

LINDENBARK

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1964 Graduating Class To Hear Dr. Eric Goldman at Commencement Exercises

Dr. Eric F. Goldman, professor of history at Princeton University, who has been named a consultant and advisor to President Johnson charged with "channeling the best thinking of the nation to the White House," will deliver Lindenwood's commencement address Saturday, May 23, Dr. F. L. McCluer has announced. Dr. Goldman will have the honorary Doctor of Laws degree conferred upon him by Lindenwood at commencement exercises.

"We are extremely pleased to have Dr. Goldman deliver our commencement address," said Dr. McCluer. "A recognized authority on American history, Dr. Goldman is a distinguished scholar, whose assignment of bringing new ideas to our Government will be extremely beneficial to the nation; his remarks at Lindenwood will be provocative, we are certain," he said.

Dr. Goldman, Rollins Professor of History at Princeton, is

on leave for his current government assignment. He is widely known as an interpreter of modern public affairs. His career has combined professional writing public appearances, and academic work.

A member of Phi Beta Kappa, Dr. Goldman has previously received these awards: Library of Congress Fellow, 1947; Senior Fellow, Council of Humanities, Princeton University, 1955; and Guggenheim Fellow, 1956.

In 1962 he was elected president of the Society of American Historians, an office to which he was reelected in 1963. In 1952 he received the Bancroft Prize "for distinguished writing in American history." This award was presented for his "Rendezvous with Destiny: A History of Modern American Reform." The New York Times critic, Orville Prescott, wrote of the book: "One of the most learned, most provocative, and best written books in a long, long time. . . . 'Rendezvous with Destiny' is fascinating."

For three years, Dr. Goldman was a writer for Time magazine, and he contributes both

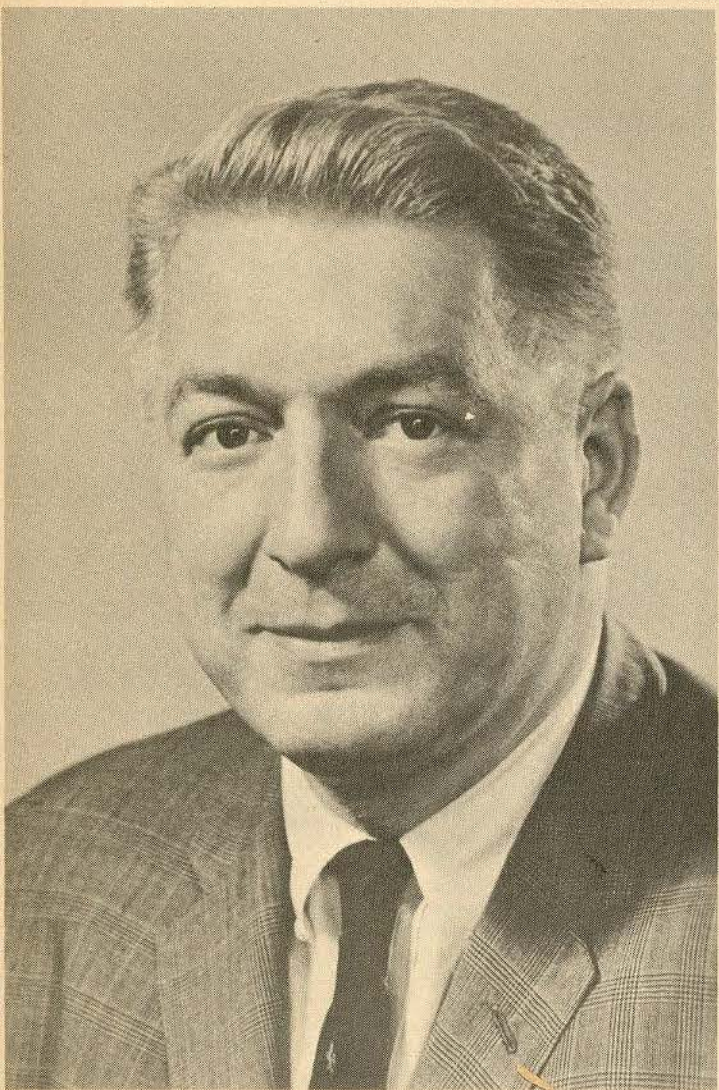
to scholarly journals and to popular magazines. He is a regular reviewer for book sections of New York newspapers. In 1953-54 he lectured in almost all of the countries of Europe outside the Iron Curtain under the auspices of the State Department; in 1956, he was sent to India for the same purpose.

Appearing on major national radio and television programs in the field of public affairs, Dr. Goldman since 1959 has been the regular moderator for NBC's intellectual discussion program, "The Open Mind," which was awarded the Emmy of the New York Academy of Television Arts and Sciences.

When at Princeton University, Dr. Goldman teaches a famous course entitled "Modern America." For many years it has been the largest upper-class course in the University, and often he has been voted "best lecturer" by the senior class.

Dr. Goldman's best-known books are "Rendezvous with Destiny" which is also published in a paperback edition, and his most recent volume, "The Crucial Decade, America 1945-1955," was the best seller of the 1956 season. This book, extended by additional chapters to carry the history through to 1960, has appeared as a paper back under the title "The Crucial Decade—And After, America, 1945-1960." Dr Goldman is also the author of several other books and co-author of a textbook for high schools, "The World's History."

Born in Washington, D.C., in 1915, Dr. Goldman was educated in the public schools of Baltimore and at Johns Hopkins University, from which he received his Ph.D. in History in 1938 at the age of 22. He has taught at Princeton since 1940 and in 1962 was named Rollins Professor of History at Princeton. The same year he was also named a McCosh Fellow, the highest scholarly award Princeton confers upon a faculty member.



Dr. Eric Goldman, professor of history at Princeton University, will be the graduation day speaker at the ceremonies on May 23. At that time he will receive an honorary Doctor of Laws degree.

Today Marks the 400th Birthday Of Playwright Will Shakespeare



William Shakespeare, poet and playwright, celebrates today his four-hundredth birthday anniversary. Born in 1564 on April 23, he lived fifty-two years—years full of contributions to the English speaking stage. His influence in verse form has spread farther than perhaps any other literary personage of all time.

Exactly four hundred years ago today the world's greatest poet playwright was born in Stratford-on-Avon, England. The year 1964 will be remembered as one full of Shakespearian productions in commemoration of his birth. Theatre-minded colleges, universities, community groups, and professional acting companies in every part of the English-speaking world are bringing to life again the fine plays of this poetic genius.

William Shakespeare was one of the eight children of John and Mary Arden Shakespeare. The father was a glovemaker, shop keeper, and land owner. He sent his son to the free grammar school where William studied the ancient classics and mythology which later served as plot sources for him. At the age of eighteen he married Anne Hathaway who was eight years older than he. They had three children: Susanna, and twins, Hamnet and Judith. William took his family to London where he lived most of his life although he inherited much land in Stratford, and eventually retired there.

By 1592 Shakespeare was recognized as a successful actor. He was a member of the Chamberlain's Men, a repertory group. His fame as a leading poet was beginning to spread. At least thirty-six plays are credited to this man, for which he was paid about forty dollars apiece. These were all written for his own acting company.

Shakespeare is noted for his understanding of people, skill with words, and sense of drama—what would please an audience. However, his most noteworthy contribution to the English language is the introduction of blank verse, unrhymed
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Bauer Receives Grant for Trip To Germany

Hugo J. Bauer, associate professor of modern languages and director of the language laboratory at Lindenwood College, has been selected to receive a grant awarded by the government of the Federal Republic of Germany to attend the summer seminar of the Goethe-Institut in Munich, June 21 - Aug. 29. The grant covers round trip transportation from St. Charles to Munich.

Mr. Bauer, one of a possible 20 chosen from American colleges, was selected by the committee of the American Association of Teachers of German, in cooperation with the U. S. Office of Education and the German Embassy.

The summer seminar is conducted in an effort to demonstrate to teachers of other countries the cultural, economic, and political changes which have developed in Germany since World War II.

Earlier the honors were limited to the elementary and intermediate teachers. During the last two years, however, the
(Cont'd p. 3 c. 1)

Pi Mu Epsilon To Initiate Four Math Students

ST. CHARLES, MO.—Four Lindenwood College mathematics majors or minors will be initiated into the Missouri Gamma Chapter of Pi Mu Epsilon at Parks College, April 23. The fraternity honors those who have done outstanding work in math and above average work in general.

Lindenwood mathematics students to be initiated are: Sheila Reynolds, Mrs. Sandra Kamp DeKlotz, Barbara Boardway and Joyce Jurgensen.

Students from St. Louis University, and from Parks, Fontbonne, Maryville and Webster College will also be taken in as members.

Fred Helsabeck, Jr., instructor in mathematics and physics at Lindenwood, will also be initiated.

Following the ceremony, the group will be addressed by Prof. Paul Rider of Wright Patterson Air Force Base.

Miss S. Louise Beasley, chairman of the mathematics department, and Mrs. Jeanne Huesemann, assistant professor of mathematics, will also attend.

Orchesis Members To Present Modern Dance Program Today

Members of Orchesis, Lindenwood College's modern dance club, are presenting "Collage," a program of dances, on Thursday, April 23, at 7 p.m. in Roemer Auditorium.

Miss Marilyn Wick, Wailuku, Hawaii, is student director of the program; Miss Grazina Amonas, associate professor, physical education, is faculty supervisor.

Inspired by Broadway plays, jazz, folk and national dances,

the dances are all choreographed by members of Orchesis. Choreographers are: Miss Wick, Miss Judith Huntington, Miss Jane Eyre, Miss Dale Mulling, Miss Julie Goodell, Miss Pamea Koehl, and Miss Ann Combs.

Dancers in "Collage" are Miss Mary Sue Stockenberg, Miss Jeanne Schuller, Miss Louise Garnett, Miss Joyce Hovde, Miss Eva Lundberg, Miss Carol Mattern, Miss Jo Gresham, and Miss Sandra Dennis.

Thoughts from a Camel's Hump

Exactly how effective is the "honor system" at L.C.? The term "honor system" is one that is pretty inclusive. It presumes a certain attitude toward morality, toward personal honor, toward social customs, toward methods of academic achievement, and even toward an individual's religious life. Given such an inclusive nature, we feel that it would be better to investigate the value of the "honor system" as a whole by looking at individual segments.

Schools vary in quality. This "quality" can be measured in a variety of ways, but one of the standards is the amount of trust and confidence they (the schools) can put in their students to govern themselves or, conversely, the number of restrictions and "safeguards" that the school feels is necessary to prevent friction and to facilitate its efficient functioning. We, who have been brought up on the "teacher breathing down your neck and daring you to make a false move" school can really appreciate the greatly improved atmosphere of the honor system at work. Dr. Hood gives out the questions, asks if there are any comments and departs to his office. The majority mumble a few curses after him (under their breaths, of course, until he is out of hearing down the hall) for making the test so inconveniently difficult, but, to our knowledge, *no one cheats!* A professor, not so long ago, discovered that a few of his students had obviously "cribbed" their term papers. This was so unusual that he went around mumbling about it for two weeks.

It is probably a trite truism to say that academically the honor system at Lindenwood works. It removes the problems of having to be policemen from the faculty, allows students to make up tests when it isn't convenient for the professor to be looking over their shoulders, and finally, it gives the students a feeling that they can be trusted to be honorable; therefore, they feel they must act accordingly. The honor system works in the academic sphere because the students, on the whole, agree with the principles behind it, and they support it. In short—they like it; they do it.

The social regulations seem not to be quite as successful as the academic regulations. Certainly the concept of what is moral or socially acceptable is more fluid and varied among the students than their concept of academic honor, which is rather uniform. In such a situation the rather arbitrary social rules slash across the personal feelings and attitudes of perhaps the majority of the students at Lindenwood. The majority of the students seem to feel that they are too narrow, that they assume that the students are more immature than is, in fact, the case, and that they hamper, unnecessarily, the student's freedom, and finally that they assume an attitude towards morals and social customs that is not the student's own, therefore, it doesn't apply in her case. In a word, to most students the regulations are simply a nuisance to be evaded whenever it would be inconvenient not to. Whether the general student assessment of the rules is valid or not is not the point. Compared with many schools the rules are quite liberal; compared to others they probably seem archaic, indeed. It doesn't matter. The rules could be improved, but the basic problem would remain. No set of regulations in the social and moral areas are going to satisfy a majority of the students, and that is what you have to have to have an honor system work. Socially speaking, ours doesn't.

We submit that it isn't fair to make something that is so subject to individual opinion a matter of honor. In effect they are found to keep someone else's moral standard. Why not junk that whole end of the system as a bad bet? Scarcely anyone on campus considers it (the social regulations) anything but a farce, and the few who obey it scrupulously are considered "schnooks" by their compatriots. It has always been impossible to regulate morals and social customs. Under the present system, we make liars and hypocrites out of those who differ with the standing order. This is not only unjust, it is also stupid and impractical.

Another interesting area affected by the "honor system" is the *required* chapel and vesper services. Obviously, the regimented religion offered by the college is supposed to be in keeping with one of the objectives of this college—"the Christian upbringing of young women." (I'm not sure the quote is exact, but the essence is there.) Whatever the relative merits of the various services or of having the students attend them, it would seem that having to *force* the students to attend would not inculcate them with respect for the institution, but rather inculcate them with contempt for it, which could only be overcome by a mighty show of greatness on the part of the church—which in part might mitigate the antagonism engendered in the student at having been *compelled* to go rather than *persuaded* to go. Though, the efforts in this direction are certainly well intentioned, it definitely gives the church two strikes against it before it ever gets up to bat for itself. The church can either stand on its own merits or force will not aid its cause. We had understood that the Crusades, The Wars of Religion, all the burnings, the whippings and the Inquisition had proved that long ago. Christ needs no sword to bring in his church. To make an honor offense of not attending church smacks of "Salem Massachusetts doings" of about three hundred years ago. It is

Outside LC Columnist Continues Story Of Past Russian-US Diplomatic Relations

As you will recall from the last issue that, at the time of the Civil War, the United States and Russia agreed on one very important point: that the English Navy ought to leave both of them alone. This fact concerning the "Convention as to Rights of Neutrals at Sea" (1854) is necessary in understanding the events which occurred between Russia and the United States at the time of the Civil War.

The emphasis here is on the American attitude toward Russia. To find out how Russia felt about these events, I suggest a book on Russian history under "United States."

At the time of the Civil War, Russia was just ending its feudal period. They felt sympathetic toward anti-slavery. They missed American commerce which was cut due to the outbreak of the American Civil War. Russia feared the possibility of British, French, and Austrian intervention in favor of the rebellious Poles in 1863. And since our Secretary of State Seward refused to join in the international protests against Russian atrocities in Poland, Russia felt sympathetic toward the North and its causes. It was in 1863, when the North was in fear of European intervention, (to aid the South) that two fleet of Russian ships—one in New York and one in San Francisco—docked on American shores with "sealed orders." It is now believed that they merely wanted a safe place to winter, but their coming and presence was a great psychological aid to the North. With Russia in the war, the North felt assured that England would not bother to aid the South. Due to a similar fear of Britain in particular and Europe in general, warm American-Russian relations were re-awakened.

The Alaska purchase closely followed, our Assistant Secretary of the Navy was warmly received on his visit to Russia. Perhaps the sale of Alaska was due entirely or partially to the original cause of American-Russian friendship—common hatred and fear of England—or

it may have been done in appreciation for the naval demonstration in 1863. Russia, in her attempts to aid the United States, may have done so throughout because of fear of a possible alliance between England and America due to "the ambitious projects and political egotism of the Anglo-Saxon race."

Relations a few years after the Civil War were not so warm between Russia and the United States as they had been during and shortly following it. The emancipation of the serfs in Russia did not lead to political liberations in Russia. The anti-Semitic outbursts—for example the Kishinev pogrom of 1903—shocked and alienated public world opinion. Russia's earlier refusal to grant foreign Jews passports had been a source of misunderstanding for decades, but it was not until the 1890's that anyone dared conclude that there were ideological differences which made really close relations—based at least partially on mutual interests and not entirely on a mutual fear of British power—between the two countries almost impossible.

Both Russia and the United States were engaged in a surge of "manifest destiny." They were advancing from opposite directions toward the Pacific. Interests collided in Manchuria where the United States feared that Russian interests would block the expansion of American trade. Because of this fear, Secretary of State Hay proclaimed the "Open Door Policy." American leaders were disenchanted by Russia at this time and President Theodore Roosevelt said, at this time, (1901) that he was "thoroughly aroused and irritated" by Russia's conduct in Manchuria. We accused Russia of imperialism.

In 1904, President Roosevelt welcomed Japan's attack on Russia at Port Arthur. Russia, aware of this growing hostility, accused the United States of imperialism. When Japan's triumphs came too easily, the United States became afraid that Japan would prove an even greater danger than would Russia. The United States' of-

fer to negotiate a peace treaty was welcomed by both sides. The treaty—concluded at Portsmouth, New Hampshire—took into account the defeat inflicted by Japan on Russia and it was decided relatively favorable to Russia.

In 1917, the United States were first among the foreign powers to recognize the Provisional government, under Kerensky, which was set up in Russia after the Russian Revolution broke. The Provisional Government's lack of interest in the World War and the Bolshevik encouragement of the self-determination of peoples soon led to the breaking away of the numerous national minorities living along Russia's western frontiers. Lenin's Russia negotiated peace terms before the rest of the world was ready to terminate the war.

The head of our official diplomatic mission to Russia pledged to help Russia work out her own system of government, that the United States would not interfere, and that the Petrograd Soviet was the authoritative spokesman for the Russian people.

I shall terminate this article at this, a moment of friendly relations. And it was only a moment as you will find out in the next issue.

Rat Screams at Words of Witch

(Warning - The following fable is not for the weak-hearted. It concerns a disagreeable subject: rats; in a disagreeable situation: the act of screaming.)

Once upon a cold, wet time when the women of the village were forced to put their Ladies Home Journals on the fire to heat their homes, and the men of the village stayed cold because they wouldn't contribute their Playboys, and the children didn't care one way or the other (they not being old enough to appreciate the merits of these magazines), there was a rat. A rat with his filthy gray fur hanging coarse and wet and stringy around his eyes and his pointless tail dragging limply behind him. He was unhappy.

(Second warning: Now that the subject has been broached, you will see that the first warning was not put in for comic relief (there will be very little of that in this story) so if the weak-hearted are still reading, you had better quit now!)

He was unhappy because he was cold and wet and his pointless tail dragged limply because of something else—something so horrible I couldn't just come out and tell you. It would be too much of a shock. So we will sneak up on this grisly fact.

All of you are no doubt acquainted with witches (oh, heavens! I didn't mean to imply personally acquainted.) Well, one of these creatures, complete with flowing black robes and hooked nose and the whole bit, on a certain occasion whispered in this rat's ear

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not only unfair (in our age of *supposed* religious freedom; which includes, by the way, the freedom to be non-religious if unconvinced) it is medieval and ludicrous.



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Cheryl Heatherly
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Student Committee Urges Campus Support Of Kennedy Memorial Library in Boston

"Mr. Kennedy's idealism, his interest in youth, intellectualism, and education made him a friend of our campus as well as on other campuses across the country. We consider it a privilege to express our admiration for him in this way."

This is the way an Indiana collegian summed up his reaction to a program that would offer college students a chance to establish their own Memorial to President John F. Kennedy within the Kennedy Memorial Library in Boston.

The Indiana student was one of 2100 campus leaders contacted by a drive committee located in a Boston apartment formerly occupied by President Kennedy himself. The committee has invited every American college to help collect 750,000 signatures and to raise \$250,000 for a special student-given room within the Library.

The room could house material dealing with President Kennedy's interest in youth—his founding of the Peace Corps and his efforts to improve American education. Signatures collected during the drive will also be on public display at the library.

Carl F. Allen, Jr., a Harvard junior who is Chairman of the National Student Committee, said the response thus far had been "very enthusiastic." "Since President Kennedy died," he explained, "many of us have been looking for some tangible way to express our respect for him."

When they heard about the plans for the Memorial Library, many students wrote to members of the John Fitzgerald Kennedy Library Incorporated and suggested a special student-given memorial within the Library. The Directors agreed enthusiastically and a committee, manned and staffed completely by college students, is now at work on the drive.

The response from the collegians contacted so far seems to indicate that many of them felt the same way Allen did about John F. Kennedy. "We feel a library is the greatest of monuments to President Kennedy," a New York student wrote, "and it is our hope that the donation we are able to raise will keep his memory before the world for years to come."

The drive will be held between April 27 and May 10. In addition to donating money, any student or member of the

faculty or staff that would like to actively support the construction of this memorial, is urged to sign the individual college participation book. Admiration for the late President and interest in his influence on the youth of America are the only criteria for signing this book; people who are unable to donate are still urged to sign.

A Kansas undergraduate wrote that the memorial will be "a fitting tribute to the special contact that existed between President John F. Kennedy and students everywhere," and an Arkansan, quoting from President Kennedy's inaugural address, added, "Let us hope that the light from this fire can truly light the world."

The John Fitzgerald Kennedy Library will be erected in Boston, Massachusetts, at a site along the Charles River. President Kennedy personally chose this site both because he wished the Library to be close to the scenes of his own youth and because he wanted it to be a part of a living educational community.

The Library will be a memorial to President Kennedy. It will seek to express in architecture the spirit and style of the 35th President. But it will be much more than a monument; for an appropriate memorial must also express President Kennedy's vivid concern for the unfinished business of his country and the world. The Library will therefore include, in addition to an austere and beautiful memorial room, several working components: a Museum; and Archive; and an Institute. The challenge to the architect will be to combine these elements in a single harmonious design which will both contain the various functions of the Library and celebrate the memory of President Kennedy.

The Museum will display memorabilia of President Kennedy and his times — photographs, panoramas, scientific objects, and artifacts of all sorts arranged to portray and convey the issues, the achievements and the atmosphere of the Kennedy years. The Museum will not be simply a static exhibition of items in glass cases. It will employ the modern resources of electronics and design to engage the spectator in active participation and to give the exhibits a living impact. Thus there might be a room where individuals can enter a booth, select a Kennedy speech or a significant episode of his times, and then see a film or hear a tape of the actual event. The goal of the Museum will be to make the experience of recent history as direct and intense as possible for students and young people.

The Archive will house the personal papers of President Kennedy, his family and his associates, as well as copies of the public records necessary to an understanding of the issues and actions of his administration, and transcript of interviews with his colleagues and contemporaries. In addition, there will be a collection of books, magazines, newspapers and printed documents bearing upon President Kennedy and his times. The Archive will hopefully become a center for

study of mid-century America, its basic problems in domestic and foreign policy, its conception of itself and of its destiny. It will contain the necessary facilities for scholarly research, including study rooms and the most advanced equipment for a continuing oral history project, for documentary reproduction, for the use of microfilm and for the full exploitation of audiovisual materials.

The Institute will seek to further one of President Kennedy's deepest concerns — his continuing attempt to bring together the world of ideas and the world of affairs, the world of scholarship and the world of decision, as, for example, these worlds existed together in the early days of the American Republic. No purpose more consistently animated his life, and no cause could better serve his memory. The Institute will be under the direction of a man who combines scholarly eminence with practical experience in public affairs. Its object will be to enlist young Americans and young people everywhere in the understanding and practice of democratic political life and public service. It will be a living institution, responsive to the needs of the times, and its resources and programs will therefore not be rigidly committed in advance; but it can be assumed that it will strive to bring intellectual and public affairs closer together in a diversity of ways—through lectures and seminars by professors, politicians and public servants of all parties and from foreign countries as well as from the United States; through professorial chairs, through meeting rooms for undergraduates interested in politics and public affairs; through fellowships for students and scholars, American and foreign; through visitors-in-residence; through organization of study groups and conferences bringing together scholars and practitioners to consider vital issues; through a publication program; through literary and public service awards; and through a variety of other means. The Institute will be committed to no program or policy but only to President Kennedy's own spirit of free and rational inquiry.

Under the law of 1955 authorizing the establishment of presidential libraries, the libraries themselves are to be built by public subscription and then transferred to the United States Government. The General Services Administration (National Archives) will thereafter assume responsibility for the maintenance of the physical plant as well as for the operation of the Memorial, the Museum and the Archive. The legislation makes no provision for an Institute, however, and this project, which is the most distinctive part of the conception, will require a substantial endowment.

It is estimated that a sum of \$10 million will be required to build the Kennedy Library with the Memorial, Museum and Archive and to establish the Institute.

Drama Department To Present Four Modern One-Act Plays

"The Modern Theatre" is the theme for the 1964 program of one-act plays. May 1 and 2 is the date for the productions to be done in the three-quarter round in Fellowship Hall of the Lindenwood College Chapel. Robert Douglas Hume is faculty supervisor for the student directed plays. Members of the Beginning Acting Class, the theatre department, and the open tryouts held last month are the actors.

First on the program is **Minor Dischord** by Pope J. Bernard and directed by Marianne Sawyer. The author is a St. Louis student and his first play will have its premiere on this campus. Members of the cast are Jane Eyre, Barbara Brunsmann, Donella Downing, Martha McDonald, Linda Hale, Mr. Donald Mandel, Lisa Leonard, Gretchen Vesely, Cindy Bogman, Pam Koehl, Linda Hunt, Bertita Trabert, and Cheryl Heatherly.

Minor Dischord belongs to the "theatre of the absurd." The author, a professional folk singer, has chosen as his theme the conflict between classical music and jazz. Musicians and dancers, both classical and jazz, point out the difference.

The oldest of the plays is **The Boor** by Anton Chekhov.

Maxine Basch is the student director and the cast includes Robert Douglas Hume, Eva Lundberg, and Robert Milliard, a 1962 graduate of Lindenwood College.

Bedtime Story, a comedy set in Ireland, by Sean O'Casey is directed by Eva Lundberg. Dennis Deal, Jo Gresham, Karl Slinkard, Maxine Basch, Walter Rosemann, and Carol Ann Moore compose the cast.

One of the most exciting features of this program is a local production of Edward Albee's **American Dream**. A recent hit off-Broadway, this play has only recently been released to campus theatre groups. Dennis Deal is director and the cast includes Susan Singley, Karl Slinkard, Madeena Spray, Margaret Duffy, and Walter Rosemann.

Cheryl Heatherly, stage manager, heads the production staff. Her assistants are Linda Hale, Martha McDonald, and Barbara Robinson. Joan Gaynor and Dee Dowell are in charge of lights. Sound is under the direction of Cheryl Heatherly. Virginia Staub is costume and make-up manager. House manager is Patricia Merrill and her ushers are Sally and Sue Snyder.

LC Welcomes Visiting Speakers In Mathematics and Chemistry

Dr. Leonard Blumenthal, Professor of Mathematics at the University of Missouri, was a Visiting Lecturer at Lindenwood College April 6 and 7. Under the sponsorship of the Mathematical Association of America and the National Science Foundation, he gave four lectures. He also was the guest of the mathematics department at an informal tea Monday afternoon.

Professor Blumenthal received his Ph.D. degree from the John Hopkins University. He was a National Research Council Fellow at the Institute for Advanced Study and at the University of Vienna, and has served as Expert Consultant at the Institute for Numerical Analysis, Los Angeles. He has held Fulbright Professorships at the University of Leyden and at the University of Madrid.

Dr. Blumenthal's visit, part of a nationwide lectureship program, had a three-fold purpose: (e) to strengthen and stimulate the mathematics programs at colleges and universities, (b) to provide the mathematics staff and mathematics majors with personal contact with productive and creative mathematicians, and (c) to aid in motivating able college students to consider careers in mathematics and mathematics teaching.

Dr. Robert C. Brasted, professor of inorganic chemistry and director of general chemistry, University of Minnesota, was on the Lindenwood College campus as a visiting scientist April 8-10, to lecture to classes in chemistry, to hold conferences with students, and to give a talk on Europe illustrated with color slides.

People interested in modern approaches to modern inorganic and physical chemistry were invited to hear any of his scheduled talks, according to Dr. Clifford Keizer, chairman of the college's chemistry department, who arranged for his visit under the program of Visiting Scientists in Chemistry for Colleges.

Dr. Brasted gave a talk illustrated with color slides on "Some Observations on Europe by a Politically Ignorant Chemist," from 8-9:30 p.m. in McCluer Hall's recreation room. His concluding lecture on "Recent Concepts of Chemical Bonding" was given Friday.

Professor Brasted was a Fulbright and National Science Foundation Research Scholar, Heidelberg University, Germany in 1961; before coming to University of Minnesota in 1947, he was assistant professor of chemistry, The University of Hawaii, for four years. He earned his bachelor and master's degree from The George Washington University, Washington, D.C. and received his Ph.D. degree from The University of Illinois.

BAUER TRIP

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German government has augmented the 50 original travel grants, making possible an additional 20 with some being given to teachers at the college level.

Professor Bauer, whose parentage is German, his mother having been reared in Bavaria and his father a native of Wuerttemberg, will be given a concentrated course of study while there. Those in attendance at the seminar will be divided into three working groups.

Professor Bauer joined the Lindenwood faculty in 1947. He lives with his family in St. Charles. His daughter, Julie, is a junior at Lindenwood.

SHAKESPEARE

(Cont'd from p. 1)

iambic pentameter. This became the standard verse form for poetry and plays for many years after its innovator's time.

On his fifty-second birthday Shakespeare died in Stratford and was buried in the chancel of the church of Holy Trinity. However, the exact time and place become insignificant when one considers Ben Johnson's description of the great playwright: "... he was not of an age but for all time."

FABLE

(Cont'd from p. 2)

some horrible, absolutely awful words. And since that agonized moment the rat has been unhappy. Not just weepy unhappy, but sobbing all over unhappy.

Now that you have been introduced to the main character let me describe the scene for you. It is a small village in a time when central heating and electricity and flip-top cans have not been invented yet. Most of the huts are small and dingy and quite frequently (that is, more often than not) have rats living under them. But in all the variety of big rats, small rats, smart rats, and rather dumb rats, there is only one we are concerned with, so forget all the rest (that is—if you can forget a village of rats. Personally, with my humanitarian spirit, I find it a little difficult, but I try.)

Our rat in question (the one with the pointless tail) on the cold wet time mentioned in the classic "Once upon a time" opening sentence, found himself under probably the dingiest of the huts contemplating the witch's words. And the more he contemplated the more he sobbed. He was a very heart-rending, pitiful sight.

All of a sudden the witch we discussed earlier appeared from seemingly nowhere but actually somewhere and crept to the rat's side and whispered those fatal words into his ear again. He shivered and shook and fell into even greater spasms of sobbing — if such a thing is possible. And his pointless tail hung even more limply.

Now the question you all are probably asking yourself is what did the witch say? And that my friends is the 64 dollar question.

Now — about this screaming. It all came when I crept under the hut to ask this rat what he was sobbing about. He was so frightened by me and my question that he screamed. And screamed. And screamed. Screamed with his little gray mouth open wider and his pointless tail even limper than I thought possible. Naturally it frightened me and I ran away. So no one will ever know. Moral: Pointless tails make pointless tales.

Dinkmeyer and Simpson Give Conservative, Liberal Views

by John Dinkmeyer

I wish to make it clear that I am not writing this in defense of conservatism. It needs no defense. My purpose is to explain and define this elusive political belief.

Every country needs both liberals and conservatives, because the two tend to balance each other. This keeps a country's political attitudes away from the radical Left or the reactionary Right. However, in America, many politically ignorant people use these terms to insult or deride anyone who opposes their beliefs. This sort of practice results in confusion and needless bickering.

A search for a complete definition of a conservative leads down strange avenues. One writer uses so many unprintable adjectives in arguing against conservatism that it seems as if all conservatives are trying to unseat Satan as the king of Hades. Another practically copies the Boy Scout manual in trying to praise members of the Right. The best definition comes from Clinton Rossiter in his book, *Conservatism in Americas*

Conservatism is committed to a discriminating defense of the social order against change and reform. The Conservative knows that change is the rule of life among men and societies, but he insists that it be sure-footed and respectful of the past.

In other words, the conservative welcomes changes that evolve from within the social structure, arguing that society has benefitted most from positive, natural changes. On the other hand, the liberal is optimistic about reform if it offers any possibility for improvement, even reforms which are outside the mainstream of the natural trends of society.

Conservatism has always had a difficult time in America. Our country was born out of a revolution against the principles in practice in the 18th century. A young country, such as America, always has a very liberal viewpoint; it welcomes, even demands, rapid progress. Therefore, to be a conservative in America almost requires one to go against his own country. However, America has almost reached maturity, and conservatism is becoming more prevalent.

The 19th century industrialists didn't help conservatism one bit. They twisted it to serve as a justification of their economic practices. "Laissez-faire conservatives" ignored the needs of man and concentrated on economic liberty. They wanted society to be left alone by meddlers and reformers. Self-reliance became the keyword. The successful man could thank his own talents and labor; the miserable, poverty stricken man could blame his own faults and shortcomings. Labor unions and the government shouldn't interfere with this "natural liberty." To an extent, America still has these beliefs about conservatism.

The contemporary Right is divided, by political outlook, into three categories. Clinton Rossiter has the best descriptions of these three groups. The first category is the "ultra-conservative." Those millions of Americans whose political belief is a mixture of "sober conservatism, timid standpattism, and angry reaction." It seems to be a revolt against taxation, the welfare state, and centralized government. These people are represented by Strom Thurmond and Barry Goldwater.

The largest of the three categories is the "middling conservative." This is nearest to the previously mentioned definition of a true conservative. The purpose of these men seems to brake, but not reverse, the movement toward welfare and regulation. Eisenhower is their most famous representative.

The third kind of conservative is in the advance guard of the Republican party and even with the Democrats. There are the "liberal conservatives." They are inclined "to recognize professors and union leaders as useful citizens, and less inclined to balance the budget." Walter Lippman is one of their publicists; Earl Warren and Nelson Rockefeller are two of their public figures.

The tendency, in judging conservatism, has been to attribute all the characteristics of the conservative to followers of Barry Goldwater. As this article has tried to show, true conservatism is a world apart from Goldwater. I hope that this clears some of the confusion surrounding the conservative tradition.

By Peter Simpson

Perhaps even more significant ideally in dialogue concerning contemporary political issues than the party names "Democrat" and "Republican" is the distinction that might be made between "liberal" and "conservative". Because both parties attempt to woo voters on all sociological levels and in all regions of the nation, neither is really able to assert a completely coherent philosophy of politics in general; nor is either able to articulate and apply consistent notions of what constitutes the public interest on the broad spectrum of complex questions that confront an extremely dynamic and increasingly urbanized technological society driving towards the end of the twentieth century. Some dangers lie here: 1. Parties are often unable to develop the kind of discipline in legislative bodies necessary to enact controversial, yet necessary programs; for example, no one could deny that Southern Democratic control of key committees in both houses of Congress has frustrated the ability of the national administration in many key elements of its program. 2. Because of this, the focus of power is now shifting to the executive branch, leading to new and critical responsibilities being forced by public opinion upon the President, the Governor on the state level, the Mayor on the local level. Because of the tremendous expense of campaigning, both financial and emotional, the legislator, who must generally return for his electoral mandate oftener than others, tends to respond to the negative and vociferous elements in his constituency as a matter of pure survival. Thus, the executive becomes the *doer*, formulating the terms of the program, extracting by various means as much as possible in legislation, and then putting the program into action. And the legislative branch functions in the public mind as the *stopper*, all of us having learned perhaps far too much caution from the example of Hitler.

Out of these remarks we have a pragmatic basis for a distinction between the public posture of the "liberal" and the "conservative." To take Professor James McGregor Burns' analysis of party politics on that national level, in which he divides both parties into "Presidential" and "Congressional" wings, we find that the "Presidential" wing of both parties generally favors measures called "liberal" in the public press: extension of civil rights to minority groups; welfare legislation for the benefit of the unemployed and underprivileged through Federal action; use of federal power of taxation and broad implementation of programs to cover social and political problems generated by advanced technology and growing urbanization and suburbanization of the population; and maintenance of certain controls over the economy to meet imbalances and varying levels of need or advantage. In short, in this day the liberal favors a government with a strong executive whose responsibility is to develop, initiate and implement broad programs to redress existing civil injustices, economic imbalances, in short, to emphasize the constitutional mandate "to promote the general welfare."

In general the liberal tends to accentuate the breadth of his vision and concern, crosscutting provincial or sectional lines, preferring the public interest to private, special or "vested" interests, choosing motives of generosity (liberality) and compassion over those of frugality and strict justice, in domestic matters. He believes in a government which governs actively, extending the national resources to all members of the society, emphasizing immediate needs rather than abstract principles in the formulation of program and policy. He accepts the fact of growth and change gladly, knowing that life exists in the present and looks toward the future; he is interested in making and remaking history rather than remembering and re-enacting certain select and precious moments from the past, especially cautious of those ideas of the past that tend to stifle the vitality of the present and the potential of the future. The intelligent liberal (not so rare a bird as some intimate) has learned his lessons from the past, but does not allow them to intimidate him in his practical encounter with the present, or his hopeful and peaceful vision of the future.

In foreign affairs, especially, he seeks liberation from past mistakes. He seeks to extend the insights gained from the American experience with the Democratic idea to all who are willing to hear. He is willing to couple his faith in the democratic process with sharing the know-how of modern technology and the fruits of a dynamic economy with a minimum of strings attached, realizing that loyalty purchased is an extremely perishable commodity, while loyalty inspired by acts makes for a happy present and a stable future. He would rather employ strength to defend the weak and protect freedom rather than impose ideology and exploit advantage. Thus, he supports foreign aid to underdeveloped nations; he prefers negotiation and persuasion as the conduct proper to civilized men, as demanding of patience and fraught with danger as may sometime seem. He knows that there is no such thing as "total victory" anywhere. At home problems proliferate as men and society evolve. Worldwide, in a nuclear age "total victory" for any single nation inexorably means the destruction of all that is real and precious for mankind: life, civil order, justice and compassion, in short, all things which our deepest duty demands that we conserve.

Dean Pixler Explains Newly Adopted Trimester Calendar

By Dean Paul Pixler

The Lindenwood faculty has been studying the possibility of changing calendars for the last few years, and at the faculty meeting of February 12 voted to adopt in principle the calendar known as the "3-3" plan, to be effective first in the fall of 1965. This is a plan that has been pioneered by a number of very fine institutions, such as Goucher, Dartmouth, Carleton, and Lawrence, to mention only a few. A number of other good liberal arts colleges are also considering this plan seriously.

The plan essentially means that the academic year will now be divided into three terms instead of two semesters. The three terms will still be in the regular nine-month period. It further means that the student course load will be less diversified. A full-time student load will be three courses.

Student credit accounting will now be kept in terms of courses instead of credit hours, but the courses can be converted into credit hours for transfer purposes whenever this is needed. A regular full-time student load now is 15 hours per semester or 30 hours per year, plus physical education. If these were all taken as 3-hour courses this would be 10 courses taken during a year. Under the new plan the full-time load would be 9 courses, but the courses will have a bit more time than our 3-hour semester courses so that the 9 courses will be equal in academic credit to the present 30-hour load.

The most important advantage of this plan is that a student will be able to concentrate her work on 3 courses. Under the present system she will normally be taking five or more courses. If some of the courses are 1 and 2-hour courses she may be taking as many as 7 or 8. This makes it exceedingly difficult to think deeply into one subject area when a student's attention is divided so many ways. The professor in each course in the new system has a right to expect one-third of a student's time, and a student should be able to spend more solid time thinking about each of the areas.

We hope also it may be possible to work out a period of overseas study for every student who would like to do this. It will be easier to work this out in a 3-term system, with our own program established overseas for 1 term (plus a summer for those who would like to stay longer than a term). This would be less disruptive of a student's program on the home campus, inasmuch as two-thirds of the regular school year would still be on the home campus during the year in which the overseas term would occur.

It must be understood that the overseas term is only a proposal at this point. Many problems will have to be worked out before we can definitely promise that this will be a part of the future program, but we are working on these problems.

In preparation for the installation of the new calendar in the fall of 1965, the faculty is working on revisions in the curriculum. Doubtless there will be some changes in the graduation requirements, although it cannot yet be predicted exactly what these will be, since the faculty conversations in this area are still at an early stage. Also, all of the other courses in the catalog, those that are taken as parts of the major, the minor, and as electives will all have a fresh look; I am expecting some exciting new things to come out in the revised curriculum on the basis of this re-examination.

In moving from one calendar system to another calendar system there will be some transitional problems as is the case in most progressive steps in institutions of higher education. Some students have expressed apprehension about their problems in making a transition from one calendar to the other. We are here for the sake of our students; we want to see them receive the very best education we can give them. We are aware of the transitional problems and expect to work these out satisfactorily for our students. In a number of cases no doubt this will mean working with individual students on their individual problems.

If any student has questions concerning the 3-3 calendar, I would be happy to answer such questions. I hope to be able to keep the students informed as further developments come in the program.

Under the leadership of Sally Snyder, a student curriculum committee has been organized as an advisory committee to the Office of the Dean. Sally's committee has been diligently working on a questionnaire to solicit and tabulate your opinions, and we hope much good can come from this, as the faculty continues the work of revising the curriculum.

May 2nd Alumnae Day Convocation To Feature 'Know Your Neighbor' Panel of St. Louis Women



From left to right these women are: Mrs. Leslie Bond, Mrs. Lester Caplan, Mrs. Lee Liberman, and Mrs. J. W. Sonneday. They are the members of the discussion panel "Know Your Neighbor" which is the Alumnae Day convocation of May 2. All Lindenwood students are invited to attend.

Saturday, May 2, will be Alumnae Day on the Lindenwood campus. A number of activities have been planned for the visitors from registration at 8 a.m. to tea at 4:30 p.m. The morning's highlight is to be a convocation at 10:30 a.m. in Roemer Auditorium featuring the "Know Your Neighbor Panel." This is a group of St. Louis area mothers including a Negro woman, the moderator, and one woman each from the Roman Catholic, Protestant, and Jewish religions. They will discuss problems they have encountered in society. After their presentation the audience will be given an opportunity to ask questions.

Mrs. Bea Clark, Alumnae Secretary, stated this will be an interesting program and she hopes many Lindenwood students will attend.

Student Council Gives April 25 Local Carnival

The annual Lindenwood Carnival, sponsored by the Student Council, will be held Saturday, April 25. Booth activities will begin at 1 o'clock in the afternoon and will continue until 5.

Booths are sponsored by all dormitories, the Day Students' Organization, Beta Chi, WRA, SCA, KCLC, Poetry Society, and Artist Guild. Among the activities included are: a "German Beer Garden," miniature golf, and a bake sale. Tickets for the activities may be purchased during the afternoon at the ticket table. The organizations and dorms will receive 90% of their profits. A dinner on the lawn will follow the afternoon activities.

A Carnival Mixer for Lindenwood students is planned for Saturday evening from 8 to 12 o'clock in Butler gym.

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Irwin Hall Captures Trophy At Recent Riding Intramurals

Forty-six riding students participated in the annual riding intramurals held April 11, at Lindenwood's stables. Contestants rode for their dorms earning points both for participation and for winning or placing in their class. Irwin Hall came away with the honors having compiled 81 points. Niccolls Hall was second with 73 points and third was Butler Hall having 54 points; fourth, McCluer Hall with 51; fifth, Ayres and Cobbs Halls tied with 17.

Class 1.

1. Julia Goodell - Niccolls
2. Caroline Johnson - Butler
3. Karen Mueller - Irwin
4. Nancy Straub - Cobbs

Class 2.

1. Jean Kirts - Irwin
2. Lindsay Spargur - Butler
3. Sarah Hooten - McCluer
4. Frankie Ritichie - McCluer

Class 3.

1. Betty Black - Niccolls
2. Margaret Campbell - Sibley
3. Royce Heffner - Irwin
4. Carol Ann Moore - Irwin

Class 4.

1. Pam Morton - McCluer
2. Barbara Brinton - Ayres
3. Barb Brunsman - Irwin
4. Betsy Evans - Butler
5. Lisia Leonard - McCluer

Class 5.

1. Winnie Mauser - McCluer
2. Barbara Burritt - Irwin
3. Karen Bissonnette - Butler
4. Cookie DeLoit - Irwin

Class 6

1. Linda Armour - Niccolls
2. Jane Anderson - Sibley
3. Sandy Dennis - Irwin
4. Lynn Dohoney - Cobbs

Class 7.

1. Lynn Russell - Niccolls
2. Pat Jenkins - Cobbs
3. Sherry Gubser - Irwin
4. Jean Cecil - McCluer
5. Vicki Smith - Irwin

Class 8.

1. Kay Anderson - Butler
2. Mary Lou Tyne - Niccolls
3. Bonnie Zummo - Sibley
4. Kay Van Valkenburg
5. Debbie Dunlap - Irwin

Class 9.

1. Chedyl Folbrecht - Niccolls
2. Paula Bowlin - Irwin
3. Genie Schuller - McCluer
4. Lib Haymes - Irwin

Class 10.

1. Kathy Baldus - McCluer
2. Bobbi Barkley - Irwin
3. Karen Fleury - Ayres
4. Anna Petrakos - Butler

Class 11 - Western.

1. Nancy Lisk - Niccolls
2. Pat Merrill - Sibley
3. Drew King - Sibley

Participants were judged on their individual form and control of the horse.

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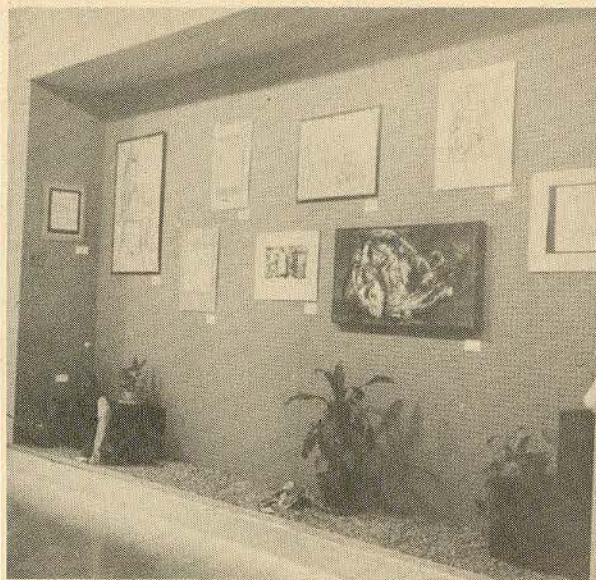
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Roemer Features Senior Art Shows in April-May



These photographs were taken of the Senior Show of Mary Lee Brannock which was on display in the Roemer Hall art gallery last week. To the left is an oil painting in the style of Toulouse-Lautrec and to the right is an oil painting of a reclining nude. Striking colors mark these two pictures.



Mary Lee arranged most of her silverpoints, which were done as a 390 project, in the recess of the auditorium wall. The gravel floor and assorted plants set off a group of small sculptures. To the left is a garden piece of sandstone appropriately placed in the foliage.



Abstract art is the theme for this photograph. These two pictures are notable for their flowing shapes and variations of color. Mary Lee's senior show was the second of a series to be on display throughout the remainder of the school year.

Miami U. Adopts Trimester Plan

Oxford, O.—(I.P.) — Miami University's faculty has endorsed "in principle" a switch to a trimester calendar, with the understanding that when or whether it can be placed in effect remains an administrative decision, President John D. Millett said September 1965 will be a target date for starting the new calendar.

Under the plan, students would be permitted, but not required, to attend three full trimesters. Standard academic load for a trimester would be 15 or 16 hours, the present semester load. For either term of the split trimester, the load normally would not exceed nine credit hours except for required physical education.

Accommodation of greater numbers of students in any year was given as a basic rea-

son for the trimester recommendation submitted by a faculty-administration calendar revision study committee. The plan will require development of a more satisfactory system for student registration and record-keeping, some new procedures for equalizing section loads, and improved scheduling of student admission, housing assignment and academic progress, according to President Millett.

A recent Miami University Senate resolution provides that two full trimesters would correspond to the present two-semester standard annual teaching load. The faculty member would be encouraged to teach one term of the split trimester for a second term of the split trimester in addition to the two full trimesters and one term would be discouraged.

Colleges Exhibit Dislike of Teacher Training Education

Madison, Wis.—(I.P.) — The contempt for teacher education shown by the faculties of many liberal arts colleges needlessly deprives the nation of thousands of capable teaching personnel, according to the dean of the University of Wisconsin School of Education.

Dr. Londley J. Stiles says that with the addition of a few courses and a small staff of specialists, liberal arts colleges could graduate soundly educated men and women who are prepared to employ a body of

teaching skills in their profession. But liberal arts colleges have a "negative attitude toward professional preparation for teaching that has deterred able young people from choosing to teach," he said.

The two false premises, Dean Stiles says, that support this negative attitude are (1) the assumption that teachers are born and not developed, and (2) the dogma that knowledge alone is sufficient to ensure successful teaching.

Outlining a program which would allow liberal arts colleges to train elementary teachers by assimilating a few courses in education and a three-member educational staff, Dean Stiles states:

"A liberal arts institution that offers strong programs in

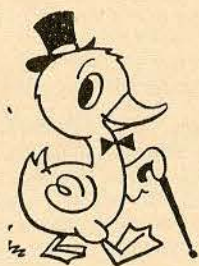
art, music, and health education has within its academic curriculum all of the content courses required for the preparation of elementary school teachers. If the college offers also courses in history and philosophy of education as well as psychology of learning, it makes available the basic orientation to knowledge about education that all teachers need."

Dean Stiles estimates that three professors would be needed to teach these basic courses, which should, in any case, be taught as part of the liberal arts curriculum.

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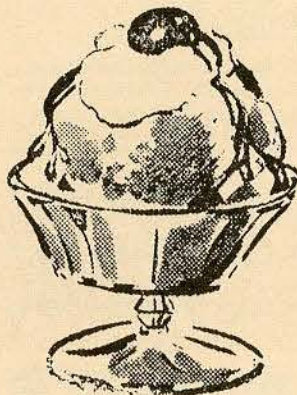
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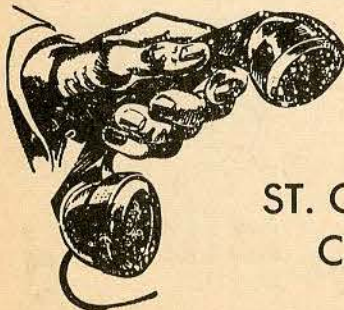
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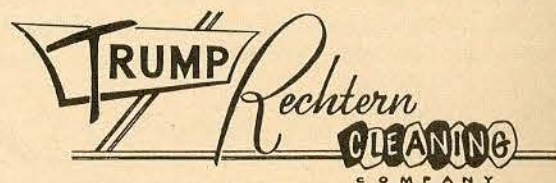


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