

Faculty Benefit Set for Thursday Debut

By The Shadow

Members of the Lindenwood faculty and staff will brighten Roemer stage Thursday night with their production of "Through the Months at Lindenwood" or "I Haven't Learned the Alma Mater Mother," beginning at 8:15 p. m.

The significance of scheduling the performance on Leap Year Day has not been revealed.

The script for the show, which falls into the category of musical comedy, was prepared by a committee headed by an anonymous vice president who signs his notes to the cast, "BRB." The program consists of ten acts beginning with the month of September and ending in June. An intermission has been scheduled between February and March.

Sets for the eleven different scenes have been prepared by a group of itinerant artists under the direction of John Wehmer. The colors are bright and as far as we can tell so is the show.

A few faculty portray specific students and others parody what they refer to as "student types." The score for the musical has been borrowed from works by Richard Rogers, Allan Jay Lerner, Sir Arthur Sullivan, Jerome Kern and other memorable composers. "Only the words have been changed to protect the innocent."

Included in the cast are such recognizable individuals as Pro-

fessors Howard Barnett and Homer Clevenger, Jean Fields, Judy Clark, Christy Slayman, Bernard DeWulf, Jane Wilbour, James Hodd, Stanley Caine, Marjorie Banks, Librarian Mary Ambler, the head residents, President Brown, Dean Quehl, Miss Lichtler, Miss Ross, Patricia Blaylock, Miss Amonas, and many others who weren't quite recognizable before this reporter was ushered out of the closed rehearsal.

Usually reliable sources high up in the administration report that the cast seems to be having a lot of fun. They poke as much fun at themselves as they do at the students.

Becky Thaler reports that ticket sales are moving fast and that a few seats are still available from student council representatives or from the ladies at the window of the student bank. General admission is \$1.00 and reserved seats in the dress circle are available at \$5 each. Seats in the grub gallery are selling for only 75 cents. A limited number of standing room tickets are available and will go on sale as soon as the house is sold out. Two-thirds of the proceeds will go to the Campus Chest and the remainder will be used to cover expenses of the show and help refurbish the faculty club. They're going to paint it to match the Common House this spring - - It's "National Beautify the Campus Year."

LC Represents Malaysia at UN

For the fourth consecutive year Lindenwood students will participate in the Midwest Model United Nations to be held February 28 to March 2 at the Sheraton-Jefferson in St. Louis.

These students, Sherry Kelleher, Liz Fleming, Pat Ruth, Penny Ginsberg, and Judy Bassnett, will serve as the Lindenwood delegation to represent the Federation of Malaysia. In previous years we have represented Cambodia and the United Republic of Tanzania.

In preparation for the Model UN each delegate must study and be able to state the positions actually held by his country. He must also comprehend views held by other countries on these issues, and try to influence others to accept the issues he has prepared. The delegates may have to deliver

a speech at a plenary session or in a committee meeting. They also may have to negotiate with other delegates to gain support for a resolution and amendments. Other factors involved include a knowledge of the geography, history, people, and culture of the country, along with the procedures, purposes, and current activities of the UN.

Four committees are formed to deal with certain issues at hand. This year the Social, Humanitarian, and Cultural Committee will cover population control and the Apartheid Policy of South Africa. The political and Security Committee will cover the question of Chinese Representation in the UN and disarmament and arms control. The special Political Committee will discuss Vietnam and Palestine. The trusteeship Committee will deal with the problem of territories under Portuguese Administration and the problem of Southern Rhodesia.

Liz Fleming, head delegate, summarized her feelings about the worth of the Model UN saying that "by learning about these countries, one learns what great problems the actual UN faces in trying to deal with world issues of today."

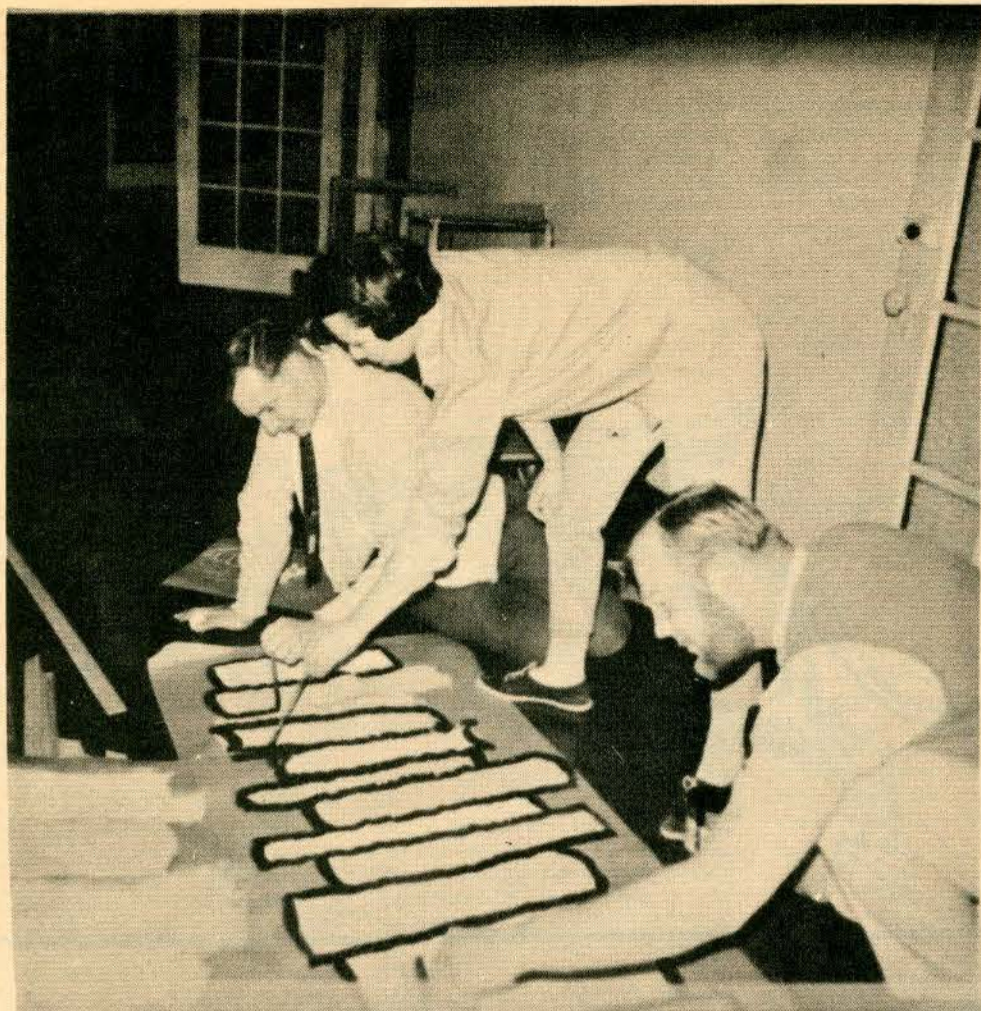
Beta Chi's Model Riding Fashions

A deerskin riding outfit made by Demaris Arms--from a deer she killed--will be one of the outfits modeled by Beta Chi members in the style show tomorrow night at 7:30 in the stables.

Arabian and Indian attire will be shown, as well as traditional riding out-fits: hunt seat, saddle seat, side saddle and formal. The horses will be attired to coordinate with the riders' out-fits.

A hayride is tentatively scheduled to take girls from the dorms to the stables after dinner until 7:30.

Linda Granger will moderate the style show, and refreshments will be served following it. Very informal dress is advised.



Faculty Prepares To Frolic

The Faculty will Frolic for charity this Thursday night at 8:15 p.m. in Roemer. Proceeds will go to Campus Chest. —Photo by Clapp

LINDENWOOD COLLEGE

BARK

Vol. 2 No. 13

February 27, 1968

St. Charles, Mo.

SA President-elect Predicts 'Stronger Role'

by Helen Jones

Student Association president-elect Mary Margaret Smith predicts a stronger role for student government at Lindenwood after a year of transition.

The sophomore political science major was announced president by acclamation at an assembly last Wednesday. She has outlined several constructive goals for SA and will initiate programs this spring.

president from administrative affairs, while the VP for Public Relations will act as a liaison between the president and Student Council Committees. The VP for Academic Affairs will correlate the curriculum committee with the Council. According to Miss Smith this will allow the committees to act independently with the Council serving as the nerve center for information.

Miss Smith stated that the animosity which has existed between the student government and the administration has been partly the fault of a SA which was defensive because of its ineffectiveness. She looks for the new streamlined procedures to insure better communication, so that "student council will be ahead of the administration instead of three steps behind it."

She also plans to take a more constructive approach to symposium discussions. Symposiums organized by clubs and groups could be financed by the SA through a special fund appropriated expressly for this purpose.

Included in her immediate plans are a reorganization of the student handbook and a leadership training program in the spring. An NSA facilitator would meet with the SA officers, a Social

Council representative, and the BARK editor in a teagroup situation, and together they could reach an agreement on a set of general goals.

Miss Smith emphasized that these are just a few of many ideas that the SA will have to begin work on immediately. She believes that the role of student government at Lindenwood next year will be an active and concrete one after a year of redefinition.



Mary Margaret Smith
SA president-elect

—Photo by Clapp

In an interview last night, Miss Smith stated that the primary job of the SA will be to formulate long-range objectives. Such planning, will, she feels, coordinate the activities of the Senate and the Council and their committees, thus allowing for fewer meetings with greater efficiency. She points out that once a student government begins to function on a long-term basis instead of in weekly spurts, it will quickly dispose of unimportant procedural matters and devote itself to matters such as curriculum.

She feels that the success or failure of the three vice-presidents will "make or break the Association." If the vice-presidents function successfully they will allow the president to concentrate on the general goals of the organization. The VP for House and Judicial Affairs will free the

Special Forces G. I. Speaks Tonight

James Radford, a former member of the Special Forces, will discuss his experiences and the ethnic problems of Vietnam, tonight at 7:00 p. m. in Parker living room.

He spent three years of active duty with the Special Forces. Seven months of this tour were spent in Vietnam. He is presently a student at Southern Illinois University.



Orchesis Takes Three

Susie McReynolds, Orchesis vice-president, judges tryouts held last Tuesday for the modern dance club. New members selected are: Rea Baldrige, Val Campbell, and Mary Underdown. —Photo by Clapp

Coordination?

To Be, or Not To Be

The question: to be or not to be an institution of education for women. Is Lindenwood providing a valid learning experience for the women they are educating? The BARK feels it is not.

With the administrative shift two years ago, the college was found floundering in a mire of boredom. A new program was constructed to stimulate intellectual excitement and academic freedom; yet in few cases has it succeeded. Admittedly, this first year of the program was experimental; and the defects will be straightened for next year's attempt at education. But no matter how often that curriculum is re-revised, re-vamped, and re-shaped, this college will never provide a valid learning experience for its students. We need men.

The male point of view is a necessity for classroom situations--not all classes, but when discussion or expression is the method of instruction, a homo-intellectual class invalidates itself. We study creative writing as women, yet whom are the authors we are assigned to read: Donald Barthleme, John Updike, Robert Penn Warren, Evelyn Waugh, with a Flannery O'Connor or two.

But supposing our curriculum becomes outstanding enough to compensate for a masculine point of view, to over-ride the remoteness of our campus. What of other aspects of college education?

This education necessarily includes organizational participation. What of the organization heads? Is theirs a valid leadership experience? When an inexperienced sophomore edits the campus newspaper because "no one else would do it," and another sophomore wins the presidency of student government by acclamation, the indication is that students themselves question the actuality of leadership and organizational power.

The element of competition is missing, an element which men could provide. There are those who "didn't come here to compete," who would sit out their four ivory-towered years and retreat to a kitchen the day of graduation. But this atmosphere, sans competition, is unnatural; it's false. Those who will graduate and enter competitive business might be surprised to find their co-workers, often their superiors, are men; competition will then be a matter of survival.

The invalidities of a women's college are self-evident. Academically, organizationally, practically, we need men. But socially, the need is increased ten-fold.

For Lindenwood women there are scant opportunities to meet men, with the exception of the monthly cattle-auction mixers and a scattered symposium or two. Our remoteness dictates our necessity to bring men on the scene. Whether we bus women into Wash U and bus men back, or found a coordinate college of our own, a masculine atmosphere must be introduced to this campus. An opportunity must be provided for intellectual relationships with men, casual friendships with men. Then romantic and sexual involvements would naturally fall back into proper perspective.

The alternative, women, is men.

To The Editor

Dean Clarifys Dorm Committee

Thank you for reporting on the newly appointed faculty committee that will soon initiate a careful study of the residence hall system on the Lindenwood campus. Certainly the inauguration of our new educational philosophy, curriculum, and calendar provides us with a timely opportunity to review the strengths and weaknesses of residence hall life as it now exists.

I would, however, bring to the attention of your readers two points that need some clarification: (1) You have stated, incorrectly, that "probably two students would be asked to join the committee at large." The intention is, and has been, to have two students from each residence hall serve as full members of the committee. The composition of the

committee would, therefore, include nine faculty members, two ex officio administrators, and fourteen students. The study can only proceed, then, on the assumption that there must be a large amount of student participation both on the committee and within each hall if our investigation is to yield meritorious results. (2) In fairness to the committee, which will for the first time meet in the near future, it is a bit premature to conclude that the research strategy will necessarily involve a questionnaire. While a questionnaire is a useful tool for gathering information, the committee may well decide to use a large number of interviews--or both.

Gary H. Quehl

Our Man Hoppe

Bobby, The Best Supporter of All

Good morning, friends in television land. It's time for another chapter in that rollicking situation comedy, "I Love Ethel."

As we join Bobby and Ethel today, we find Ethel happily preparing an intimate little breakfast for their intimate little family.

Ethel: Let's see, 24 pieces of toast, two dozen eggs, a gallon and a half of milk. . . Please children, never punt on the third down. Not in the kitchen.

Bobby (soliloquizing above the din): To run or not to run, that is the question. Whether 'tis nobler in the mind to suffer the slings and arrows of a hopeless campaign. . . (as a football hits him in the left ear) or to hang around the house. . .

Ethel: Please, dear, your eggs are getting cold. Oh, by the way, Eugene called.

Bobby: Ah, now there's a Senator I admire. He has all the qualities I cherish in myself--courage, integrity, decency and the guts to run a high moral campaign on the high moral issues of the day. Oh, I couldn't agree more with the high moral stand he has taken.

Ethel: You're going to support him then, dear?

Bobby: Yes, I'm giving him my all-out moral support. Moreover, I told him to call up any time he needs it, night or day. (nervously) He did call on the scrambler phone, didn't he?

Ethel: Yes, dear, at 3:04 a.m. from a phone booth in Georgetown, as per instructions.

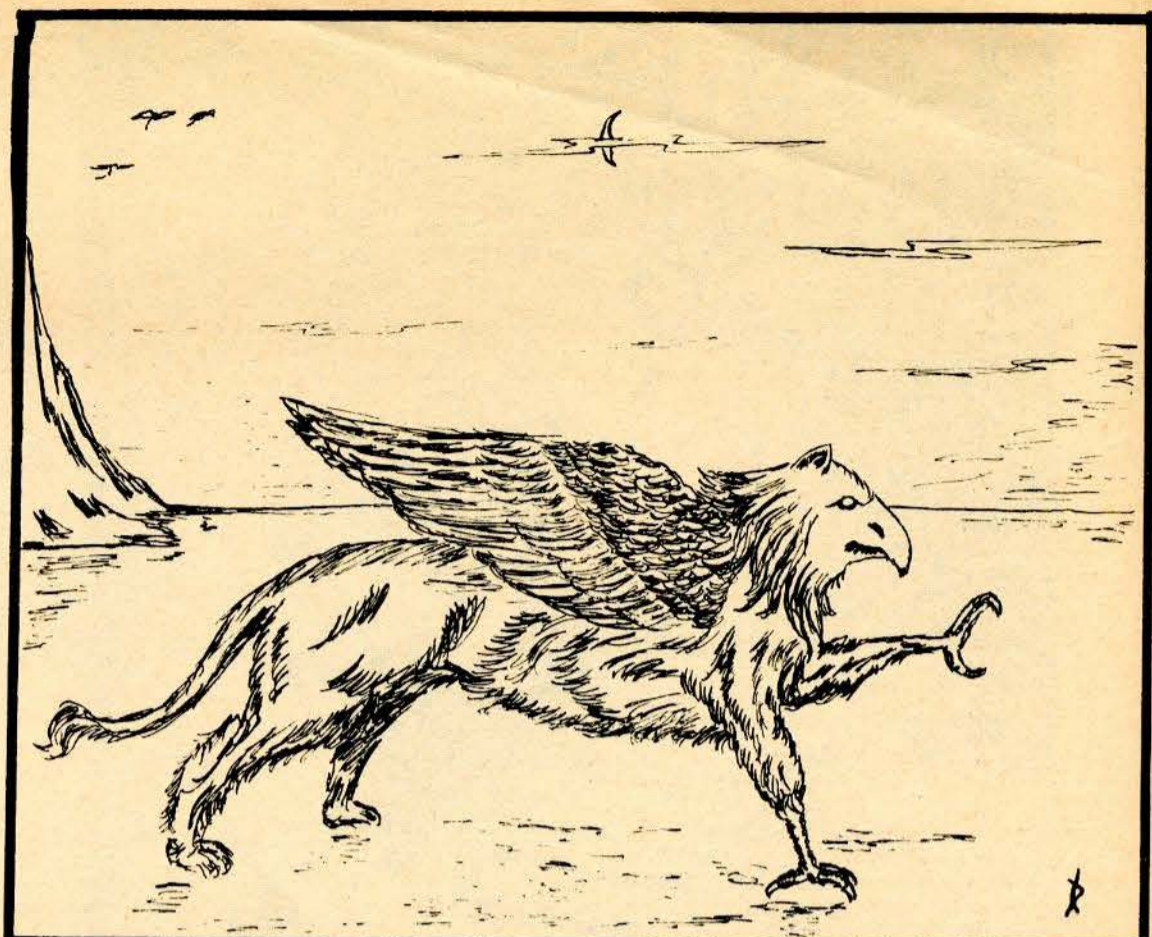
Bobby (with relief): That proves his integrity. Too bad he's a loser. But as I told him, I must put loyalty above all. There is no higher quality than loyalty. And thus, to prove my loyalty, I must publicly support our President to the bitter end, come what may. Unless, of course, I decide to run myself.

Ethel: You're going to support the President then, dear?

Bobby: Certainly. I am planning a nationwide speaking tour in his behalf, concentrating on the states where dissident Democrats are talking disloyally. In my speech, I will pledge my unqualified support for the President. In a phrase somewhere near the end.

Ethel: That's nice, dear.

Bobby (waxing enthusiastic): And that's not all. To demonstrate my loyalty further, I'm going to do all I can to make him a better President. In his behalf, I'm going to enumerate all the terrible



Pursuing the Arimaspians*

The Male Bag

E Pluribus Sibley

by Mike Donovan

I went skipping over to the bookstore the other day, (I was out of change for the "coffee" machine) and I noticed something that rather shocked me. Have any of you taken a good, long look at the Lindenwood College Sweatshirts? Have you seen the little white blob in the middle that is supposed to be the Lindenwood crest? Well, I have and I've decided that it needs explanation. There is no way of deciphering what is on the crest, especially if you're using a blue sweatshirt for a reference. So, now, public servant that I am...

The first item that catches your eye is the lion-eagle figure in the middle of the crest. This creature is known as a griffin. What is a griffin anyway, you're probably saying to yourself this very moment. Well, according to

the Chinese, a griffin is an untried racing pony. Now, I haven't quite figured out why we have the symbol for an untried racing pony on our crest, but I do have some theories.

The founders of our school may be trying to tell us that as mere college students, we have yet to run the course, the race is still ahead. However, this explanation is too simple. My other theory is that the cowboys in charge of this here ranch have turned the student bodies out to pasture. That interpretation is somehow more appealing to me. We are now free to run and kick and even whinny now and then, as long as we don't leave the corral. Whoopee!!!

If one looks closely, one notices a figure astride the ferocious griffin. Who could that figure be? Ah, Ha! Why, it's Major Sibley himself! He is admiring the front half (the eagle half) of this mount. He is noticing the long talons the griffin sports. Now he is writing in his diary:

"A curious calculation, abt. finger and toe nails. I find that my finger nails require cutting about every two weeks. . . and that one 10th of an inch is trimmed off each nail at a cutting. . . So that if my nails had been allowed to grow uninterrupted, each finger and thumb might now be armed with a horny projection of 7 1/2 feet in length, and both hands might have produced 75 feet in length of the same. The toes do not appear to be as fertile. . ." (Source: Extracts from the Diary of Major Sibley, Tuesday June 30, 1846).

That's what I call a curious calculation. It only goes to show that deep administrative concern for the welfare of the students goes all the way back to 1846.

The rest of the Lindenwood crest can easily be deciphered. It becomes clear, as you gaze at your blue sweatshirt (also available in black, yellow, brown, white, and fuchsia), that the surrounding mess around the griffin and Major Sibley is nothing more than grapes. Grapes of what? (Ed. note: See Battle Hymn of the Republic).

The only other figure discernible are what appears to be three half-moons. The significance of those half-moons is so obvious that I'll leave the explanation of them up to you. (But, just as a precaution, there will be a short quiz at the end of the hour.)

Book Review

A Severed Head

By Ginny Wolff

(The following review is the second in a series written by students in the "Writer's Workshop." The class is reviewing novels currently in the bookstore.--ed.)

A Severed Head, by Iris Murdoch is written as a narration by Martin Lynch-Gibbon, an upper-class Englishman. Without his narration, the novel would remain merely fragments of shifting relationships, taking place in the upper class world of English society in and around London and Cambridge.

The atmosphere of soft quiet that pervades the opening chapter when Martin is with his current mistress, Georgie, is never quite the same as the story unfolds. The book has many erratic twists which arise out of the knotty situations as they develop; Avon books chooses to call them "A terrifying tangle of erotic impulses"--whether or not that is true is for you to judge. There is a constant net of characters in the story, and their actions as they mesh together make for a book loaded with O. Henryish twists. Most of the action of the story is seen through the eyes of a slightly sagging middle-aged man, who has nothing better to do than enjoy himself and taste wine; not that that sounds so bad! We catch glimpses of the other characters as they move in and out of his life. People are presented as things sometimes, and one person may or may not be as precious to Martin as one of his priceless Audubon prints.

Although A Severed Head isn't something you would read for freshmen composition, that is one of its best advantages. It's a good book to take along to Lambert Field when you know you might have to stand-by, or can be read in quick snatches while you're waiting to do something else, and is a good time filler when you couldn't find that fourth for bridge, but just didn't want to start studying. It is strictly a popular book, written for a wide audience, but is well-written and the plot is kept tightly under control.

(*see Paradise Lost, Bk. II, John Milton)

Coordination: Brown Discusses Alternatives

"I am more on the fence about coordination now than I was a year ago. . .but I'm going to have to climb off that fence within the next sixty days," said President John Anthony Brown in a BARK interview last Friday.

What shook Brown's affirmative stand on a coordinate men's college and put him on that fence were several recent events. For one, he cited student reactions in what he termed "some of the excellent letters" he'd received on the subject of coordination. Also, he referred to his class, International Relations, as "exciting-as good as any class I've taught in a co-educational situation;" thus, he questioned the need for the male point of view at Lindenwood.

In one of the students letters, the program was cited as the school's forte, and the student complained that the program wasn't being given a chance to prove itself.

He echoed that student's enthusiasm over the new curriculum, saying that it is tailored to "the care and feeding of a woman's mind." He noted the writing program as a unique program for women, in a nation where its universities openly acknowledge men's writing over women's.

Another student letter declared "I didn't come here to compete with men." In commenting on this statement, Brown referred to Dr. Yeckel's address last Wednesday at the Women! symposium.

"Dr. Yeckel was right when she said that women sell themselves short; they avoid competition with men because they're afraid they're going to lose out."

He questioned this fear of competition, wondering whether the

fault lies with men or women. "Institutions function to advantage men. Our college functions to advantage women. That's the best defense for a women's college."

His own course in International Relations was instrumental in inputting him "on the fence." He described a recent class meeting as "guts discussion," something he'd thought "impossible" in an all-women situation. Discouraged by his previous failures to arouse such discussions, Brown revamped his course this semester, approaching it "from the women's point of view."

"The male point of view is lacking. If we are to remain a women's college, we must think through women's basic attitudes toward subject matter, recognize the difference between male and female attitudes, and teach it that way."

He feels there are some areas in which a mixed class would improve the class situation, and others where it is not necessary. One point no one has made, according to Brown, is that "the lecture method isn't dead; but its importance is decreasing in its monopoly of the educative process. The emphasis today is on student evaluation of material."

In a lecture situation, he explained, it doesn't matter if there are males and females; but when discussion is the principal mode of education, discussion is difficult in a "homo-intellectual" group.

He used various colleges as examples of ways to bring the male point of view to Lindenwood. Hamilton, a college for men in a remote

area of New York, has found it necessary to found a women's college, primarily because of their remoteness. "Their reasoning," said Brown, "seems to be essentially social."

The faculty of Kenyon College, in Gambier, Ohio--population 1500, counting horses and dogs--have played a great role, he said, in designing women's college to complement the men's, both academically and socially. "In this case, the coordination is far from just a social convenience."

He stated that if Lindenwood develops a coordinate college, "it's not just a simple business of bringing men within our reach. . .it must strengthen our own program and make education here unique."

According to Brown, nearly every women's college in the nation is making some move toward coordination or coeducation. Sarah Lawrence just this month began admitting men; Vassar has recently stated that they will found a men's research center and a Vassar extension in New York City.

Mills College in California, one which refused to go coordinate in spite of some faculty and student demand, remains a women's college because of their President, who says, "Mills women have more important things to do than teach men table manners. . .besides when I visit my son's fraternity house at Stanford, the living room is filled with Mills women."

"But where do Lindenwood women go," asked Brown, indicating the relative isolation of the campus. "The question of coordination must be considered on the basis of what is best for Lindenwood located where it is."

When asked whether or not he agreed with the educative principle of coordination, Brown replied, "I do believe in coordination because it gives an opportunity to develop an educational program with men and women's minds considered both separately and together; this is the best of both worlds. With coordination, women will have a place to retreat to and advance from, when they want it, and men too." "There is a great cost to the deliberate way in which we are going about this decision. The time is here to make a decision and take our position."

He said that a student's ethical standards "are pretty well established by the time he or she has reached college age." Dean Hubbard suggested that the characteristics which "develop during the upperclass years are the result of free choice based upon pre-college moral values."

"We must make a clear distinction between the free discussion of deviant behavior and the actual practice thereof," he said. "Morals and spiritual matters are taught most effectively by personal example, not by preaching or even by analysis."

Dean Hubbard said, "The moral values and standards of personal behavior of a university faculty must surely rank near the top if one compares pertinent characteristics among various populations. . . I am sure that you will find that your children are in solid company," he told a Dads Association audience of parents and students.

"For example, parents, and friends who would understand 'why students are like that,' remember that these are fine minds applying newly acquired tools of analysis and criticism to the world in which they find themselves. All of us realize that it is an imperfect world, and it is hardly surprising that they find much to criticize," Dean Hubbard said.



KCLC Pickets Parents

Eight dollars was solicited from Lindenwood parents as a result of nine KCLC supporters' picketing father's day events. Both the afternoon discussion group and the banquet that evening were targets for demonstration in the current campaign to solicit contributions toward financing an FM radio station at L.C. Last weekend's yield, however, leaves the campaign far short of the \$4500 goal set for May 1.

—Photo by Jones

Summer Session Plans Film Fiction Workshop

"Film and Fiction," a summer school workshop, will provide opportunities for students interested in screenplay composition, film editing, and production. The high point of the course is to be a three-day conference open to anyone interested. An analysis of a film written and produced by the class members will be the focus of his conference.

Beta Chi Schedules Tryouts Next Week

Beta Chi will hold second-semester tryouts next week, March 4-8, from 1-5 p.m. at the stables. For those interested in try-outs, practices will be held this Saturday morning from 9-12 a.m., and Beta Chi members will be available for instruction at this time.

Student Morals Defended

Are the moral standards of Lindenwood students a sign of a lowering of ethics? According to one educator the situation here is not a unique one.

Students are unlikely to make dramatic changes in their personal behavior and ethical standards under influence from the academic atmosphere of the University of Iowa, according to Philip G. Hubbard, dean of academic affairs,

Around Campus

- Tuesday — February 27
 - 7:30 p.m. Pi Alpha Delta (Young Lounge)
 - 7:30 p.m. CAREER NIGHT Department of Philosophy and Religion (Dr. Thomas' home 1021 Monroe)
- Wednesday — February 28
 - 9:00 a.m. Faculty Meeting: to discuss Coordinate College
 - 11:00 a.m. TOWN MEETING. Discussion or Coordinate College. . . .
 - 1:30 p.m. Faculty meeting will reconvene
 - 1:10 p.m. FCC Film: "Come Back Africa" (Young Auditorium)
 - 7:30 p.m. Beta Chi Style Show (Stables)
- Thursday — February 29
 - 5:00 p.m. Student Recital (Sibley Chapel)
 - 7:30 p.m. FACULTY FROLICS for benefit of Campus Chest
- Friday — March 1
 - 7:30 p.m. Movie: "The Visit" (Young Auditorium)
- Saturday — March 2
 - 8:00 p.m. Senior Recital Marilyn Peutt, Soprano (Roemer Auditorium)
- Monday — March 4
 - 1-5 p.m. Beta Chi tryouts (Today through Friday)
- Tuesday — March 5
 - 10-4 p.m. Art Department print sale (Young Lounge)

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Symmes Applauds Merrill-Palmer Semester

Louise Symmes, senior psychology major, attended the Merrill-Palmer Institute for Family Life and Human Development last semester in Detroit as "an opportunity to experience more specialized psychology in an extended laboratory."

Miss Symmes was the only Lindenwood student in a community of eighty undergraduate and twelve graduate students to attend the small private research center supported by the Ford Foundation. Recreation centers, marriage counselors and psycho-therapy for autistic children are among services offered by the institute to the public.

Student housing facilities, provided by the Institute, grouped fifteen girls to each house. With location in Central Detroit, students had access to a cross-section of the city, both under-developed housing areas and the cultural district.

Home Economic and Education majors joined Child Development workers, Sociology and Psychology majors in classroom and field studies.

Each student was required to take three seminars and one "practicum" per semester; the practicum course provided the student with practical experience in her field of study. For the practicum Miss Symmes worked eight hours per week at the Lafayette Clinic.

Students enrolled in the "Multi-Disciplinary" course were divided into ten individual groups centering around mass media, religion and

government; the purpose, said Miss Symmes, was "to involve people in current events as related to reading". Miss Symmes' group, state and regional government, studied the stock market and culture groups as related to this group. As a part of the course, each section produced a bi-weekly paper on its progress.

Both the nature of the courses themselves and the atmosphere of the institute were "unique" stated Miss Symmes, in that the student "is not pressured" but can work at his own rate of speed and "level of progress; I found that the unstructured atmosphere motivated me."

Many of the professors, besides teaching, have outside practices of their own and are "not static people--very alert and aware". One professor was an animator of the Head Start program. Most classes had bibliographies rather than the specific textbooks and students could choose the books they wished to work from.

Miss Symmes found that the institute operated on a "graduate level" by "forcing one into the city, into reality" and then applying one's knowledge, in an unstructured manner, to classroom work.

For her "Urban Community" course, Miss Symmes spent one evening in a Greek bar, the emergency ward of a hospital and wound up on Plum Street, the local hang-out for hippies.

"One of the greatest experiences for Lindenwood students," stated Miss Symmes, "would be to put out in the field to see what you did or didn't want to do."

Miss Symmes will be speaking in depth to the Psychology Club in the near future about her experiences at the Merrill-Palmer Institute.

Symposium to Explore Business

Mrs. Roman and eight Lindenwood students will attend the "College Business Symposium" sponsored by the Missouri Chamber of Commerce on February 29 at the Chase Park Plaza in St. Louis.

Mary Jane Brown, Sandy Starr, Sandy Caldwell, Gail Newman, Cecil Johnson, Barbara Sly, Laura Page, and Diane Kennedy will attend the all-day conference to discuss with panelists such topics as Money Control and Inflation, Automation and Unemployment, and the Role of Profits. The afternoon session consists of table

discussions of business or economic problems.

This program is designed to bring college students and faculty members into contact with business leaders to permit an exchange of ideas between these groups. The discussions will cover an understanding of business and its problems and a businessman's view on major economic problems of today.

Washington Program Lies Fallow in '67

Twenty years ago Dr. McCluer, President of Lindenwood (1947-67), with college professors from six schools created an opportunity for students to study in Washington, D. C., under the auspices of American University. Each college sent four students.

Today approximately thirty colleges and universities participate by sending 100 students. Three sections compose the semester. A seminar course, which concentrates on discussion with government officials and visits to agencies and departments, enables them to learn the intricacies of the city. Each carries an independent project on a topic of his own choice, and takes two courses at American University.

Ann Stukenbroker, a senior Lindenwood student, participated in the Washington Semester last year, and remembers visiting embassies, talking to Vice-President Humphrey, and listening to Supreme Court Associate Justice Douglas. She emphasized, "It's not just sitting in a classroom at American."

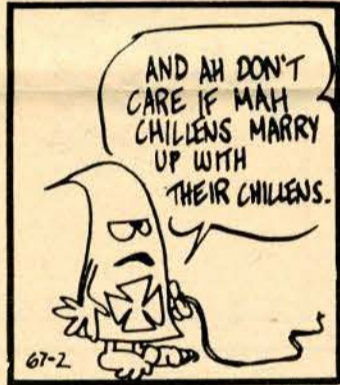


photo by Clapp

A 2.5 grade average, and a course in American national government are the requirements for this Junior Semester study program. Application is made to the Committee for Off-Campus Study.

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Dr. Clevenger, Professor in History and Political Science, considers, "In the experience I have had with it, it was one of the most important and exciting experiences that those girls had in college... brought them back more cosmopolitan."



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