

Linden Bark

Volume 46 Number 4

LINDENWOOD COLLEGE, St. Charles, Mo.

Thursday, December 16, 1965

Student Union Plans Begin to Take Form

For the past year there has been a tremendous amount of controversy concerning the proposed building of a Student Union on Lindenwood's campus. Controversy has subsided, but the plans for the center have not. The result . . . a much needed center for student activities will be constructed some time in the near future. The building of the student union is under the auspices of the Board of Directors with financial aid from the Lindenwood Fathers' Club.

The idea for such a center was first suggested in May of 1961 when a student union was among the six buildings listed in the plans for future campus developments. The plan, approved by the Board of Directors, was printed in a booklet entitled "Lindenwood College . . . its goals . . . its future . . ." With the completion of the new dormitory and the near completion of the science building, a student center is next in line for actual building. The Fathers' Club discussed this idea at their meeting last spring after some of their daughters

had mentioned a definite need for some place to take an on-campus date, a place to hold meetings, and a place to go for relaxation. With this foundation, the idea became more than a plan in a booklet, it became the beginnings of an actual Student Union.

At present two committees have been established to inspect other student centers in order to gather ideas for features that should be contained in our student union. Those on the faculty committee are Miss Lichliter, Miss Odell, and Miss Ross. They are working in conjunction with a similar committee set up by the Board of Directors. The following are some of the ideas now under consideration: multi-purpose rooms, one large enough to hold mixers and other small dances; conference rooms; meeting rooms for campus organizations; offices and rooms for the LINDEN LEAVES and the LINDEN BARK; a snack bar; a book store; a browsing room with magazines and records; a room for the Social

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Dr. Conover and Mr. Bauer Take Sabbatical Leaves Second Semester



Dr. C. E. Conover

Four members of the faculty are planning sabbaticals for the future. Dr. C. Eugene Conover and Dr. Hugo J. Bauer will have sabbatical leaves for the coming semester. Dr. Bauer's plans are not yet complete, but he does know that he will be studying in a university somewhere in the United States. Dr. Conover plans to remain at home in St. Charles to complete a book on personal morality in an impersonal world. He finished his last book, *Moral Education in Family, School and Church* in 1962. Its publication will come out in the spring of 1967. This last summer he was doing research in preparation for his next book.

This book is being written for the United Presbyterian Church. Westminster Press is publishing both books.

The Reverend Richard E. Tombaugh, Th.D., will be the acting chaplain during Dr. Conover's leave. Dr. Tombaugh attended Princeton, Columbia, and the General Theology Seminary in New York. He is the Episcopal chaplain to college students in metropolitan St. Louis at the present. Dr. Tombaugh will be the assistant professor of philosophy and religion here, and he will be teaching ethics. Miss Morah W. Deakin will teach Dr. Conover's logic course. Miss Deakin is a graduate assistant in the philosophy department at Washington University. She got her M.A. degree from Washington University and is now a candidate in the final stages of a Ph.D. degree there.

Miss S. Louise Beasley and Mr. Harry Hendren are also planning sabbaticals for the coming year. Miss Beasley's leave is for the entire school year of 1966-67. She has sent out applications and will make the announcement of acceptance probably by January. Her year abroad will consist of travel and study and possibly some teaching. Mr. Hendren will have leave of absence for



Mr. H. J. Bauer

the second semester next year. He plans to study near and far Eastern art. Mr. Hendren has hopes of being accepted to the University of Seven Seas. If his application goes through, this would be quite a new experience for him because the classes are held on ship board six days a week while they travel to visit the different points of study on the seventh day.

Spirit and Success Marks Lindenwood's First Chaos



Day Students receive trophy.

"Chaos," the dorm talent show, turned out to be a great success. The dorms were filled with spirit and practically every girl participated. Each seemed to have a good chance of winning.

The day students came out on top with "A Day in the Life of a Lindenwood Lady." Cary

Hahn shot the movie while Jeanie Schuttenberg posed as the Lindenwood Lady. The skit turned out to be original, funny, and full of spirit.

Butler Hall did a fine job with their presentation of dorm life. Every girl in the dorm participated, and their hard work was rewarded with an honorable mention.

Traditional Vesper Service Held Again

In a beautiful candlelight procession the Lindenwood choir began the Christmas Vespers December 12 by singing "Adeste Fidelis," as the congregation joined in. Following the procession the choir, members of the four classes, and members of the faculty presented a festival of nine lessons and carols. This was patterned after the Old English Cathedral Tradition.

The presentation was very effective: a speaker would read a passage from the Bible after which the choir would sing a hymn in keeping with the Bible verse. Some of the choral selections were "Carol of the Bells," "Patapan," and "Infant Holy."

Following the nine lessons was the collect and the blessing. The service was concluded by the entire congregation singing "Silent Night."

Readers from the four classes were: Freshman, Victoria Hand; Sophomore, Marilyn Lueders; Junior, Nancy Jackson; Senior, Paula Bowlin. Readers from the faculty were, in the order that they read: Assistant Professor Delores J.

(Cont. pg. 4 col. 5)

*
A
very,
very mer-
ry Christmas
to all and, of
course, a Happy
New Year from the
Bark Staff, its editor
and
Santa

Frosh Elect Class Officers

Vicki Hand was elected president of the freshman class on Thursday, December 9 after one of the most vigorous campaigns Lindenwood has ever seen. The other class officers that were elected are: Joyce Baxley, vice president; Virginia Wolf, secretary; Marcia Shelton, treasurer; and Lauren Ewing, Student Council representative.

In addition, representatives for the Freshman S.C.A. Cabinet were elected. They are: Sarah Kissell, programming; Sally Bales, social services; and Mary Alice Noble, publicity.

Vicki believes that if the class really works together "their

Dress Code Emphasized

Daisies won't tell? Not anymore! In an all out effort to re-establish and enforce the code of dress and various do's and don'ts around campus, Student Council has been executing "the daisy plan." Under this program, members of Student Council, Social Council, Sounding Board and House Presidents wear daisies and organization tags during the week designated as the time to put these codes into effect. With this visible identification students in the organizations have the authority to report any other student to the House President's Board who is improperly dressed and/or obviously disregarding the etiquette rules set down by the students themselves. The plan started on Wednesday, December 8, and is to carry through officially until the Christmas vacation begins — unofficially throughout the remainder of the year.

ideas, future dances, and other possible plans will become realities." The new officers will work in conjunction with the Freshman Cabinet established earlier this year.

Shamrocks

There really isn't any need to expound upon the conduct of Lindenwood Ladies in the dining hall, in Chapel, or in any other place or situation. Of course not! After all, when intelligent females from all across the country are gathered for the purpose of learning academic and non academic aspects of life, everything is "glow, glow."*

It really seems petty to keep bringing up such small, insignificant items that pertain to the social end of campus living and the even smaller details of intellectual attitude which absolutely have no reflection on what kind of grades one receives . . . the main reason for attending classes.

A little thing like merciless pounding on the tables during a meal has no effect on people, it just might damage the china a bit but that can be replaced. Singing sectional songs arouses the emotions providing a logical sense of competition among students. Anyone can see this is vital to the enhancement of collegiate spirit especially when students' booing or clapping is done at the same time in an effort to drown out the opposing song. How about discussing table topics or singing songs that pertain to subjects previously reserved for dormitory discussion if mentioned at all? Isn't this the era of free thinking and open minds? Furthermore, isn't it nice that all those "traditions" have been forgotten (or lost in the shuffle)? Things like everyone standing until grace has been sung (when one is sitting down all day standing for those five minutes stretches all the muscles out of shape) or waiting until the hostess begins eating before plunging headlong into one's repast. Another one is the bygone practice of waiting until everyone is seated before food is passed around—it's much easier to grab individual servings before people even get to the table thus ensuring that distribution is unequal supporting Darwin's theory of the survival of the fittest . . . or quickest. Yes, things have been much better since "gracious living" has been eliminated from the dining hall. The music—that horribly soft music—that has been reintroduced certainly isn't in keeping with the trend.

By no means should there be need to mention any other aspect of attitude. Certainly not the wearing of whatever one feels like wearing, *whenever* and *wherever* one feels like wearing it. Sweatshirts, T shirts—anything!—is fine be it for the T Hole, dining hall, class room, downtown or wherever. After all, there really isn't any truth to that outdated convention of personal appearance affecting one's actions or feelings.

By the same token, it really seems unnecessary to expand upon the climate during Chapel services. Why, letters are probably much more stimulating than anything a speaker could devise to tempt the already over-stimulated mind. Then too, why not talk during one of those sermon-like presentations? The only reason intelligent students attend the Chapel is to acquire points . . . a definite measure of what a student receives from the service. Along the same line, it stands to reason that these intelligent students come as late as possible, just so they have enough time to fill out one of those little blue cards with a little red pencil.

Granted there are still a few of the "other kind" of students who are members of the "in" group but if given enough time and free enough rein evolution will take care of them and they too will soon become enlightened. Just because it's a girls' college doesn't mean that we have to be old fashioned . . . this is the year for the emancipated woman!

No, there really isn't any need to expound upon the conduct of Lindenwood Ladies . . .

* with thanks to Mr. James Feely

Letter to The Editor

On Entering a Chapel

Love built this shrine; these hallowed walls uprose
To give seclusion from the hurrying throng,
From tumult of the street, complaint and wrong,
From rivalry and strife, from taunt of foes—
If foes thou hast. On silent feet come in,
Bow low in penitence. Whoe'er thou art
Thou, too, hast sinned. Uplift in prayer thy heart.
Thy Father's Blessing waiteth. Read within
This holy place, in pictured light portrayed,
The characters of worthies who, from years
Long past, still speak the message here displayed
In universal language not to fade
Leave then thy burden, all thy cares and fears;
Faith, hope, and love are thine, for thou hast prayed.

John Davidson

This poem expresses an opinion I have had for some time now. The chapel time is not a place to go before lunch where one may read letters or gossip, rather I feel it is a time to listen to the thoughts and ideas of faculty members and other guest speakers on contemporary problems. This is especially true this year since the chapel speakers have been so interesting.

Granted it is difficult to feel religious when the chapel talk is more like a lecture, but then maybe it is time for a change in chapel procedures.

There has been for sometime now a need for silence and an opportunity to think about our problems in the chapel program. Yes, there is Vespers, but so much goes on during the week that a chance for meditation to analyze one's self, take a look at a major problem, or simply think beautiful thoughts is needed; and at what better time than during chapel.

Perhaps a solution to the problem would be to enter the chapel in silence: prepare our mind for religion and take it off school. This method was practiced several years ago when the chapel was new, but the ritual became obsolete even when upperclassmen tried to maintain it as a tradition.

Maybe chapel time could be changed to Tuesday or Thurs-

'Moritituri Te Salutamus'

A young man who was apathetic in high-school goes into the army and becomes a "model soldier"; three people immortalize themselves in flaming protest of the Viet-Nam war; Bob Dylan calls for the death of the "Masters of War" in his anti-war folksong of the same name.

They are all dedicated of course, but to what: to peace? Possibly, but more important is that they all achieve their dedication through violence; in fact they are dedicated to nothing *really*, but violence! And when you come right down to it, what does anybody, with few exceptions, dedicate himself to, if anything at all, but violence in one form or another? Like the people of ancient Rome, we either hear or say, "Moritituri te salutamus."

To violence and only violence can one dedicate himself completely and be assured in the knowledge that he will be honoured, not scorned for his efforts. The warrior who gives his all to kill; the martyr who kills himself, needlessly, for an ideal; the violent singer against violence—these people we applaud. But the artist, the scholar who gives his all to his work; the man who who *lives* by and professes his ideals; the man who quietly forgives the violent—these people we proclaim to be mad-men, trouble-makers or, at very least, fools! Of course we fly to violence like lemmings to the sea, and why not: it is the *only* place where dedication is not a mortal sin.

Two things can be done about this deplorable, indeed suicidal, state of affairs. First; we must learn to respect people who have dedicated themselves to something besides a form of violence. Secondly; and this is perhaps most important, we must learn this kind of dedication ourselves. The next time you have to do something, try to imagine that your life and the lives of everyone dear to you depend on the thing being done as well as possible—because they do.

V.K.

Open Letter to The Students

Yes, certain of Lindenwood's fine ladies have sunk to new depths of unmannerly conduct and dress. But I say certain, though even "one rotten apple can spoil the whole barrel," or however that witty moral goes. Gym suits and discussions in church or assembly are both reprehensible. Bestial and lunatic actions in the local eating establishments are ridiculous.

This week, recognized student groups made up of responsible students have banded together to "clean up" the attitudes, actions, and dress of those Lindenwood unlovelies. These mature students, with a group-tag and a harsh word—and, oh yes, a daisy—are attempting to cleanse our community. It is admirable that someone has recognized the need for improvement. But we are trying to correct childish attitudes with even more childish antidotes. Granted, this daisy-decorated pseudo-gestapo may remind a few negligent freshmen or even upperclassmen of their sloppiness, and perhaps can even frighten a few negative radicals into temporary adjustment to existing standards.

However, are we really going to substantially improve the "spirit of Lindenwood," corny and trite as that may sound? Two wrongs have never previously and, I venture to say, will never make a right. I believe that mature students should be treated in a mature manner. And those students who simply will not abide by this "spirit" will not be challenged to improve by this babyish campaign. Besides, weren't they to have been reported for violations all through this year? Let's leave high school methods to the high school adolescents.

ANN ELIZABETH SMITH

Measure for Measure ?

The results from the Junior English Examination have been distributed and it seems appropriate that there should be some evaluation of these results in the light of the purposes of the exam itself. It has been stated that the primary reason for taking the tests lies in the simple fact that each Lindenwood student must pass these exams in order to receive that long awaited diploma. That, at least, is the reason the college administers the tests to all juniors. For the individual student, however, the main purpose theoretically is one of personal benefit. Since the Jr. Exam is supposed to be a measure by which the student realizes areas of deficiency it seems reasonable that either the tests or the results should be of a more beneficial nature.

The essay part of the exam presents the student with the challenge of relating her major field of study to one of the topics composed by the English Department. Particularly with a major in the Arts, this faces the student with the problem of writing on more or less abstract terms, concrete evidence of the value of her major subject and her ability to utilize her education in that field for practical application. This, while not easy,

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Upperclassmen Undergo Junior English Examination

The Junior English Examination, administered to all juniors and a few seniors on October 21 and November 3, consisted of the Michigan Vocabulary Profile test and an essay test which was devised by the Department of English at Lindenwood. The standardized vocabulary test covered eight specific fields of study. Thus, students that are advanced on one of these eight areas are not given any advantage over the rest of the testees.

Dr. Barnett, chairman of the English Department, stressed that although a passing grade on these tests is required for graduation, the chief value of the exam as a whole lies in individual interest. The test itself cannot predict future success of a student unless his past training and interests are taken into consideration. The exam only serves to check a student's depth of mastery in a certain area. As a result, the student may become aware of a deficiency in either writing skills of some area of the vocabulary range in time to correct it.

Revisions of the vocabulary test have been used since 1939. This year the Lindenwood norm for the 50th percentile of third year students was 129, twenty points below the national norm of 153. In 1964 the norm was 131 which was quite a jump from 1963's of 101. Students who fell below a norm of 114 had conferences to discuss their difficulties, however, it was noted that the primary reason for low scores was due to the students not completing the test. At the same time, there were many students who placed above the 153 norm.

Performance on the essay test was generally better than on the vocabulary test. Those who had unsatisfactory essays also had conferences and will retake the essay part of the exam at a later date.

The scores and grading on these two tests is solely for the students' personal gain. They are not recorded on any of the college records and are not used for further reference; the school is only concerned whether the student passed or failed.

Vacation Cuts Pose Problem For Faculty and Administration

Now that the holiday season has begun most students at Lindenwood have made their arrangements to return home for Christmas. Many may find it more convenient or even necessary to leave before classes are dismissed on the sixteenth. This trend of leaving school early is not confined to Christmas by any means. Thanksgiving vacation approximately one-eighth of the student body sought permission to cut one or more classes.

The Lindenwood policy on vacation cuts is clearly stated in the 1965 Lindenwood Catalogue.

"All students are expected to attend the last meeting of a course before a vacation period and the first meeting of a course following a vacation period. Students who find it essential

to be absent from a class meeting on these days must petition the attendance council in advance so that the absence may be excused."

The preceding rule is difficult to enforce in a college with a number of students who must travel great distances in order to spend vacations with their families.

This early exodus of students is a definite problem, as the instructors must decide whether to hold classes for the remaining students or to postpone their lectures until they can be delivered to a more worthwhile number.

The majority of student excuses have been concerned with transportation arrangements. However, Dr. Cleverger said all excuses submitted seemed reasonable.

LECTURE ON FRANCE

Dr. Ian Fraser, director emeritus of the American Library in Paris, will speak on "France, Friend or Foe?" on Wednesday, Jan. 5, at 7:30 p.m. in Roemer Auditorium. The lecture, to be given in English, is being presented under auspices of the Department of Modern Languages.

Social Service Presents Job Opportunities

Summer job opportunities was the topic of the Social Service meeting at 11 a.m. on December 2. The jobs ranged from working in this country with the YWCA, to working in Russia with other students.

The meeting opened with Anita Reid, then Cathy Linhart telling of the opportunities offered with the YMCA and YWCA. Cathy told about her experience with the Rocky Mountain Regional Conference.

Dr. Conover then spoke about the work projects affiliated with religious denominations. These projects included work in mentally retarded hospitals, slum districts, with civil rights movements, and with intercultural community living, here and abroad. A student could work in inter-racial churches, help to build something for underprivileged areas, or possibly work in a religious program in a National Park. If she would like to work in another country, a girl could teach some skill in Mexico, get involved with students in Greece, Yugoslavia, or Russia, or work in universities in Japan.

Terry Galpin then discussed "Crossroads Africa." Every year fifteen young Americans are chosen to spend a summer in Africa building a road or a school. These people live and work on the same level as the Africans they are working with. The purpose of "Crossroads" is to complete their assigned project, develop good relationships between the Africans and Americans, and to develop good relationships among themselves.

Miss Lichliter spoke about jobs to earn money. She suggested work at resort areas, office work, laboratory assistant jobs, and department store positions. She also talked about jobs and family living abroad.

The summer job opportunities are numerous. If a student is interested in any kind of work for the summer, she may contact Dr. Conover or Miss Lichliter.

Alpha Lambda Delta Honors 3-Pt. Freshmen

Alpha Lambda Delta had their cove party on December 1 to interest all freshmen with at least a three-point grade average. The party started off with a panel discussion of four seniors who told about their reasons for staying at L.C. four years. Then Mary Ann Perkowski talked to the freshmen about Alpha Lambda Delta as a fraternity. During the party, it was stated that fifty-five freshmen had a three-point at mid-terms and only fifteen had a three-point-five.

Dr. Hashmi Discusses Differences Of Pakistan - U.S. Colleges

Susan Matlock



Dr. Phil Yusuf Hashmi

Dr. Phil Yusuf Abbas Hashmi of Karachi, Pakistan is currently teaching classes in Contemporary Far East. In addition to his lectures, he has presented several fascinating films concerned with the course.

When asked if he found Lindenwood any different from other schools he replied, that it was his first experience in teaching at an all girls college and that he enjoyed the friendly atmosphere associated with small colleges, as compared with "being lost in the wilderness of a large university."

He said the differences in educational system in the United States and Pakistan are minor, and, although their systems of test and examination are different, the method of teaching is very similar to ours.

Dr. Hashmi pointed out that

in Pakistan there is no particular system of counseling for students because it is customary for guidance to be given to parents, while the problems of students are almost negligible.

Dr. Hashmi will remain at Lindenwood for the remainder of this semester. He comes to us from Culver-Stockton and is the second in a program of four Asian instructors to teach at Lindenwood this year.

PAC Sponsors New Organization - CSCS

The formation of a new organization called "College Students in Community Service" (CSCS) was presented to the student body by Terry Galpin December 7, in Student Assembly.

The idea for the organization was conceived by those in student groups who work in the area of community affairs. These students felt that because of the total lack of communication between the existing student groups on the college campuses in the St. Louis area, the full effect and importance of their work was being hindered. They felt that it was time for a concerted effort to unite under one organization. For this purpose CSCS would be created. This does not mean that all those interested in community affairs and action are to abandon their present groups and transfer their efforts to CSCS. It was decided that going through individuals wouldn't work. Instead they are suggesting that the existing social action groups band together to accomplish their work more effectively. To maintain a basic contact they pro-

pose creating a council made up of representatives from all the universities, colleges, and seminaries in the greater St. Louis area. This council would become a clearing house for student oriented activity in the area of community affairs.

The effect of the council on campus groups will be that of strengthening them. They can come to the council to find out existing projects and ideas for new ones. The council hopes to be able to give financial aid from donations and grants to these groups for their projects. It is also felt that by the creation of this organization new people will become involved in community action.

The united project of CSCS will be a newsletter to the various groups. This will begin to provide the communication which is needed. The letter would be published every two weeks and keep information current.

The structure of the organization is to be kept flexible enough for change. It is found that it isn't working then the necessary changes will be made.

Fran Huber Gives Voice Recital

Fran Huber, a music major at Lindenwood, presented her senior voice recital Saturday evening, Dec. 4, at 7:30 p.m. in Roemer Hall auditorium.

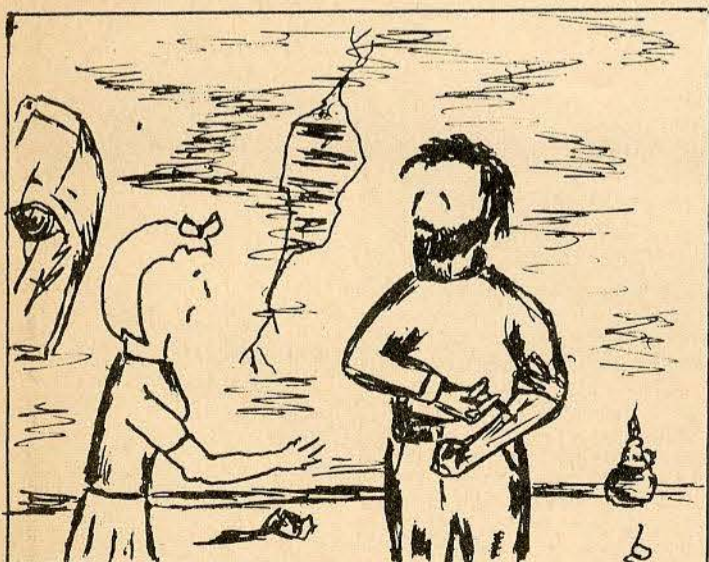
Fran, a mezzo soprano, sang "An die Musik" and "Der Tod und das Madchen" by Schubert, and an aria from Gluck's opera "Orfeo ed Euridice."

President of the Music Educators National Conference and a member of the Student National Education Association, she also sings with the Choralaires. Fran is one of the soloists in the Ladue Chapel Choir, and appeared as soloist in Handel's "Messiah" at the Tower Grove Baptist Church Dec 5. During her recital Saturday night she was accompanied by Lyn K. Schultz, a music major.



Niccolls Hall Elects Officers

Kirky Whitman was elected president of the freshmen in Niccolls on Tuesday, Nov. 30. Other dorm officers elected are vice-president, Marti Gaffney; secretary, Sally Cranstown; treasurer, Barb Zelfiff; Sounding Board, Cindy Burns; Honor Board, Anne Whitney; Social Council, Sherri Dennis; and Student Council representatives, Judy Brown, Candy Buss, and Winslow Fairleigh.



I know you said it was going to be a "tea" party, but I thought ...

One-Act Plays Great Success; Behind-the-Curtain Expose

Effie Philippides

Three one-act plays were presented by the Drama Department in Roemer Auditorium Dec. 10 and 11.

IMPROMPTU

Sandra Moore, director of the first play, IMPROMPTU, by Tad Mosel, worked with Karen Ross as Winifred, Gretchen Vesely as Lora, Viktor Kemper as Ernest, and Cary Hahn as Tony. She selected the play because of its good characterization and its theme of illusion versus reality, evident in the interaction of its characters. When asked, Sandra said that Tony was the hardest character to interpret because, like Socrates, he goes around asking questions, trying to make the rest realize what they were doing. He is the ever-searching type, the only one aware of what is going on, the only one who will grasp reality. Tony never does act his part on the play; the four characters of IMPROMPTU are improvising. The only time he lets himself really be taken by the imaginary circumstances of the play is during the "bus" dialogue with Lora, but only then. Otherwise he is always himself: the uncertain, inexperienced and sensitive Tony. In the first part, Tony shrinks when challenged by either Winifred or Ernest while in the second part, his self-confidence is strong in contrast to Ernest's and Winifred's which has started to decline. Winifred symbolizes a block to Tony's life which he has to overcome. Once he overcomes it, he's free from himself. She is the "obstacle" type of the play, who is critical, bitter and ironic about everything: the theater life, its purpose, the actors—everything. Karen Ross, in reply to the question as to which part of her role she considered the most difficult, said, "The change from Winifred's cynical character to a less cynical person more concerned with other people's attitude. Winifred is touched by Tony's speech of loneliness."

The Dee Jay

Allo! And a hearty Merry Christmas from this little corner of the world . . . **One, Two Three** won the Most Favorite Tune last week and **Hang On Sloopy** won Most Hated . . . Christmas atmosphere and programming began December 6 down at KCLC with Ye Old Bazaar . . . Students and faculty, having purchased a decoration, are eligible for the big drawing of a huge Santa Claus . . . Drawing takes place at the annual caroling party and open house, Monday night, December 14, 7:30 p.m. . . . Santa will be there, how bout you? Have a pleasant and peaceful holiday season is our KCLC wish to You!



Ernest, the other counterpart to Tony's character, is the "actor" who lives for the applause and admiration of the audience, who cannot draw a line between life and acting. He thinks he knows everything, yet many times realizes his limitations. Due to his pride, he will never admit his misgivings to himself and definitely not to the others. "He'll always try to impress the rest to the end when he makes desperate efforts to keep up the facade without succeeding in doing so," says Viktor Kemper.

Lora is in real awe of Ernest. She admires his experience, his fame and standing as an actor. She's the sweet, kind untrawholesome ingenue who doesn't like any sort of conflict; yet the conflict is there, between Ernest and Winifred, Tony and the rest. She is the only one, it might be said, who really gets involved with the play-theme suggested by Ernest. She wants to do her best although as she says, perhaps she was not meant to be an actress.

historic research which helped her better understand her lines and effectively interpret them.

The weak ladies-in-waiting, played by Penny Day and Nancy Jackson, are in direct contrast to Mary's strong character. As Nancy put it, "Mary in her misfortune, leans on them for support; it helps her to know that they use her as an example." Mary is dignity personified in her tragedy. This impresses her companions as it impresses the Nobleman, Fred Baue, who being of high birth himself, cannot help remembering that this prisoner was a mighty queen, a cousin to his own queen. He is too well-bred to accept the gross behavior of the Soldier, Tam Tawney, who through his vulgar manner revealing his low origin is the evil personified. It is the impersonal hand of the government, the universal soldier, who has to fulfill the orders to the letter, a burlesque figure resembling the guard in the Sophoclean ANTIGONE, the comic relief to the webbed drama.



Mary Stuart awaits her death.

END AND BEGINNING

R. Douglas Hume, associate professor in the Department of Speech, directed John Masefield's play, END AND BEGINNING. It was Sandy Evans who selected it with the possibility of directing it herself. When she finally preferred PHOENIX, Mr. Hume decided to direct it for two reasons. As he said, "First of all, I am interested in directing a poetic drama. Then I am very fond of the house of Stuart. This play tells the tragedy of Mary Stuart. She's a mystery: she may not have been as good as she is presented in this version, but she was not as bad as other versions present her." Dona Burgess, who played Mary Stuart, said that the very fact that the drama is in verse made her part quite difficult to convey the message of the play. It was a special challenge. "Yet, once you interpret such a part correctly, the message is clearer and more effectively delivered," felt Dona. Mary is the self-controlled noble woman who tries to help her ladies control their emotions and overcome their grief of her execution. Dona added that it was the first time she had acted in such a play and therefore all the scenes were a challenge to her. None the less, she enjoyed it the most. In her effort to get into the character of a 16th century queen, she did some

The play basically depends on the flashback narrations which, as Tom Tawney said, are difficult to act because, "When you're alone on the stage, you have to direct your speech to no one. Everything depends on you."

A PHOENIX TOO FREQUENT

The comic relief in the situation of the play, A PHOENIX TOO FREQUENT, by Christopher Fry, is provided by the character of Doto, Murial Sibby. She is a down-to-earth character in contrast to the romantic upperclass woman, Dynamene (her mistress) and to Tegeus (the soldier). Dynamene is very feminine and sensitive. "She thrills herself with everything in which she gets involved. She's ready to die for her Virelius, yet she falls madly in love with the soldier; she's like an artist and she doesn't care about what will happen next," says Barbara Clausen, who acted the part in the production. Doto is a hindrance, babbling about silly things. The whining selfishness which Dynamene shows many times was the main difficulty Barb had to meet in her interpretation of the role.

Tegeus, Jim Woods, is the stranger who creates the farce. He comes and unconsciously disturbs the decision of the two women to die. By doing so he

(Picts. & Story cont.

pg. 7 col. 4)



by D. B., L. W., S. E., A. S., B. A., D. W., and A. D.

Fa la la la la la la la la. (Sing this.) . . . Santa Claus whipping down the chimney tells us World Lit papers must be in ON TIME! . . . You say you couldn't afford to be a Secret Pal . . . We hope the Frosh officers were chosen in better taste than their campaign posters . . . You say the weather isn't putting you in the proper mood of the season, though Cobbs door has been, blasted with snow . . . Feely's Fairies Frolic Frantically in Fellowship Forevermore . . . Happiness is the end of Graduate Record Exams . . . Lindenwood's loss is New Hampshire's gain (read this in iambic pentameter) . . . Hickory dickory dock, the greenman ran up the clock, the clock struck noon, but way too soon, we ran to class, but it was past, according to radio time! . . . Tiptoe through the sculptures with Orchesis, but don't forget your daisy . . . Points or probation? . . . Add two perpendicular lines and you too can play tic, tac, toe with your equality button . . . Lazy Juniors require dates to decorate the gym for the mixer . . . Mary Stewart gets a head in life (heh!) . . . Stage Kisses Can Be Fun, by Tegus and Dynamene . . . They lied—Impromptu was rehearsed! . . . We are sorry to report that no planes will be leaving Lambert Field on Thursday, December 16 . . . Oh well, have a WONDERFUL vacation anyway . . . (And Happy New Year's Eve!)

Bangles and Beaus

Love comes quietly . . . but you know when it's there, because, suddenly . . . you are not alone anymore and there is no sadness inside you.

Ray Settergren, an Independent at Rolla, lavaliered DeDe Wandling. The grand day for DeDe was November 12.

Judi Segal, a freshman in Cobbs was lavaliered to Mike Tatz, on November 12, 1965. Mike is an Independent at Bradley University.

Also in November 12, Sue Breed received a Sigma Nu lavalier from Jim Munsey, a freshman at Rolla.

Julia Goodell became engaged to Dan Griffith, a Pfc. in the United States army on November 15. Julia says, "Things are nicer the second time around."

On November 20, Johnny Zucca honored Pam Walsh with his lavalier. Johnny is a Sigma Alpha Epsilon at Kent State.

Susan Price was lavaliered to David Scoville on November 24. David is a Theta Chi and is now attending Rolla School of Mines.

November 24 was also the happy occasion for Nancy Porter. Muncy became lavaliered to Johnny Bennett who is attending Texas A & M University.

A freshman at Parson's College, Ish Tucker, gave his Phi Sigma Epsilon lavalier to Pat Kerr on November 24.

Micaela Knight was given a Oklahoma State University lavalier on November 24 from Carrel Wilson.

SCROLL SIDE

Barbara Brunzman

All you potential Santa Clauses and Yule Tiders, don't forget to buy a Student Directory before Christmas. No need to be caught short on addresses of favorite professors and friends; be sure to have the friendly directory to aid in sending lots of Christmas cheer. They can be purchased from any Scroll member for just 40c.

Art Students Hold Display

Thirty students in the design and composition classes at Lindenwood College have prepared a colorful exhibit of Christmas tree ornaments, wrapping paper designs in block print, and Christmas cards which have been on display in Roemer Art Gallery since Dec. 3.

Appropriately named "Designed for Christmas," the exhibit demonstrates what can be made out of inexpensive materials. The wrapping paper designs and Christmas cards are for sale, and orders may be placed with the individual student who designed them.

Tree ornaments were created as three-dimensional space design and range from amplified ornaments to lanterns and objects which can be illuminated.

There is a Christmas tree in their exhibit too, but instead of using the conventional type, the students designed a maze of tree form, built from wooden strips, painted black so as not to conflict with the ornaments to be suspended from it.

"This was a very enjoyable project for the students," said assistant professor John Wehmer, who teaches one of the two design and composition classes. "The whole idea was to give them experience in getting their ideas into tangible three-dimensional form and still make them attractive visually."

Judy Wychoff was honored with a Sigma Nu lavalier on November 24. It was given to her by Brunn Roysdon who is attending Missouri School of Mines.

On Thanksgiving day Cathy Hampton accepted a lavalier from Gary Karlish, an Independent at Southeast Missouri State.

Freda Dangler and Ron Hatching announced their engagement on November 26. Ron is a Gamma Gamma Gamma at Hastings College. They intend to be married in the summer.

On November 28 Pat Mackey was surprised with a lavalier from John Murray. John attends Oklahoma State University and is a Phi Delta Theta.

Winding up the month of November is Betty Bartlett. She became lavaliered to Jim Bland, a University of Maryland graduate. Jim was a member of Phi Delta Theta.

TRADITIONAL VESPERS

(Cont. from pg. 1 col. 3)

William, Associate Professor Juliet K. McCrory, Professor Howard A. Barnett, Dean Homer Clevenger, and President Franc L. McCluer.

This was the third year that the Christmas Vespers was presented in this manner. Many students have requested that the method be continued.

Graduate Merrill Writes About The Peace Corps

From a speech major with emphasis in radio-television and theatre, to a 4-H Club organizer out of the little town of Sabanalarga, Colombia, S. A., has been the startling change of roles for Patricia Merrill, who graduated from Lindenwood with the class of 1965. Pat is from Faucett, Mo.

Pat Merrill joined the Peace Corps last January and almost immediately went into training, she thought for television production, at the University of California at Los Angeles, attending classes 13 hours a day six days a week. She was astonished to find that she was placed in a "utilization group" which was directed toward teaching, since she had had no education courses and felt little inclination for teaching. But, she writes, "one word the Peace Corps Volunteer learns rapidly is 'flexibility.'"

At the conclusion of 10 weeks of training in California, a month in Puerto Rico, and three "deselections," Pat arrived with 53 colleagues in Bogota, Colombia, on May 26. "After a few days of orientation," Pat's letter continues, "we were sent to our respective sites. I came to Barranquilla, a large city on the northern coast in the department of Atlantico. Television Educativa was just beginning here, and the day after I arrived I started helping to give courses to orient the teachers in the use of ETV. In many ways the department of Atlantico is more fortunate than much of the rest of Colombia—80% of the teachers here have graduated from Normal School—the equivalent of our junior colleges."

When, after two months, the teachers struck for more pay,

Pat took advantage of the holiday to return to Bogota for two weeks of special training in music. She had been chosen to take charge of "music utilization" throughout the country! Since the first week in November, Pat has been out in the campo, at Sabanalarga, working with the Colombian Institute for Agrarian Reform, INCORA.

Organizing 4-H Clubs keeps her busy from 6 a.m. to 11 p.m.—and she loves it. "There's one other Peace Corps Volunteer in the town," Pat goes on, "but we see very little of each other. Almost all my friends are Colombian and I feel that, at last, I am a real Peace Corps Volunteer. I work hard and I think I'm doing some good. It's extremely painful to go to a small pueblo and see the tiny children with extended bellies, suffering from worms, amoebas, and malnutrition, but I have hopes that little by little the people will learn better health habits—will learn that there are other things to eat besides yucca and rice.

"If I can show or teach just one little town that there is more to life besides babies dying from hunger and disease, that there is more than a third grade education, that anyone can learn to read and to sign his name, that there is something else to do with money besides bury it or buy rum every night, then I'll have accomplished my job—the job that I didn't know I wanted, but now is filling my life with new meaning and interest. . . . I haven't done a lot materially, but I've started and the people have started, and that's the most important, the most rewarding part of all."

Students 'On the Hot Seat': Why Do Girls Leave Lindenwood?

Tables scrape and chairs fall to the ground as the multitude of freshmen answer the call in the dining hall, "Where oh where are the pea-green freshmen?" Perhaps you too have noticed that as the upperclassmen are asked to stand and show their numbers the amount of girls dribble to a mere percentage as the "Grand old seniors" are proclaimed.

Why do girls leave Lindenwood? Is there some special reason for this, and how do those that stay at Lindenwood view this situation? These and other questions have caused some wondering as to our diminished upper-class. Several girls on campus have expressed views which seem to sum up the situation and shed some light on the mystery of missing seniors.



Nancy Karns

Nancy Karns, a freshman this year feels that the reasons many leave are that, "Some girls really don't fit in and have found that they can't get along with just girls. As a result many seek the company of men at co-ed schools. Others have found that college just isn't for them and enter the business world or a married life instead of continuing." When asked if there was one particular facet about Lindenwood which caused most of them to go she answered, "There isn't just one reason—each girl has individual likes and dislikes, plans and feelings that don't fit her situation on campus." How does

Nancy feel about such a small number of upperclassmen? "It makes you wonder—there are so many of us and so few of them." Nancy also said that Lindenwood does provide a good rounded program which offers an excellent four years of education. "The outside cultural activities and convocations help to stimulate the atmosphere."



Marti Connolly

Marti Connolly, a sophomore, expressed the reason for the decline as "A lack of social spirit and competition with other schools. Academically, Lindenwood provides a great program, but when the weekend rolls around we want a break, and on campus there's a lack of entertainment and excitement." How does Marti feel about the limited upper-class? "Generally their reasons for leaving are valid. I came here because I felt Lindenwood fit my needs and offered me an opportunity to get away from home and meet all kinds of people. I'm personally insulted when a girl leaves for a reason such as low marks from not studying and a lack of effort."



Susan Burns

Susan Burns, a junior, said that "Many leave because of a boy friend who is far away, or for reasons of marriage, or to be closer to home. Others like the company of men in classrooms and just on campus. Some find it is better to transfer, as Lindenwood either doesn't offer their certain field or they find it is programmed better at another school. If they will be happier then their leaving is wise, but it is a shame when a student has to leave because her major doesn't carry well here."



Frances Huber

A senior, Fran Huber agreed with Susan's reasons for girls failing to return, but added, "Some change in order to go to universities where their friends are." She feels that the girls generally have good motives for going and that "It really doesn't bother me at all that my class is so small." Lindenwood offers a good four year program in her opinion.

Wasteland Proves A Great Success

Orchesis and Poetry Society co-ordinated their efforts to produce a fascinating Vesper service on December 5 in Roemer Auditorium. Under the direction of Barbara Armstrong, the members of the modern dance group did their interpretation of T. S. Elliot's THE WASTELAND which was read by Holly Zanville, Cindy Bogman, Maria Richardson and Bertita Trabert.

The combination of interpretative reading and dance provoked the audience with an excellent sense of mood as well as rhythm and tempo. Everything from costumes to lighting to facial expressions of the dancers and pauses by the readers totaled this effect admirably. The entire presentation certainly received the acclaim it deserved. "Shantih Shantih Shantih!"

(See pg. 8 for pictures)

May Sarton Gives Last Appearance Before Lindenwood

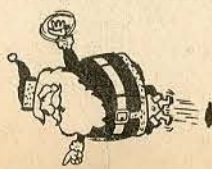
Lindenwood's own poet-in-residence described the poet's view of our world in her Chapel address of December 8. May Sarton assessed the glory of God in relationship to her own field of endeavor and that of her fellow artists. At first admonishing those of us who "consign our thoughts to those man-made buildings called churches," Miss Sarton went on to relate the true evidence of the superior being that Gerard Manley Hopkins celebrates, the world that is "charged with the grandeur of God." This world is all around us, even now, but we simply do not pay sufficient attention to it.

Miss Sarton feels that we value poets because once again they give us the miracles of creation. "He (the poet) sees what we do not see." Her evidence of this is the magnificent elm, and the marvel of the growth of a simple bulb that is dropped into a container of water. The poet can appreciate that "great unreal poet who is God in creation." The one great commandment of this supreme being is to rejoice in the grandeur of God." With these charged words, Miss Sarton concluded her final formal appearance before the Lindenwood student body. Perhaps Miss Sarton was also conclud-



May Sarton

ing with a summary of the meaning of her stay here to a great many students. Lindenwood and her community have been exposed to the meaning of a poet.



STUDENT UNION PLANS (Cont. from pg. 1 col. 2)

Director; game rooms containing card tables and pool tables; and possibly a few bowling lanes. Nothing definite has been decided as yet since these ideas are still in the talking stage.

Another problem confronting the administration is one of location. Two sites have been under consideration: 1) on back campus, a location which would take into consideration future expansion; or 2) on the ground now occupied by the Gables and the area between the Gables and the Health Center.

The financing for the center has been initiated by the Fathers' Club who have been soliciting fathers for donations so that they can reach the quota of \$200,000 as soon as possible. There is also the possibility that a government loan or grant may be secured to help in financing the building. Mr. C. J. Rogers, President of the Fathers' Club, stated that the proposed student union will cost well over half a million dollars but an actual estimation is difficult since architect's plans have not yet been drawn. It must be noted that there is already some money which has been raised for a student union and must be used for that purpose.

In an interview with Dr. F. L. McCluer, President of Linden-

wood College, the point was brought out that the administration is aware of the other needs on campus and that they have by no means been forgotten. Other building programs now under consideration include an addition to the library building, an art building, a swimming pool, and a field house. Dr. McCluer stated that perhaps the students were not aware of these plans because their fathers were not involved. As soon as the money for any of these buildings is provided, that building will be built.

The Meaning of Hannukah

The Christmas spirit has encompassed our campus. To some Lindenwood students, however, the winter months bring the promise of another holiday. Brightly shining candles, anticipation and quick peeks, and family gatherings mark the eight day Jewish festival of Hannukah. While this is a happy season of gift-giving and games, the historical and religious aspects are never ignored.

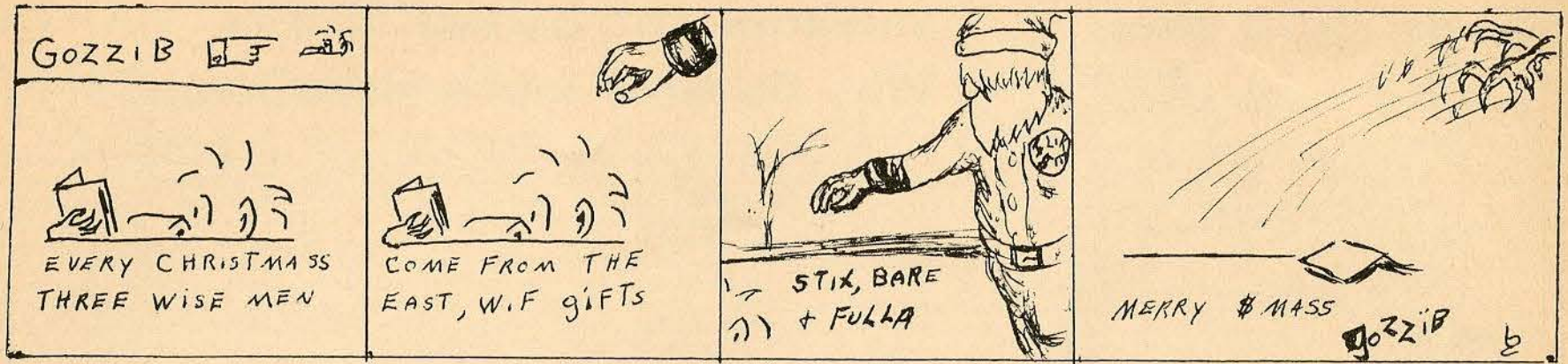
Over 2,000 years ago, Antiochus, the Syrian tyrant, was determined to Hellenize Judea. In the attempt, he killed thou-

sands of Jews who refused to accept the pagan religion. The Temple of Solomon was desecrated and defiled.

Aroused by this threat to their faith, the Jews became equally determined. Led by Mattathias and his five sons, they revolted against the Syrians. This ancient band of freedom fighters was called the Maccabees, named after the youngest son, Judah Maccabee, "The Hammer."

Exactly three years after Antiochus began his campaign, the Maccabees surprised the

(Cont. pg. 8 col. 4)



Foreign Student Tells of Christmas in Sweden

Kristina Elma

The Swedish winter is long and quite dark—perhaps this is the reason that Christmas festivities do not end until January 13th for only then is the Christmas tree taken down.

Among the traditional preparations for Christmas is the making of different decorations, many made of straw. On a Swedish Christmas table one can usually find a straw crown holding a tall, white candle. Under the tree stands "the Christmas goat" also made of straw. Some families dip their own candles and most all of them bake gingerbread, often a large gingerbread house that is placed on a tray or table with gingerbread trees and people and is surrounded by cotton.

The Christmas tree, of course, is also decorated. The tables display candles and flowers (mostly tulips and hyacinths from Holland!). Christmas Eve is the beginning of the celebrations. The festivities start with a vast "smorgasbord" containing all the holiday food. Ham is the main dish but also the traditional dish of "lutfisk" is served. Lutfisk is a special kind of fish—cod—dried and cured in lye during the summer. At Christmastime the lye is carefully soaked out of the fish which is then boiled to a fluffy whiteness and served with a

rich white sauce and mustard. For dessert most Swedes have rice porridge—rice boiled with milk and eaten with sugar and cinnamon. Traditionally, everyone has to say a rhyme before eating the rice porridge which also contains one almond. The person who has the almond in his bowl will be married within the year. Also part of the Christmas meal are saffron bread and gingerbread cookies formed to little men, women, stars, pigs and goats.

While waiting for "Jultomten" (Santa Claus), the family may sing carols, dance around the tree or relax at the table with nuts, figs, mandarin oranges and other goodies. Finally, there is a knock at the door and "Jultomten" comes in asking, "Are there any good children in this house?" He is actually the father, an uncle or the oldest son and carries a sack full of presents. While everyone is busy opening their packages, "Jultomten" leaves and the missing member of the family returns.

Although the party lasts quite late, everyone gets up at four or five on Christmas morning to go to church. Some people still travel to the service by sleigh. The rest of the day is spent in quiet family gatherings with many wishes of "God Jul!"

Dr. Sibley Reviews May Sarton's New Book: 'Mrs. Stevens Hears The Mermaids Singing'

Dr. Agnes Sibley

MRS. STEVENS HEARS THE MERMAIDS SINGING
by May Sarton. Norton, 1965.

Goe and catch a falling star,
Tell me where all past years are
Get with child a mandrake root,
Or who cleft the devil's foot,
Teach me to hear the mermaids
singing,

Or to keep off envy's stinging,
Or find that wind
Serves to advance an honest
mind.

The title of this book, recalling John Donne's poem quoted above, suggests the strangeness and immense complexity of the human situation; and the total effect of the novel is to heighten one's sense of wonder. The story of Hilary Stevens involves the reader in life in a new and intriguing way, for the reader himself becomes a "main character" like Hilary, confronting his own past and asking questions like here. This intense involvement in the human condition is one source of the power of this astonishing novel. Hilary is rather like the Ancient Mariner; the reader of her story cannot escape — he

must search his own soul.

Hilary is a famous poet who, in planning what she will say in an interview with two young reporters, is forced to look back over her 70 years of living and to try to discover the truth about herself. This journey of discovery requires courage and honesty. As Hilary makes it, she brings the reader into her relentless questioning of herself. What has been the source of her poetic inspiration? What were her conflicts? What is the quality of her joy and sorrow as they extend from her past into the vibrant present? Following her as she probes into her past, the reader is caught up into the wonder of not only Hilary's experience but of his own. He asks, "What is most important in my life? What people have I loved, and why?" He may even ask, "Am I creative?"

The truth that Hilary finds about herself is that love has been the source of the energy behind her poems. For her, the woman poet, the Muse has always been incarnate and always feminine. Here again the reader is involved in Hilary's

life but also in his own—not because all people have homosexual tendencies (though more of them may than Puritans would like to believe), but because two other truths are obvious. The first is that all human beings possess both masculine and feminine traits in varying quantities. And only a little reflection is required to make us see that great writers often have a strong awareness of how it feels to be both a man and a woman. One thinks of Shakespeare, Andre Gide, Virginia Woolf; other writers will come to mind.

The second truth suggested in the novel concerns the relation of art to other forms of creation, including procreation. Like Tonio Kruger in Thomas Mann's story, Hilary Stevens believes that the artist stands apart from "ordinary" life; his kind of creation involves as much pain and suffering as child-bearing and child-rearing, but to produce the clear absolute of the work of art he must sacrifice or be always unaware of some human qualities in his personal life. Art and life are

(Cont. pg. 7 col. 5)

NATIVITY
Piero Della Francesca

O cruel cloudless space,
And pale bare ground where
the poor infant lies!
Why do we feel restored
As in a sacramental place
Here mystery is taking place
And here a vision of such peace
is stored
Healing flows from it through
our eyes.

Comfort and joy are near,
Not as we know them in the
usual ways,
Personal and expected,
But utterly distilled and spare
Like a cool breath upon the
air.
Emotion, it would seem, has
been rejected
For a clear geometric praise.

Even the angels' stance
Is architectural in form,
And they tell no story.
We see on each grave counte-
nance,
Withheld as in a formal dance,
The awful joy, the serene glory:
It is the inscape keeps us warm.

Poised as a monument,
Thought rests, and in these
balanced spaces
Images meditate;
Whatever Piero meant,
The strange impersonal does
not relent:
Here is love, naked, lying in
great state
On the bare ground, as in all
human faces!

May Sarton
Poet in Residence '65
taken from her book
CLOUD STONE SUN & VINE

Lindenwood Participates In Hospital Disaster Drill



Disaster victims await ambulances in front of Ayres Hall.

CATASTROPHE !! At exactly 12:30 p.m. Thursday, November 18 the alarm was sounded at St. Joseph's Hospital in St. Charles . . . EXPLOSION! At this point the hospital's fifth catastrophe drill went into motion. The disaster? Ayres Hall, right in center campus, had hypothetically blown sky high. Dr. T. A. Schneider, Chairman of the Emergency and Disaster Committee and Chief of the Emergency Department at St. Joseph's, who planned the drill, was the only person outside the college who was aware that this was a drill and not the real thing. The hospital staff was notified along with the Fire Department, Red Cross, Civil Defense and Police. Within five minutes after the alarm was sounded one fire truck, several police cars and two ambulances were at the scene of the supposed disaster. There to greet them in front of the remains of Ayres were fifty-nine disaster victims and about one hundred other students who were milling about creating atmosphere. Each victim wore a placard around her neck with the type and extent of her injuries printed on it. Nurses were on hand to direct the injured according to the serious-



Helen Clements is removed from her lookout point and taken to hospital.

ness of their injury to the hospital. Girls were placed on stretchers, in police cars and in the front seats of the ambulances and were rushed to the hospital with sirens blaring, friends cheering (??) and songs of "Remember" being sung.

In the meantime, the hospital had utilized the ten minutes between the alarm and the arrival of the first load of victims to prepare the hospital for the onrush of emergencies. Wards were set up in four main areas: cafeteria for burns, maternity ward for fractures, 4th floor for immediate surgery and the emergency room for first aid. These were equipped with beds and medical kits pertaining to the type of ward that was established. Nurses, volunteers and Red Cross workers were on hand to help with the patients until the doctors could be on hand.

Upon arriving at the hospital the victims were taken to a central location—the hospital laundry room—for unloading. There, they were placed on wooden and canvas army stretchers sitting atop laundry carts for easy transportation to the wards as there were not enough movable stretchers to accommodate all the patients. Volunteer workers took names and pertinent facts from the conscious victims, doctors made quick diagnoses and then aids wheeled the patients to the appropriate ward designated by the doctor. Timing was unbelievable! It took approximately 3 minutes from the time of arrival before most of the individual victims were on their way to treatment. This part of the drill went smoothly, probably more so than would be the case in an actual catastrophe. Amid the shuttles of ambulances that came at five to ten minute intervals, one real patient came into the middle of the hub-bub. He was pro-

(Cont. pg. 8 col. 1)

MEASURE FOR MEASURE? (Cont. from pg. 2 col. 4)

is excellent experience yet it is felt that the content of the essays is not as important as grammar, spelling and logical presentation of ideas. Since no letter grade is given these papers (one receives a mark of satisfactory or unsatisfactory) it is extremely difficult for the student to acquire any benefits other than a feeling of relief that she has passed the first requirement towards a diploma. True, conferences are held for those who did not write an acceptable essay but the remainder must assume that her writing is flawless—she has no idea of the validity of her ideas or her method of presentation which are just as vital for personal benefit as are mechanics of writing. It seems more logical to have some evaluation given directly to the student and since these essays are personally graded by members of the English Department would it take that much more time to write a few comments and return the papers so that a benefit could be obtained? It is doubted that the professors would have time to hold interviews with each person who took the test—although that is the ideal method for acquiring substantial benefit by the student—but a short written criticism does not seem unreasonable.

The vocabulary section of the exam is considered as more or less a farce by those who labored through its standardized form. Certainly, it did cover eight main areas of study but how beneficial a measure of a college education is it when one has three or four choices to decide the use of certain sporting equipment, rules for playing a particular game, general elementary aspects of math, physical science, government, etc. The question arises—if the test was so basic—having no similarity to the widely held idea of what a vocabulary test is—why and how did the juniors not measure up to the national norm for students in their bracket? The vocabulary test cannot be retaken . . . once is enough. By the scores that are sent to the students, it is possible to determine the weakest area by looking to see what numbers are the lowest for each section but outside of that, there is little knowledge of one's dexterity in vocabulary—again if it can be called vocabulary.

It can be well understood that any test that is to cover a range of many majors must be general and far reaching. In that respect these tests seem to fill the order. The question is, is there really *any* true benefit for the majority of students who take the tests and are they really of enough value to warrant the college's using these exams as a guide for handing out diplomas? Many members of the junior class feel that it is not and would like to see either a change in the types of tests given (with more professional evaluation of their performance) or another means of commencement requirement completely. Perhaps it is time that Lindenwood evaluate its graduation criteria!

E.A.I.

WRA

Ayres Hall received "Lindy," the intramural championship trophy, for winning over McCluer Hall on November 22 in the deciding game of the intramural softball tournament. McCluer Hall took second place.

Niccolls Hall will receive "Lindy" after Christmas vacation for winning the intramural swimming meet held on December 6. Niccolls Hall won 15 points; McCluer Hall, in second place, won 11½ points; and Cobbs Hall, in third place, won 9 points. Individuals taking first places were Mackie Kelso, of Parker Hall in the 50 yard freestyle, Cathy Jones of Irwin Hall and Carole Lockhart of McCluer Hall tied in the 50 yard backstroke, and Betsy Evans of Butler Hall in the 50 yard breaststroke. Taking firsts in team events were Ayres Hall in the 100 yard free relay, Niccolls Hall in the 100 yard medley relay, Cobbs Hall in the candle relay, and McCluer Hall in the sweatshirt relay.

The basketball tournament is due to start after Christmas vacation.

The Women's Recreation Association at Lindenwood sponsors the intramural events but membership is not required in order to participate. Any student may participate by notifying the WRA representative of her own dorm. The Butler Hall

(Cont. pg. 8 col. 5)

ONE-ACT PLAYS (Cont. from pg. 4 col. 3)



Doto observes a change in her mistress.

adds to the character of Doto in their comic dialogue.

Sandy Evans, who directed the play selected it because it was simple in setting and physical movement on stage. The cast also promised an easy handling and since PHOENIX is Sandy's first production as a director, she decided on something she liked and which held no great difficulties. She mentioned that the play has a serious message but she directed the funny things to be funny—

the characters going to extremes — because she thought that the comic timing in the play was very important. By this treatment she avoided the melodramatic element which underlies the entire theme.

As a conclusion, she added, "Personally, I don't feel the three plays are related. The one thing they have in common is their uniqueness. But I think their variety will make the show succeed." And it did.

DR. SIBLEY REVIEWS (Cont. from pg. 6 col. 3)

inevitably opposed and different from each other. It is Hilary the artist who speaks of "love as the waker of the dead, love as a conflict, love as the mirage. Not love as peace or fulfilment, or lasting, faithful giving." Art is seen, therefore, as a hard and demanding master, for it requires for itself all that is best in an unusually sensitive and loving individual. The artist cannot be because he is driven to create.

What he creates is, ironically, that which is denied to himself. In a poem, a painting, or a

novel like *Mrs. Stevens*, the artist makes it possible for others to live more abundantly. But perhaps the irony is only on the surface after all; for Hilary Stevens, like the perceptive reader of her story, knows the difference between merely existing and really living. The overwhelming impression produced by this novel is a sense of greater life: life on another level from that of our routine existence and conforming mediocrity—life as it perhaps has always been meant to be.

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ORCHESIS INTERPRETS THE WASTELAND



HOSPITAL DISASTER (Cont. from pg. 6 col. 5)

essed along with the fake patients and remained on a stretcher less than five minutes before being taken for treatment of his fracture. Throughout the hospital there were many jokes being made concerning the acting abilities of some of the patients.

Two patients were tagged D.O.A.—dead on arrival—and a third theoretically died despite emergency treatment. These were taken to a mock morgue set up in the Physical Therapy room. The fault with the procedure lies in the fact that one D.O.A. arrived in the third ambulance to leave the college and was placed on the only padded stretcher while the unconscious

patient accompanying her rode on a canvas cot that had no support save for a metal frame. Upon arriving at the hospital, the D.O.A. was the last to be removed from the ambulance but when she was taken out, time was used to transport her directly to the morgue. In the event of a real disaster those who are beyond help should be left until last so that others might be saved. The second D.O.A. was brought in after all the other victims were removed from the disaster area as it should have been done. Some of the other victims stated that they had been given medicine that they were allergic to as was marked on their tags. Others said they had their injuries changed in order to facilitate the drill which, of course, would not happen in a real catastrophe. Some were given mock blood transfusions and one girl—out of all the fractures — was taken to be X-rayed. In the emergency ward the doctor even called the pharmacy for extra drugs to check the supply.

At 1:34 p.m., exactly 59 minutes after the first patient had

arrived the total number of victims—59—had been processed and were under treatment.

The hospital certainly feels that the drill was of tremendous value as it gave its staff and facilities a true taste of a large scale disaster. While the drill may not have seemed efficient to some of the students who participated, the point must be understood that in an actual catastrophe procedures would be slower and much more detailed. Aside from the fact that the hospital acquired a great deal of knowledge from the drill, Lindenwood students had a most interesting afternoon. With all the confusion that reigned during the drill on campus, it was only apropos that that night, the students should have presented the first production of a talent show — appropriately called Chaos!

HANNUKAH

(Cont. from pg. 5 col. 5)

Syrians at their camp by sandwiching them between two forces and completely defeated them. Then they marched to Jerusalem, cleansed the Temple, and rededicated it to the One God in whose Name they had fought.

Mid the rejoicing, however, there was sorrow. There was only enough holy oil for one day for the Ner Tomid, the Everlasting Light which was to always burn to remind the peo-

ple of God's presence. Miraculously the oil lasted for eight days. Judah declared that thereafter the celebration of rededication would also last eight days. Thus Hannukah became a symbol of spiritual strength that remains a part of modern Jewish tradition.

WRA

(Cont. from pg. 7 col. 3)

representative is Penny Harrison, Ayres Hall—Jill Simmons, Sibley Hall—Janice Doner, Nicolls Hall—Mary Falcone, Parker Hall—Mel Perrier, Cobbs Hall—Judy Sarver, Irwin Hall—Alma Fleck, McCluer Hall—Sue Freeman, and Day Students—Jean Willmore.

Being a participant or a substitute in any event of a particular sport counts as one point. Two points make a student eligible for WRA membership.

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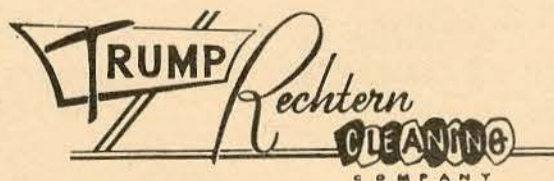
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