics, Philosophy of Language, Western/Eastern Logic, and Oriental Philosophy.

Fall Semester (10:00 a.m. MWF) Professor Clifford will survey the major schools of philosophy in India, emphasizing the metaphysical and epistemological aspects. Spring Semester he will survey the major schools of philsophy in China, emphasizing the social, political and ethical aspects.

who's what?

The following juniors were elected to Who's Who Among Students in American Universities and Colleges for the year 1969-70.

Lynn Altadonna, Judith Bonsignore, Carol Colligan, Denise Coughlin, Edward Deep, Joelle Devlin, Barbara Goetz, Susan Halliday, Laura House, Susan Keene, Michelle Miller, Nora Randall, Margaret Ann Rawe, James Robinson, Kathleen Sexton, Diane Shumate, Tonia Smith, Karen Tokarz, Susan Walker and Terry Williams.

Certificates of recognition will be awarded at the May, 1970, Honors Assembly.

CLASSIFIED ADS

Two commencement tickets are badly needed to allow two small children attend their mother's graduaation. Please contact Lorraine Carlson.—Dayhop Box 9.

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