

## Dr. P. Gallagher is speaker for Honors Day

Dr. Patrick Gallagher, speaker for the Honors Day program this morning, has defined the profession of teaching in an unusual and exciting manner. Presently the Chairman of the Department of Anthropology at The George Washington University, Dr. Gallagher has a past studded with honors in the forms of fellowships, societies, and invited lectures. In a letter to the *University Hatcher*, entitled, "Teaching Is an Act of Loving Conspiracy," he makes several startling observations concerning the condition of education today. A reprint of this letter may be found below.

To the Editor:

## Teaching - act of Loving Conspiracy

The following letter on the nature of teaching, by Dr. Patrick Gallagher, chairman of the anthropology department, was received by the *University Hatcher*.

1. **Teaching is an act of loving conspiracy.** I realize that a man can honestly accept pay for lecturing on subjects which do not engage him passionately to auditors whom he doesn't respect; and, further, I know that the auditors may be permitted to practice law or to marry lawyers as a reward for their glassy-eyed tolerance of the instructor, for their endurance, and for their fidelity of attendance. But however typical these conditions, such lecturers are not teachers, such auditors are not students because there is no love shared, either for each other or for the subject which brings them into the classroom. While love is a necessary condition, though, it is not a sufficient condition: the teacher and his students must conspire. By this I mean more than the cliché that teaching is a dialogue, a common inquiry. I mean that the teacher and student must form some kind of underground, a kind of freemasonry, against an extremely powerful and popular attitude.

That attitude is the notion that all of what engages the interests of scholars is either (1) piffle, on a par with the content of the contemporary game of Trivia, in which the successful player supplies correct answers to such questions as "What is the name of the high school attended by Jack Armstrong, the All American Boy?" or (2) black-magic formulae invented by mad scientists which inspire awe, since they permit the construction of machines which can melt cities, since they will doubtless let a man

# Award presentation today



Speaker—Dr. Patrick Gallagher, chairman of the anthropology department of George Washington University, spoke today at the Honors Convocation.

Following an address by Patrick Gallagher, Lindenwood honored the following students during the Honors Convocation today.

**Freshman Writing Contest Awards**  
The *Griffin*, Lindenwood's literary magazine, is published each spring by the English Department. It contains the best creative writing done at the college during the current year.

The editorial staff is the class in Literary Editing, and the editor this year is Susan Hufford. The staff conducts the Freshman Writing Contest and usually publishes the winning entries in this contest.

This year there are three prize winners in the Freshman Writing Contest, and two students whose work has been awarded honorable mention.

Honorable mention to Janet Barbour for her sketch, "The Cat", and to Elise Donaldson for her short story, "Now."

Third prize to Trudie Teague for her short story, "Two and Two are Five."

Second prize to Nancy Arthur for her short story, "The Moment."

First prize to Donna MacInnes for her short story, "The Funeral."

**Spahmer Creative Writing Awards**  
The Richard C. Spahmer prize for distinctive achievement in creative writing is awarded by the English Department each May. All upperclassmen — sophomores, juniors and seniors — are eligible, whether or not they are majors or minors in English. The prize is awarded for writing done during the current school year.

The award this year was given Holly Zanville.

**Presser Music Foundation Scholarship**—The sum of \$400 is made available annually by the Presser Music Foundation to students plan-

ning to make their living by teaching music. Selection of the students is made on recommendation of the faculty of the Department of Music from upperclass students majoring in music.

To receive the Presser Music Scholarship for 1967-68 — Linda Froemling.

**Mu Phi Epsilon Prize**—A \$50 annual prize is awarded to a junior member of Mu Phi Epsilon, who is recommended jointly by the faculty of the Department of Music and Dean of the College. This is granted by the St. Louis County Alumnae Chapter of Mu Phi Epsilon. Phi Theta Chapter would like this presented to Lyn K. Schultz.

### Honors in Art

The St. Charles Artist Guild College Art Exhibition:

Third place in sculpture award to Barbara Kirchoff.

Blue ribbon in painting award to Barbara Kirchoff.

Second place in mixed media award to Jean Schuttenberg.

First place in sculpture award to Jean Schuttenberg.

"BEST OF SHOW" award to Amy Dickgiesser.

First Annual Missouri Student Art Competition sponsored by the Missouri State Council at Southwest Missouri State College at Springfield, Missouri.

Fourth Award in Prints and Drawing—Polly Sowa.

Honorable Mention — Shirley Holrah.

AWARD FOR EXCELLENCE IN ART—Given by Mr. Bruce Buck.

To Janice Jacob.

### Awards in Mathematics

These awards are made on the basis of mathematical achievement.

The Freshman awards go to—Rebecca Achelpohl, Karen Diehr,

(Cont. p. 2)

## Beta Chi sponsors Horse Show

Lindenwood's fifth annual open Horse Show will be held May 6 and 7, at the St. Charles fairgrounds, located just west of the bridge on the south side of Interstate 70 at Fair Lane Exit, St. Charles. Performances will begin at 1 p.m. and 7 p.m. D.S.T. Saturday, May 6, and 12 noon Sunday, May 7. The classes for LC students only are at 9:30 a.m. Saturday, and Alumnae classes are Saturday evening.

Beta Chi Riding Club, LC sponsor of the horse show, will give a square dance exhibition Saturday night and Sunday afternoon. There will be forty classes featuring hunters, jumpers, western and saddle horses. The judge of all divisions except hunters and jumpers will be Martin Cockriel, Parker, Colorado. Other judges will be announced later. There are over two-hundred forty entries from all major stables in the St. Louis area. Post entries will be accepted.



Showing—Carla Stevens prepares for the annual horse show, May 6 and 7, at the St. Charles fairgrounds.

(Cont. p. 4)



## Awards presented

(cont. from p. 1)

Ann Schaberg and Mary Ann Stein. The Senior award to—Jill Orthel. **Chemical Rubber Company Freshman Award**, and **Analytical Chemistry Award**, John A. Bornmann, Ph.D.

For the past twenty years, the Chemical Rubber Company has been presenting Science Achievement Awards throughout the United States.

This program was designed to motivate first year students toward greater interest and effort. This type of interest and the effort it sustains are the reasons scientific fields have been able to advance at an accelerated rate in recent years.

The Chemical Rubber Chemistry Award consists of the **Handbook of Chemistry and Physics** which is published by the Chemical Rubber Company. The winner of this award is Jean Maxey.

The **Analytical Chemistry** award is donated anonymously and is given to the student who has the highest achievement in Analytical Chemistry. The award consists of a pocket slide rule.

The winner of the Analytical Chemistry Award is Mrs. Linda Patt Black.

**Alpha Epsilon Rho** is the National Honorary Radio-TV Fraternity. This organization is composed of outstanding broadcasting students from various colleges and universities throughout the United States. Tau Chapter at Lindenwood College is pleased to award Miss Victoria Jean Lowe and Miss Melissa McKenzie with active member certificates signifying their entrance into Alpha Epsilon Rho.

### Alpha Lambda Delta Award

Marion Dawson Rechtern, Ph.D.

The National Chapter of Alpha Lambda Delta awards a certificate to all senior members who have maintained a 3.50 average for seven semesters and a book to the senior with the highest average.

The following seniors received an Alpha Lambda Delta Award:

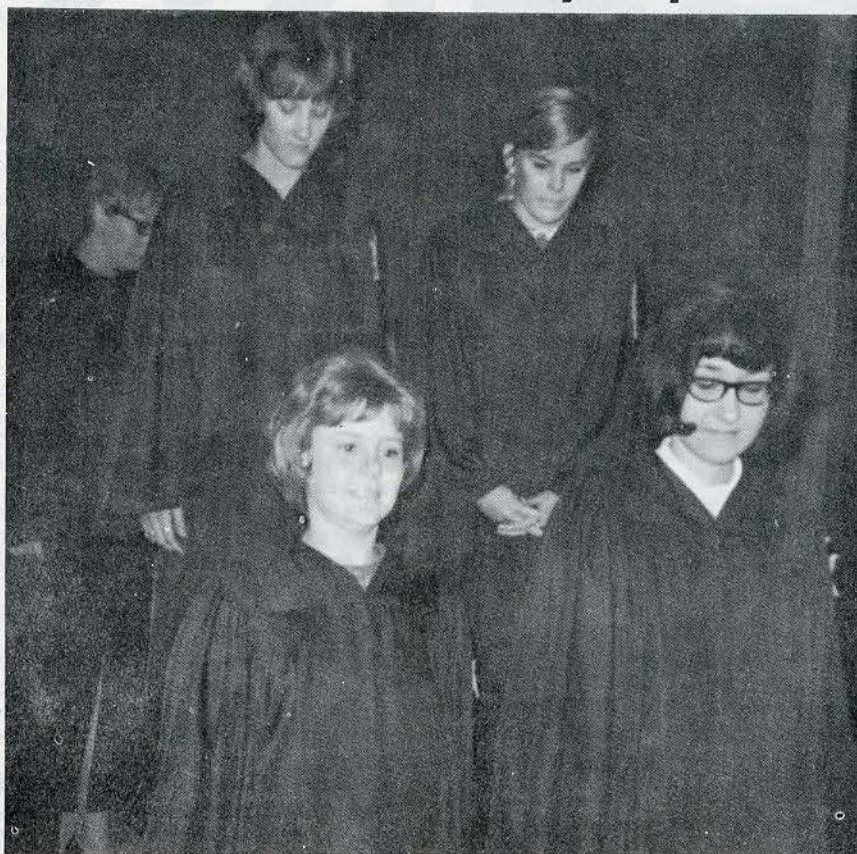
Highest—Linda Patt Black, 4.00;  
Students with a cumulative point average of 3.50 or above:

Linda Patt Black, Patricia Penkowski, Diane Singer, Mary Ann Stein, Jane Kiser, Virginia Tiffany, Jane Orthel, Gaile Haessly, Gail Gross, Frances Santoro, Barbara Zelif, Anne Doherty, Ann Schaberg, Marcia David, Kay Geithman, Jan Lammers, Eloyce Noel, Betty Black, Victoria Lowe, Jean Cameron, Kathleen Swiers, Elizabeth Dickson, Linda Froemling, Cheryl LaFlam, Lyn Schultz, Shirley Hollrah, Brenda Johnson, Barbara Sly, Lynn Stratton, Rebecca Achelpohl, Mary Anna Martin, Trudie Teague, Maryann Perkowski, Judith Prowse, Linda Van Landingham, Linda Mandeville, Karen Diehr, Frances Scott, Carol Emerick, Elaine Zerr, Mary Schroeder, Patricia Holder, Marilyn Lueders, Margaret Lynn, Betty Witthaus, Jean Lundy, Maxine Silverman and Bott Petersen.

\* \* \* \* \*

## Initiation

# Linden Scroll Ceremony Taps Eleven New Members



**Tapping**—Linden Scroll, senior service and scholastic honorary, tapped eleven juniors for membership at last Thursday's convocation. Pictured are Pam Reynolds, Linda Hunt, Linda Van Landingham, Ann Smith and Pat Mackey.

With pomp and ceremony which is traditional and a restructured charter, Linden Scroll tapped eleven new members last week.

The people who will comprise next year's Scroll are: Barbara Armstrong, Diane Kennedy, Vickie Hand, Pat Mackey, Susan McReynolds, Maryann Perkowski, Wendy Poole, Pam Reynolds, Fran Santoro, Jean Schuttenberg and Linda Van Landingham.

The Scroll, a service organization for seniors, changed its admission procedure early this spring. A ¾ vote is now required for membership, replacing a former unanimous vote requirement. Also revised was the grade point average. The all school grade point is now the criteria contrasted to the old .4 above the average. Often, the Scroll bulletin explains, those persons actively giving service to the school are not able to maintain a GPA to their full potentiality.

Graduating Scroll members are: Jean Cameron, Linda Hunt, Pam Koehl, Susie Burns, Ann Smith, Judy Prowse, Diane Lovelace, Roxanna Young, Anita Reid and Linda Patt Black.

During the convocation last week, Linden Scroll awarded its annual scholarships. Marjory Matthews, a junior, and Mary Margaret Smith, a freshman, were recognized for service to the Lindenwood Community.

## News Briefs

### Highlights Planned for 'Alumnae Day'

An Invitational Alumnae Art Exhibit and entertainment by faculty and students will highlight Alumnae Day on Saturday, May 6, for which several hundred alumnae are expected to return to the campus. The Senior Class will be honored at a buffet dinner at the Three Flags on Friday evening.

The plans for Saturday consist of: a coffee hour during registration; greetings by Dr. Brown; an Alumnae Association business meeting; a dance presentation by Susan McReynolds, Linda O'Dell, Marma O'Dell, Laura Platt, Dorothy Goodspeed, Connie Webb, Mary Ellen Heslop, and Paige Schroeder; Mr. Bittner will play piano selections; and Mr. Feely will entertain with poetry readings.

President and Mrs. Brown will give a reception for the guests in their home at 4:00 p.m. That evening, the Lindenwood Horse Show

will conclude the program.

\* \* \* \* \*

Alpha Sigma Tau was organized "to encourage a high standard of scholarship and a spirit of devotion to the ideals of Lindenwood." To be eligible for membership in Alpha Sigma Tau, as a junior, a student must have averaged not fewer than 15 hours of work each semester, have no grade lower than a C, and have a cumulative grade average of 3.5 or more.

Those honored this year are Jean Cameron, Kay Geithman, Gaile Haessly, Diane Keyes, Jane Kiser, Margaret Lynn, Linda Mandeville, Jane Orthel, Judith Prowse, Frances Santoro and Frances Scott.

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# Poll Results on Coordinate College Inconclusive

Sixty-two per cent of the sophomores and juniors, who turned in questionnaires last week, favor the addition of men, indicating a preference for a coordinate men's college or changing Lindenwood to a coeducational institution.

Thirty per cent of the student body responded by returning the questionnaire. The returns from the senior class are inconclusive, as they did not return a sufficient twenty-five per cent of the distributed questionnaires, as the results from Cobbs and McCluer residence halls are also inconclusive.

Only forty-three per cent of the freshman class want a change from the status quo. Fifty-eight per cent of the seniors want coordination. The seniors cast no votes for coeducation or "no opinion."

The chart below indicates response by scholastic status. Coeducation appears to be little at issue, as few persons showed preference for it.

Fifty-five per cent of the freshmen in Nicolls balloted to keep Lindenwood as a college for women, while Sibley voted fifty-one per cent to have men.

Fifty per cent of the persons returning ballots from Cobbs had no opinion.



Counting — Mr. James Temmen works with Karen Anderson as they compute the results on a poll concerning a coordinate men's college.

CLASSIFICATION OF RESPONSE BY SCHOLASTIC STATUS				
	Freshman	Sophomore	Junior	*Senior
Co-educational	14%	7.1%	15.6%	—
Coordinate	29%	55.4%	47%	58.3%
Total wanting addition of men	43%	62.5%	62.6%	58.3%
No change	47%	33.9%	31.3%	41.6%
No opinion	9.2%	3.5%	5.9%	—
Totals	99.2%	99.9%	99.8%	99.9%

\*The data from the senior class is inconclusive as they returned only 18.3% of the distributed questionnaires, short of the necessary 25%.

## New System

### Pass-fail Grading System established at Colgate College

Hamilton, N.Y.—(I.P.)—Some 105 upperclassmen have taken advantage of the pass-fail grading system established at Colgate for the spring semester of the current academic year. The pass-fail option permits juniors and seniors to take one elective course each semester without chancing a poor grade in an unfamiliar area of study.

The grade recommendation was made by the Student Senate educational policy committee in the belief that students should be encouraged to pursue the broadest possible course of study, outside their fields of concentration and University requirements.

The Senate committee justified its proposal by stating that the four-course per semester load instituted three years ago had eliminated

eight possible electives from the normal four-year college program, thereby investing each course with added weight in the computation of grade point averages.

"In our opinion," the committee

stated, "the existing five-grade (A,B,C,D,E,F) system of evaluation, particularly as it operates under the four-course load, tends to discourage the breadth of endeavor sought."

## Around campus


- Wednesday, May 3
  - 4-10 p.m. Leadership Workshop (Young Lounge)
  - 7:00 p.m. Spanish Club (FAB)
- Thursday, May 4
  - 11:00 a.m. HONORS CONVOCATION: Dr. Patrick Gallagher, chairman Department of Anthropology, George Washington U.
  - 7:30 p.m. Lecture: "Art as the Artist's Mirror—Pirandello's Trilogy on the Theater, Dr. Gino Risso, chairman Dept. of Italian, City College of New York (R. AUD.)
- Friday, May 5
  - 7:30 p.m. Movie: "Bye Bye, Birdie" (Roemer Aud.)
- ALUMNAE DAY
- Saturday, May 6
  - 9:30 a.m. Beta Chi Horse Show Lindenwood Classes (Fairgrounds)
  - 1&7 p.m. Beta Chi Open Horse Show (Fairgrounds)
- Sunday, May 7
  - 12:00 noon Beta Chi Horse Show (Fairgrounds)
- Monday, May 8
  - 5:30 p.m. Sophomore Class Picnic (Ovens)
  - 7:30 p.m. Philosophy Club (Dr. Conover's Home)

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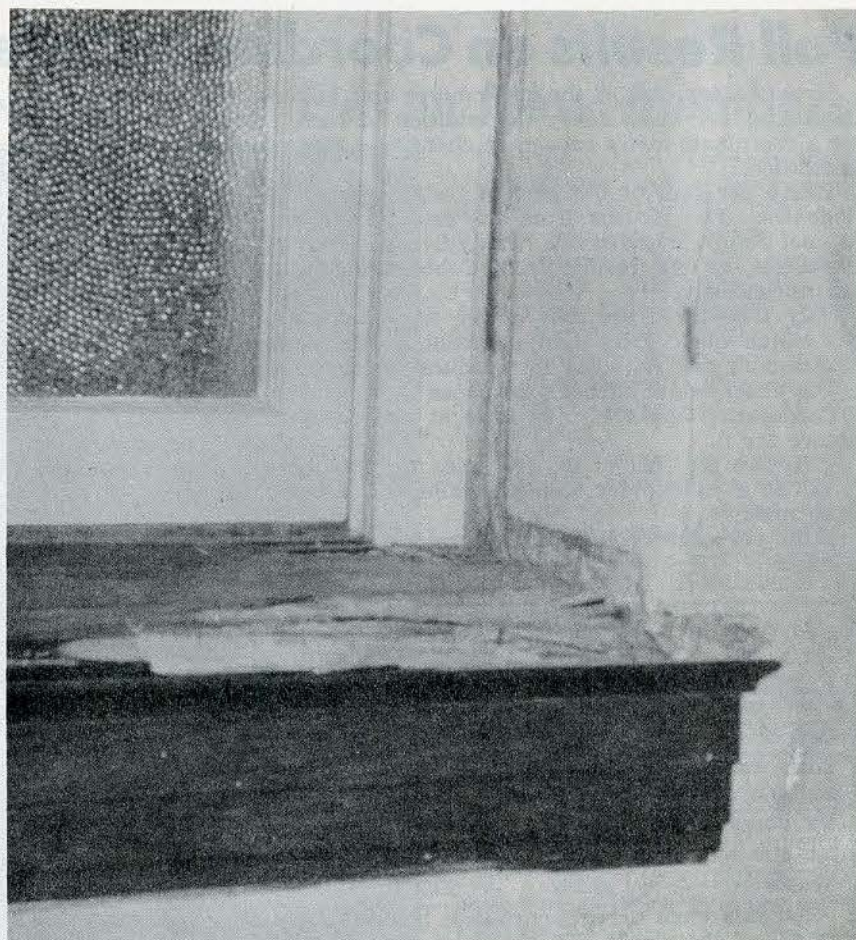
Niccolls - Born to stay the same

Termite infested woodwork, rotting tile, halls lined with poison to kill unsuspecting rodents, layers of paint that peel immediately after another layer is applied. The above description does not refer to a tenement house in East St. Louis. It is a description of Niccolls Hall on the Lindenwood campus in St. Charles, Mo.

The aforesaid conditions are, however, problems of comfort or convenience. The screens in the basement fall off daily, the windows do not lock, and snow and rain find their way into the dorm through numerous leaks.

This is not a plea for plush conditions. Few complaints would be made if the carpet remained frayed for another year, or if the arm chairs remain worn. The general upkeep of the dorm erected in 1907 seems virtually unchanged since that time.

It is partially a question of principle. Freshmen complain year after year, and at the conclusion of their freshman year, move to another dorm and forget; the administration seems to dismiss these conditions, and Niccolls is tolerated for still another year, by one hundred and twenty freshmen. Some of the occupants didn't choose to live there; others made an unknowledgeable choice, not having seen the dormitories, and so the hallowed halls of Niccolls "rock" on a questionable foundation. Certainly the second oldest institution of higher education for women can better serve its students.



Decaying—Niccolls Hall shows such signs of age as rotten window sills.

Dr. Patrick Gallagher Writes: Teaching is an Act of Loving Conspiracy

(Cont. from p. 1)

while physically in the artificial (to them) world defined by the campus walls, but abandoning the literate for the oral tradition everywhere else. Thus during a summer session, one might write at length on metabolism and sugar, and then leave the exam to buy an ice cream cone.

In any case, few lecturers I have heard seem to make any attempts to demonstrate the relevance, the beauty, and—in the most ultimate sense — the utility of what they possess.

It seems to me that the larger the number engaged in loving conspiracy, the better; further, I think citing the experience of lecturing, the larger the class, the more ex- and the larger the group, the greater the chance that such excitement will be contagious. Finally, the larger the class, the more pressure on the lecturer to say something; it is one thing to be unprepared for a class of three students, but quite another, and much more painful thing to be unprepared for a class of three hundred.

2. The classroom situation demands the very best effort of all those in it. There is, in fact, no place for gentleness in this kind of enterprise, not because it is too sacred, (Indeed, it has to be secular), not because it is too serious (it should be joyous), but rather because it is too difficult. Now, teachers traditionally are dour and severe fellows, as we all know, and hence certainly not guilty of being tenderminded. But in maintaining rigor and discipline they use a kind of external coercion which today is unnecessary and quite anachronistic. This is one of our legacies from the Middle Ages, during which time lecturers could assign harsh grades and fine obdurate students in order to intimidate and control their classes.

Materially (aside from grades), we have only quaint vestiges of this coercion today (library fines

and late registration fees are examples), but spiritually, the coercion is still with us, complete and pristine, for order and performance in classrooms from kindergarten to graduate school are preserved through punishment, not reward. I say that coercion is anachronistic and unnecessary today for the obvious reason that the teacher's problem is not that the current student is lazy, noisy, disrespectful, or unruly. All to the contrary; he is far too docile, wondrously accepting, incredibly uncritical, completely domesticated.

Which of us hasn't heard in class, after a teacher acknowledged a politely raised hand, "How much of this are we responsible for?", with its transparent implication that the student is entirely willing to memorize anything, however absurd it may be, or wrong it may be, if the instructor asks him to do so?

3. The Intellectual Capital guarded by colleges constitutes a unity, despite its convenient division into traditional disciplines. But we become so familiar with these divisions from anthropology to zoology that they end up being popularly regarded as God-given, as a priori, to judge from the provincial zeal with which their respective boundaries are guarded. In any case, the deplorable consequence is apparent: courses are seen as finite series of episodes each of remarkably predictable length, time, and place, with a beginning and ending date (the latter signaled by a sigh of relief) hermetically sealed off from all other such episodes, so that one seldom hears a student fresh from an aesthetics class, let's say, contribute any aesthetic point of view to a succeeding class devoted to, let's say, primitive art.

Part of this is doubtless due to the meekness of students already mentioned, I think. Only fools rock the boat, after all; and besides, if something else is said, won't we be responsible for it too?

But part of this is also due to the

fragility of the instructor, who is charged to defending in his field and seldom welcomes conflicting points of view from the other courses. As a result, the student too often leaves school with the ability to add and subtract apples and baffled as to how he might proceed to similarly deal with oranges, and the only thing the whole dreary business is related to in the real world is the Apple Course, given by Professor Finch, a man, as everyone knows, who asks tricky exam objective questions and likes essay examination answers to be short.

Here, the advantage conferred by the size of the classes in Lisner is two-fold. First, it helps exercise the lecturer to demonstrate that the Apple Course is relevant to the conduct of an interesting and worthwhile life, to say nothing of its relevance to the Orange Course, given in another department.

Second, the size, by precluding attendance-taking, cloaks the student in a protective anonymity which obviates the possibility of reprisal from the instructor if he

says what he thinks. I am aware that a counter argument to this second point comes trippingly on the tongue, namely, that large classes de-personalize. To those that advance it, I would say that this specter is much more a state of mind than it is a question of class size. It exists, of that I am certain, but it exists because of attitudes not because of computers.

These attitudes reside, or can reside, inside the heads of members of a class, whether that class consists of a teacher and a student at either end of a log, or whether the class consists of a teacher and 3,000 on either end of a microphone.

The common task of both sides, as I see it, is to slay that specter, to drive it out so that finally, when the millenium comes, none of us will see anything even faintly amusing in W. H. Auden's lines: "I am grateful to Professor Light-house for his lectures on the Peloponesian War."

/s/ Patrick Gallagher  
Chairman  
Anthropology Department



THE BARK

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