

LINDENBARK

Volume 44 Number 4 LINDENWOOD COLLEGE, St. Charles, Mo. Thursday, November 21, 1963

Oral Interpretation Class Will Present Auden's 'For the Time Being' in Chapel Service on Dec. 11

The Oral Interpretation of Literature class will present W. H. Auden's **For the Time Being** in a chapel service on December 11. The program will be directed by Miss Juliet K. McCrory, chairman of the department of speech at Lindenwood College.

W. H. Auden was born in England and was educated at Oxford University. In 1937 Auden was the recipient of the King's Party Medal. He decided to come to America in 1939 and now resides in Brooklyn.

For W. H. Auden the place we meet is where the meaning of the world is fulfilled, the Event in which all events find

their significance — the Christ through whose incarnation the now is seen through the eternal and the now is invested with eternal meaning. **For the Time Being**, which Mr. Auden called a Christmas oratorio, is a remarkable fusion of poetry and religious insight. The verse oratorio is his major contribution to the literature of religious drama. Auden brings a personal awareness of the dislocations of our time into tension with a profound grasp of the Christian message. **For the Time Being** abounds in the paradoxes of life and in the paradox of faith. Thus the work is confusing to the

mind that sees Christianity as summed up in moralism and life fulfilled through legalism. It is a religious drama arising out of our time which yet speaks to our time.

The members of the class participating in the chapel service are Janice Adlersfleugel, Pat Sharpe, Martha McDonald, Judy Leatherby, Heather Buchanan, Nancy Sale, Pat Merrill, Cheryl Barnwell, Margi Arnhart, Mary Beth Korb and Molly Fleetwood. There will be individual speaking parts plus a chorus of the entire group.

Poetry Society Has Initiation, Discussion of Submitted Poems



Old and new members of Poetry Society discuss each other's poems at the recent initiation meeting.

Poetry Society held its initiation meeting Wednesday night-November 13, in the L.C. room. Nine students won entry into the group through poems they submitted in the poetry contest.

The society spent the majority of the evening discussing the poems written by the two honorable mention winners, Mary Lee Brannock and Margaret Duffy, and the first prize poem submitted by Jonis Agee. The poetry of other new members will be discussed at later meetings.

The other new members are Pat Blackburn, Dennis Deal, Nancy Hamilton, Sylvia Lowe, Virginia Staub, and Bertitia Trabert.

Four Freshmen Come to L.C.

The Social Council has planned a weekend of activity for the first weekend in December. The Four Freshmen will appear Dec. 6 at 8 p.m. at St. Charles High School, for an evening of entertainment. Since Lindenwood is responsible for bringing them to the area, the admission charge is \$1.00 for L.C. students and \$1.50 for all other people who wish to attend the performance. Anyone interested may purchase tickets at the door.

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Judy Hale Directs Dramatic Presentation of 'Suspect'

Judith Hale, senior theatre major, will direct the forthcoming production of **Suspect** by Edward Percy and Reginald Denham. December 13 and 14 are the dates of the play to be presented by the Lindenwood College Drama Department in Roemer Auditorium. **Suspect**, a 390 project in speech by Judy, is under the faculty supervision of Robert Douglas Hume.

The play is a three act mystery of both situation and character. It is full of intrigue and suspense. One of the most interesting characters is that of Mrs. Smith. She is a woman of delicate personality—so delicate that too much intrusion into its real identity can result in drastic circumstances.

The cast includes Linda Hale as Mrs. Smith and Maxine

Basch as Goudie MacIntyre. Linda and Maxine are members of the advanced acting class. Dennis Deal plays Dr. Rendle and Molly Fleetwood plays Janet Rendle. The part of Robert Smith is portrayed by Walter Rosemann while Rev. Combermere is played by Robert Douglas Hume. Karl Slinkard is seen as Sir Hugo Const and Jane Eyre is Lady Const.

Cherry Heatherly heads the crew as stage manager. Other members of the crew are Sue Berger, assistant stage manager; Marianne Sawyer, props; Ted Wiechers, lights; Pat Merrill, publicity and special effects, and Martha McDonald, costumes and house manager.

Information on ASIS Program Available from Miss Lichliter

Because there has been such enthusiastic response to the article published in the Linden Bark concerning the ASIS program of summer work in Europe, the editor regrets she has not been able to circulate the additional information to all the students who requested it.

The language department bulletin board on Roemer second floor contains the same information in the form of a small pamphlet. Miss Mary Lichliter has also indicated that she will discuss this program with any interested students.

Dr. C. Conover Announces the Chapel, Vespers Nov. Speakers

Rev. Wallace I. McDonald, minister of the First Presbyterian Church at Monticello, Indiana, spoke on "Three Symbols—Ancient and Modern" at chapel services for November 6.

Dr. Conover, Dean of the Chapel, announced the chapel speakers for the month of November. They are as follows:

November 13—Dr. Ester L. Johnson, associate professor of Philosophy and religion at Lindenwood;

November 22 — The Student Education Association will provide a Thanksgiving program.

Dr. Conover also released the list of speakers for vesper services for November. They are

November 10—Dr. Donald H. Stewart, minister of the First Presbyterian Church at Kirkwood, Missouri,

November 17 — Rev. Verlyn Barker, executive of the Board of Campus Ministry, United Church of Christ, St. Louis, Missouri,

November 24—Professor Robert L. Perkins, professor of philosophy at Murray State College, Murray, Indiana.

WUS Has Request For Education Aid

Whether in Asia or Africa, Europe or the Americas, the students' road is hard, their needs critical. They can count on friends. One is WORLD UNIVERSITY SERVICE. "In its many services to education, World University Service is making a genuine contribution to the growth of freedom,"—President Kennedy.

Since its inception in 1919 World University Service has helped students and faculty members in need throughout the world. WUS has responded when earthquakes and wars have caused destruction. Today WUS is embarked on a program to extend education in the developing countries. Will you help?

Inter-University Hootenanny Canceled for Lack of Interest

MJW Theatrical Enterprises announced from their Kansas City office with regret that the Inter-University Hootenanny and folk song program booked in six cities—Kansas City on November 9; Minneapolis, November 10; Denver, November 11; St. Louis, November 12; Oklahoma City, November 13; and Dallas, November 14 — would not take place. The bill was to include The Clancy Brothers & Tommy Makem, Jean Ritchie, Oscar Brand, Judy Collins, and Josh White, Jr. By many entertainment critics and authorities the TV and recording artists scheduled were the finest that could be grouped together in a program of this kind.

The reason given for the cancellation was the lack of interest apparent from advance ticket sales. Over 100 colleges and universities, record departments of major department stores, and music stores in the six cities had cooperated with MJW Theatrical Enterprises and provided their services for the sale of tickets.

This was an honest effort to present in these six cities the very finest in folk music and at the same time to encourage

among the college students on all campuses in each area an interest and appreciation for the best talent available in the folk music field.

Mrs. Fern Bittner Conducts a Clinic In Equitation at Oregon S. College

ST. CHARLES, MO. — Fern Palmer Bittner, instructor of Horsemanship at Lindenwood College, will conduct an Equitation Clinic this weekend (Nov. 16, 17) at Oregon State College, Corvallis, Oregon.

She will give a lecture on Equitation on Saturday, and conduct a demonstration with riders representing the different types of riding on Sunday. Following this there will be performance classes in the different classes, with criticisms being given.

Mrs. Bittner was also on the staff of a judging school at Washington State University for a similar assignment in the spring of 1961 and 1962. As secretary-treasurer of the Missouri Horse Shows Association she will attend their annual meeting in Columbia, Mo., December 6 and 7.

A Study in Connection

Communication Is Finest Gift

Sometime, when you are not too concerned with chemistry equations, philosophy examinations, term papers, financial worries, or weekend plans, climb to the top of the very highest mountain and look down at the great sea of humanity which surges and ebbs below. You will see powerful, rushing rivers of life pounding frantically against the unwavering dams of Fate. You will watch as separate little threads of existence wander aimlessly along, finally trickling into stagnant pools. Flowing alongside quiet streams of complacency are nervous ripples of confusion. The whole pattern will be one of confusion, of hopelessness, of striving for futile goals. And—if you have forced yourself to take a truly searching look—you will ascend that mountain with the realization that human beings are in truth a group of pretty sad little creatures, and you will sincerely wonder if there is much of anything that can be done about it.

There was once a college coed who, after climbing the mountain on a bleak and misty autumn day, found herself faced with this unhappy thought. She sat in the office of a professor whom she knew and trusted and asked him, in all honesty, to give her something solid to cling to in the face of her cognition of a basically pathetic human existence. Automatically, he reached for a book—then pulled his hand away, and gave her a bit of truth instead.

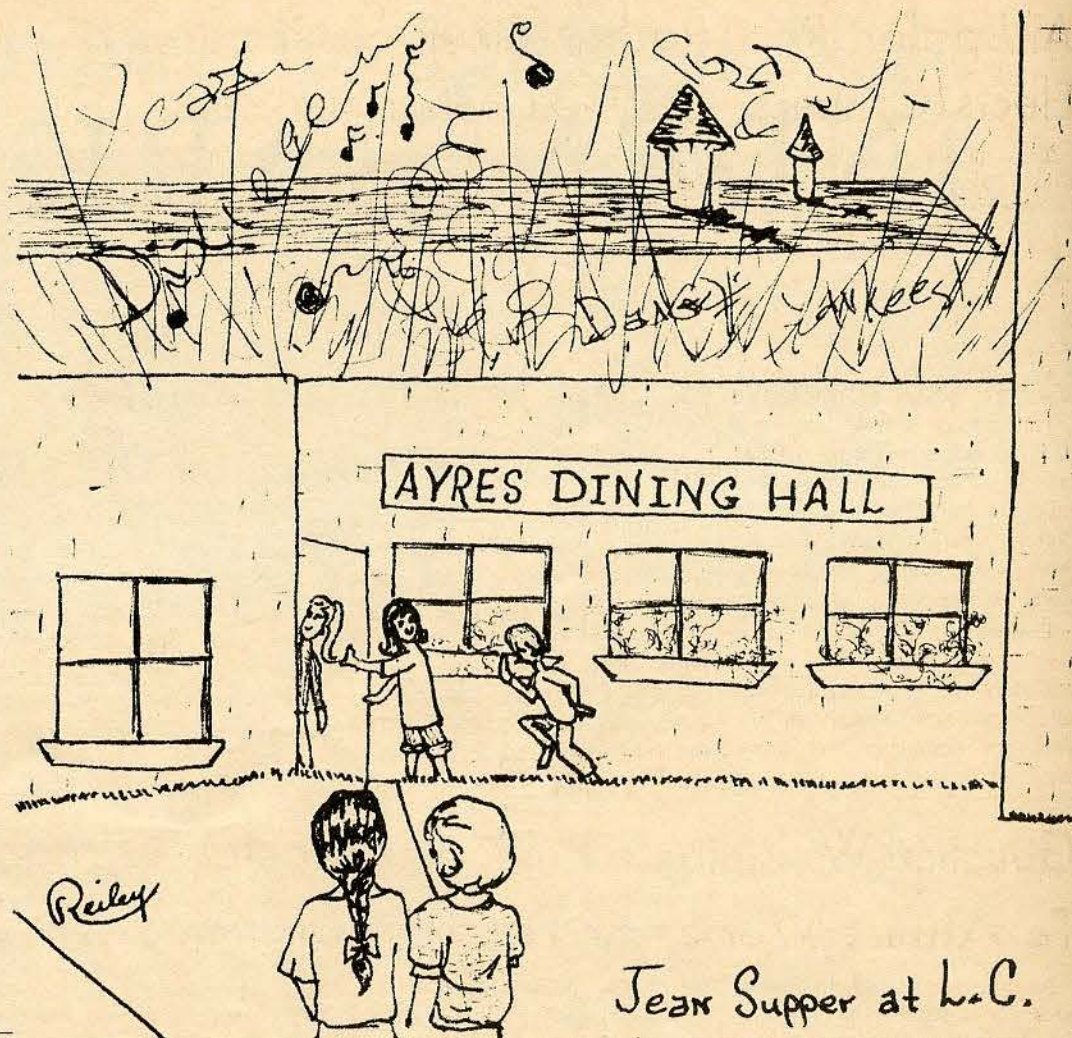
He explained that there was one thing which man could—and must—understand and do. Mankind, he said, had been given a gift which is the finest, and yet the most often overlooked, God-bestowed quality. This gift is *communication*—the ability to give and share something of oneself with another. It is an exchange of sympathy, an acknowledgement of mutual feelings. The only prerequisites for its success are an open heart and a willingness to make an attempt to perceive another's feelings. It is a simple thing, a beautiful thing—and yet we are prone to discredit its value as an outlet for the frustrations and pent-up emotions which are the inevitable consequences of frantic college years. When such an opportunity to learn and grow is so easily available, especially on a campus which emphasizes a liberal arts education, seeking to encompass as many diversified areas as possible, it seems strange indeed that the majority of students quickly establish their own little worlds and then shut themselves away. So many young women arrive at college extolling the joys of "this wide and wonderful world," select a group of friends with shared interests, concentrate almost completely upon their own particular field of study, and proceed no further.

An individual who desires to awaken himself to the tremendous scope of things and to expand and grow, not only academically, but spiritually and emotionally as well, will refuse to limit himself so tragically. He will realize the value of communication and become sensitive enough to discern between the simple "Stay and talk to me" which asks no more than a surface conversation and the "Please let's just talk for a while" which demands a meaningful sharing of souls.

A young actor learns about something called "connection," which is defined as ". . . a mutual awareness with another person, established mainly through the eyes." He employs this connection to convey to the audience a common recognition, a shared response. There is a moment of vital *communication*, often essential to the progression of the plot. In their daily lives, young people especially need to establish such "connections" with one another. How lonely and cramped their worlds, how tragic and burdensome their problems when they are so shut up within themselves that no real release is possible.

There is so much to be learned and such a great deal to be given that it does seem ironic that so many who profess a desire to become educated and aware adults are unwilling to make even a small effort to expand themselves by seeking "connections" with those whose existence happens to be outside their own compact and complete little lives.

Yes, it might be well if sometime very soon we all took a deep breath, broke out of our tight shells, and climbed a mountain. As a bitter wind whips and tosses our delusions about we can look down and see how pathetic we human creatures are as we throb and surge across the face of our earth. Yet there is a hope and a universal wonder—the truth of our ability to communicate with one another. And when we come down from the mountain we need only open our eyes and our hearts—and our lives.



Outside LC

Nelson Rockefeller Makes Official Bid in Campaign

It's less than a year until election time and now seems the appropriate time for potential candidates to stop denying their aspirations for the White House and to begin campaigning in earnest. Among the presidential hopefuls, which include the President himself, is N. Y. Gov. Nelson Rockefeller. He is one of the first to make an official bid for the office. He has begun his campaigning in earnest—in the name of presidential campaigning. But a great many politicians feel that his chances are almost nil. He is described as having an unreal combination of personal ambition and optimism. Both of which seem to have increased with his aspirations for the national office. He is running in primaries where the odds against him are greater than the odds have been in any of his previous elections for state office. In polls taken so far he has less, and quite-a-bit-less than a 40% support against Senator Barry Goldwater (according to Joseph Alsop, New York, in the St. Louis Post Dispatch).

Naturally he feels that the "world position of the United

States has deteriorated under the administration of President John F. Kennedy." That the "Kennedy administration is jeopardizing the peace with a weak, indecisive foreign policy." He asks, "How is it possible for an administration composed of so many knowledgeable people to stumble from crisis to crisis, always the prisoner, never the master, of events?" He believes that the reason is a lack of understanding of Communist leaders and their policy. Understanding of Communist leaders to Rockefeller seems to be a complete mistrust of them. "A change in tone does not indicate a change in policy." He refers to Laos and Berlin and blames Kennedy-administration-trust of Communism.

Rockefeller's optimism in his own campaign has been ex-

plained by Alsop this way. In the name of "Rockefeller dogoodism." A main concern of the Governor is Civil Rights. He says that if Goldwater is nominated that with their "Southern strategy," the Republican party will be "in truth the 'lily white' party." Even if he loses in the New Hampshire and California primaries, Rockefeller plans to go to the national convention, with the realization that his chances for nomination will be very poor. Perhaps he would still hope for a floor-nomination but his professed reason for going to the convention (even in the event that he loses) is his concern for Civil Rights. In short, Rockefeller wants the nomination but he will settle for preventing his party from catering to "white-supremacists." He hopes to gain both.



LINDEN BARK

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Orchids And Onions

ORCHIDS: Queen Judy and her court Chase Cotillion Capers Dr. Stewart for respecting and challenging our intelligence Cold weather and hot cereals Turkey Time and Five FREE Days . . . ONIONS: Teachers who take complaints to the faculty advisors, rather than to the students themselves The so-called speakers who really can't Those who indulge in tactless criticism pork, pork, pork, pork, pork

Arthur Kanak Goes to Missouri Art Exhibit as Special Guest

ST. CHARLES, MO.—Arthur L. Kanak, associate professor of art at Lindenwood College, will be the special guest artist for The Missourian's Seventeenth Annual Art Exhibition Nov. 23 and 24 in the newspaper's offices in Cape Girardeau, Mo.

The artist, who will have 23 oils and 12 prints and drawings in this show, teaches in the evening division at Washington University, and has also

taught at The Memphis Academy of Arts, Memphis, Tenn., and at Art Mart summer classes at Martha's Vineyard, Mass. and Majorca, Spain.

Earl Hazen of The Missourian, who would describe the artist's work as representational, has written the following concerning Mr. Kanak in his column:

"Much of the simplicity and stylization tends to cast an interpretation of ab-

stract or even impressionism. The use of pure color is unusual in representational painting and Mr. Kanak's use of it definitely suggests a transition. This technique, applied to such subjects as houses, fields, streams and sky, seem to make an analysis of style unimportant."

Mr. Kanak's paintings, prints, and drawings will be exhibited for the public's enjoyment and appreciation on Saturday, Nov. 23 from 6 until 10 in the evening, and on Sunday following from 10 a.m. until 5 p.m. Works of other artists in the area will also be exhibited.

Previous featured artists in the annual Missourian Art Exhibition, who are now internationally recognized and recipients of the highest honors in

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Rosmary Dysart Baue Appears In Voice Recital at Lindenwood

ST. CHARLES, MO. — Rosmary Dysart Baue, mezzo-soprano, formerly of Webster Groves, appeared in recital at Lindenwood College, Wednesday, Nov. 20 at 8 p.m. in Roemer Auditorium.

Included in the singer's program was an aria from Mozart's "Le Clemenzo di Titus," Schumann's "Frauenliebe und Leben"; selections from Bizet's "Carmen," from Meyerbeer's "Le Prophete," and from Cilea's "Adriana Le Couvreur"; Four Poems by Poulenc; and Blue Mountain Ballads by Bowles.

She was accompanied on the piano by Virginia Ratcliff Trent, who was graduated from Lindenwood College with a Bachelor of Music degree.

A resident of Columbia, Mo., for the past year, Mrs. Baue was assistant director for the Columbia Light Opera Co. last summer and also taught voice one day a week at Washington University last year.

Her professional experience includes appearances with St. Louis Municipal Opera, USAF Special Services Shows, Boston Opera Group, New England Opera Theatre, and television shows in St. Louis, Boston, and the Philippine Islands.

After receiving her Bachelor of Music Education degree and Voice Diploma from Lindenwood College, she earned her Master of Music degree at the New England Conservatory in Boston, where she studied voice with Gladys Miller, opera with Boris Goldovsky, and coached with John Moriarity and Felix Wolfes.

Her husband, Arthur Edward Baue, formerly of St. Charles, Mo., is on the staff at the University Medical Center in Columbia. The Baues have a year-old daughter, Patricia.

Mrs. Baue is the daughter of Mr. and Mrs. Leroy Dysart, 225 E. Swon, Webster Groves.

Dr. Little Goes To NASM Meet

ST. CHARLES, MO. — Lindenwood College will be represented at the thirty-ninth Annual Meeting of the National Association of Schools of Music by John B. Little, chairman of the music department.

The general sessions this year will be held at the Palmer House in Chicago, on November 29 and 30.

Lindenwood College has been a member of the NASM since 1936. This organization has been designated by the National Commission on Accrediting as the responsible agency for the accreditation of all music degree curricula with specialization in the fields of applied music, music theory, composition, music therapy, musicology, and music as a major in liberal arts programs.

The principal speaker will be the distinguished educator Dr. Gustave O. Arlt, Washington, D.C., President of the Council of Graduate Schools in the United States. Dr. Arlt is a long-time champion of the importance of music and the arts in education.

Related to and following Dr. Arlt's address, will be a panel on Music in General Education, headed by Leigh Gardine, Washington University, St. Louis.

Haverford Bans Basic Language Work for Frosh

Haverford, Pa.—(I.P.) — Basic College language courses should not be dumping grounds for incoming freshmen who flunk language proficiency examinations, Haverford College suggests in an experimental program initiated this fall.

No longer will secondary school graduates with two or more years of high school French be permitted to enroll in the basic college French course here. If they fail a college-administered language placement test—as almost half do—they will have to make up the deficiency on their own and without credit, according to Dr. Marcel Gutwirth, chairman of the college's department of romance languages. Makeup may either be through pre-freshman summer school programs or in basic French courses at other colleges.

"It will rid us of remedial language work," observed Dr. Gutwirth, who says that instructors will thus be able to concentrate "on the truly beginning student." Only those with less than two years preparation will be permitted in the basic French course, where reading, writing, and speaking are equally stressed.

Haverford requires three years of secondary school preparation in one language, but there are times when persons with two years in each of two

Students Elect Judy Muntz to Reign as New Cotillion Queen

This year's reigning Cotillion queen is the very active Miss Judy Muntz. She said her first reaction when told that she had been chosen queen was one of shock and numbness but after the state of surprise wore off, she was very pleased and excited about the honor.

Judy is a senior and has been an active student at Lindenwood for all four years.



Cotillion queen, Judy Muntz, flashes winning smile after being crowned.

She hails from Keokuk, Iowa and calls Irwin Hall her school home. This vibrant personality is an English major and has future plans of going into the teaching profession. Her immediate plans are to attend graduate school but at the present time, she has not definitely decided where to go.

While planning for the future, Judy finds time to be very active here on the campus in her last year. She is now serving as chairman of the Honor Board, a member of the Linden Scroll staff, and is also an active member in the Poetry Society.

What spare time this young lady finds, is usually spent writing or reading. "I'm a very lopsided person!" was her comment on her outside activities. Her main interest is literature and so she spends most of her time with such.

Judy added a special "thank you" to all her fellow classmates for their support in selecting her Cotillion queen, which made Judy a very happy and proud young miss.

SOCIAL ACTIVITIES

(Cont'd from p 1 c 2)

chase tickets from Miss Odell.

The next night, Dec. 7, the L.C. Christmas dance will climax the pre-vacation activities. Lindenwood students and their escorts will dance to the music of the Flip-Tops at the Golf View Inn, located near the St. Charles Country Club. The band will play a variety of music, more slow music than fast. The Social Council is planning entertainment to fill the intermissions. Both evenings seem to offer opportunities for enjoyment in the calendar of pre-Christmas activities.

H. S. Seniors Enjoy Activities Of Guest Weekend

One hundred and fifty selected high school seniors from twenty-two states were guests on campus this past weekend of November 15. The girls arrived Friday by plane, train, and bus to be met at the stations by their area admittance counselors and student representatives. That evening "Gigi" was shown in Roemer Auditorium.

Saturday morning the guests' schedule included a college preview with Dr. Franc L. McCluer, President of the College, Mr. Glenn G. Thomas, the Director of Admissions, and members of the student government. Campus tours were also held. In the afternoon there was a meeting with faculty members in the library and later a coke party with resident counselors in Nicolls. A dance in the gym and a hootenanny in Cobbs were the features of the evening. Ted Wiechers and Pat Merrill were the performers in the folk singing. After the dance there was a talk and snack session held in both Nicolls and Cobbs.

During the course of the weekend, Ayers, Butler, Cobbs, Irwin, and Nicolls gave parties for their visitors.

PANGUR BAN

(from a Medieval Scholar)

I and Pangur Ban my cat,
'Tis a like task we are at:
Hunting mice is his delight,
Hunting words I sit all night.

'Tis a merry thing to see
At our tasks how glad are we,
When at home we sit and find
Entertainment to our mind.

'Gainst the wall he sets his eye,
Full and fierce and sharp and sly;
'Gainst the wall of knowledge I
All my little wisdom try.

So in peace our task we ply,
Pangur Ban, my cat, and I;
In our arts we find our bliss.
I have mine and he has his.

(In Helen Waddell's *The Wandering Scholars*, p. 34)

Experiment Shows College Freshmen Are Not Mature

Schenectady, N.Y. — (I.P.) — Results of a freshman English experiment involving a cross section of students at Union College show that the typical entering college student is not mature enough to carry out a program of independent study.

The experiment also revealed that the conventional approach to the teaching of freshman English—one hour classes three times a week—is a "needless strait-jacket." The experiment was conducted during the spring semester and involved 116 freshmen. They attended classes six times during the semester and spent the remaining time in independent study. Thirteen students improved their grades but 31 earned lower grades the second semester than they did the first.

Students in the experiment took the same final examination in June as did those in the conventional classes. Nearly 88 per cent of the students in the conventional classes earned grades of "C" (satisfactory) or higher as against 71.7 per cent of the students in the experiment.

There were some beneficial aspects, according to a report issued by the department which stated in part: "The faculty have learned much about the value of certain approaches and have been stimulated to follow various experimental avenues opened up by the project. In particular, the project has convinced some of us that the conventional format of the

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Mother Relates Folktale to Her Small Children; Subject: Vacation, Celebrations, and Books

Twice exactly a week before Thanksgiving in a forgotten year in a never-known land. Four small children gathered round their mother's spinning wheel and asked her to quit her work and tell them a story. And this is what she said:

Once upon a time there were three girls—about as old as our Catherine here. On this same night of the year they grew bored with their activities (they were studying to be Wise Women) and thought and thought and thought about some new sport which would give them great pleasure. Finally they came up with an idea. Be quiet, Michael. I'll tell you what the idea is soon.

"In about a week they were to be released from their studies for a few days and they were free to go anywhere providing that wherever they went had the sanction of the Great Wise Woman, their leader. So these three girls decided they would spend their free days in the countryside. When the day arrived that they could leave, they packed a few books and bottles of wine and loaves of freshly baked bread in a large basket. They hired an ox cart and set out on their journey.

"You'd better move your doll away from the fire, Mary Margaret. It will melt its wax head. So these three pretty girls traveled down the road a bit until they came to a nice bit of countryside and they tied the ox to a tree and unpacked their basket. Fortunately, they had stopped by a cold stream so they put the wine there to keep it cold. And they put the bread in the shade of a large tree.

"For the first two days the girls read their books and slept in the sun. No, Michael, it was not cold there as it is here. It was very sunny and warm. Anyway, on the third day they decided to go for a walk. They walked to the lane and started down it. They had not gone very far when they met an old man carrying a bundle of twigs on his back. They said "good morning" and passed on.

After a while they met another man also carrying a bundle of twigs on his back. They said "good morning" and passed on. A little way farther they met—who? Right, Mary Margaret, a man with a bundle of twigs. And so it went through "good morning" and "good afternoon" and "good evening" and "good night."

"Needless to say, the three girls became very curious and about midnight they asked one of the twig men where he was going. He replied that he was going to the celebration. They were very shy girls and did not inquire further although they had no idea what he was talking about. Soon they became very tired and lay down beneath some pine trees.

"In the morning the road was filled with women and children. They all had huge baskets filled with good things to eat—with cakes and candies. The three girls asked one woman who was walking more slowly than the rest, because she had a particularly large basket, where she was going. She replied that she was going to the celebration. The girls

were shy, as I have said before, and they still did not ask what celebration it was.

"This went on for several days and the roads were filled with people every day and they all had bundles or baskets of some kind. They all said they were going to the celebration but the girls still did not understand. So on the last day of their freedom they decided to follow the people and see for themselves. No, Michael, I do not mean the girls were going to be put in jail. They were free from returning to their studies to be Wise Women for only one more day. Anyway, they walked with the crowd all day long and finally they came to a large open area beside the road.

"There was a large fire in the middle of the area and people were standing all around it in a circle. This circle got wider as more people came

with their bundles and baskets. And what do you think they were doing, Catherine? No, they weren't singing or dancing. They were passing their bundles and baskets around the circle and every time they gave a bundle or a basket, they said "Thank you" and every time they received one they said "Thank you." And now I think it's time for bed."

The mother took the two younger children to bed, but Catherine remained to finish her lessons. When the mother returned she asked Catherine if someday she would like to go to the place where young women study to be Wise Women. Catherine said yes, she would. Then her mother suggested that perhaps she should go to bed now and rest. But Catherine walked to the door of the cottage and said, "Not now, I must walk down the road a while."

University of Rhode Island Will Construct Unit Dorms

Kingston, R.I. — (I.P.) — A \$10,000,000 residence complex, designed to create a climate of learning and meaningful social development, will be built at the University of Rhode Island, it was announced here recently.

Noting that not all of the educational process can take place in the classroom, a URI Committee on Housing told its architects "a major portion of the student's life is in the place of residence" where 55 to 65 per cent of his studying is done and more than 80 per cent of this in his room.

As a result the architects designed a series of "environments" built one upon another, starting with a private, "meditative" space for each student. This individual space is provided in a double room of unusual design which allocates to each student a private desk, window, and bed, where he can work, study, or relax without being disturbed.

There are also areas in the room that are shared. The rooms are 20 square feet smaller than the average dormitory room, but the space saved is pooled with that from other rooms to develop "common" areas.

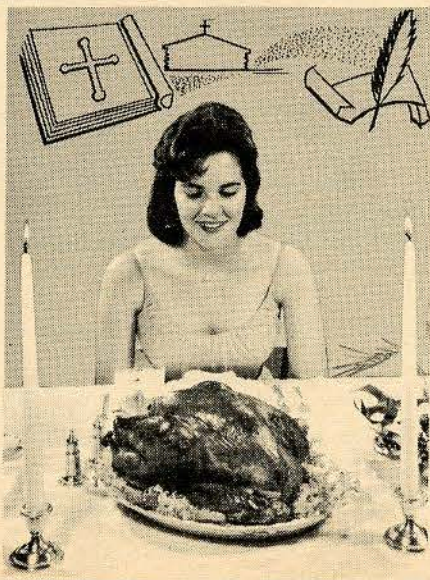
The architects—at no cost to the University—went so far as

to build a full-scale model of the room to test their ideas. This was visited many times by the URI committee on housing who brought students with them on occasions to learn student reactions.

Students in four rooms, grouped around a common living room, two bathrooms, and an adjoining stairwell, form a "family" of eight. A series of families constitutes a small group of about 50 students, which the URI planners call a house, the basic social groupings in the complex.

Construction is expected to start next April on the first of eight, four-story buildings which will house 1600 students by 1970. Phase one of the project calls for two residence halls—one consisting of three houses and the other of five houses—to be completed by the summer of 1965 at a cost of approximately \$1,670,000.

These two halls will accommodate 398 students. The cost per student of \$5,000 includes dormitory construction, site development, a contingency fund, and the building of a commons. This is a fairly modest per unit cost, according to Edwin F. Hallenbeck, URI director of institutional research and planning.



Trienke Meijer Appreciates Liberal Arts Curriculum and Friendly Atmosphere of L.C.

One of the things we Lindenwood ladies should be proud of is the diversity in our student body. This year we have thirteen foreign students, who share their different backgrounds with us. One of them, Trienke Meijer, is back for her second year. Trienke's



Trienke Meijer, from Holland, displays her wooden shoes to interviewer from Linden Bark staff.

home is in Akkrum, Holland, and her home on second floor Sibley is a happy combination of the Dutch and American—Purmann paintings on the wall and Max Factor nail pol-

KANAK

(Cont'd from p 3 c 3)

some of the country's important exhibitions, include Siegfried Rhinehart, Gustav Goetch, Aaron Bohrod, Fred Carpenter, Mildred Bailey Carpenter, Frank B. Nuderscher, Carolyn Plochman, Wallace Herndon Smith, Paul Penczner, and Sandor Bodo.

Mrs. Kanak will accompany her husband to Cape Girardeau, where they will be the guests of The Missourian during the weekend of the exhibition.

Drive Carefully
Thanksgiving Vacation!

ish on the dresser.

Trienke came to Lindenwood through the Dutch-American Institute in Holland, which helped arrange a scholarship for her. Six years of highly concentrated education at the Gymnasium, which included Greek, Latin, German, French, and English, gave her a good background for the transition. Rather than attend a university in Holland, which is geared toward specialization, Trienke wanted a liberal arts college where she would not be "limiting" herself to one field.

Besides the liberal arts offered here, Trienke also appreciates the friendly atmosphere. She comes from a close family and has two older brothers, one in medical school, one in the army, and an older sister attending the university. When asked whether she found the adjustment difficult, she answered that because we talk in slang, it was "hard for me to make a joke."

It is easy to see that it did not take long for her to catch on to how to tell a joke or the other how to's of a new life. After taking entrance tests, she assumed Junior standing, and this year she will graduate with a major in English and a minor in Political Science. Aside from academics, she is busy as foreign student counselor.

"Reading good literature, no detective stories" is one of Trienke's interests. She admitted, however, that people were her major interest and that she enjoyed dorm life "at least for two years," which they do not have at Dutch universities. Among her other likes she includes drawing, walking, ice skating, and sailing.

Making the most of her two years here, Trienke attended summer school in Detroit this summer, while living with Connie Stewart, who is now taking her junior year in Vienna. This coming summer Trienke hopes to go home to Holland, but return for graduate school. Her ambition is to work in the UN or with foreign students, combining her interests in people and education.

Two L.C. Students Present Program For Alumnae Tea

ST. CHARLES, MO. — Two Lindenwood College students have been invited to present a musical program at a tea for prospective students and their mothers to be given by the St. Louis Lindenwood College Alumnae Club Nov. 24.

Miss Judy Engelhardt, a senior voice major, will sing "The Jewel Song" from Gounod's Faust, Campa's "Charmant Papillon" and "The Shepherd Song" by Whintner Watts.

The soprano will be accompanied by John L. Little, chairman of Lindenwood's music department.

Miss Shirliou McKee, a senior piano major, will play Chopin's E-major Etude, Opus 10, No. 3, and Liszt's "Hungarian Rhapsody No. 6."

A. Epsilon Rho, Radio-Television Fraternity, Elects Officers, Plans Activities for Year

Tau chapter of Alpha Epsilon Rho, the national honorary radio-television fraternity, held its first meeting of the year on Thursday, November 7. The business of this meeting was to discuss the National Convention in Los Angeles, California which will be held in April, a proposed bridge tournament, and the election of officers.

The bridge tournament will be held sometime after Christmas vacation. Its purpose is to raise money for the AERho Convention, while providing an evening of bridge for Lindenwood students.

The new officers elected are president, Pat Merrill; vice-president in charge of public relations, Carrie Torgerson, and secretary-treasurer, Jack Dinkmeyer.



Carrie Torgerson, Jack Dinkmeyer, and Pat Merrill, newly elected officers of Alpha Epsilon Rho, look at new recordings for KCLC.

Miss Myrlin Barron Joins L.C. As Physical Education Teacher

Tennis, modern dance, reading — not necessarily in that order — are a few of the interests of Lindenwood's newest physical education instructor.

Miss Myrlin Barron, a native of St. Louis and a graduate of Ritenour High School, received her Bachelor of Arts from Mary Hardin - Bayer College in Belton, Texas. When asked why she chose Texas for college, laughingly she replied, "Because of the weather. It's warm there." Miss Barron received her Master of Arts in physical education from the Teacher's College of Columbia University. She accomplished this in three summer sessions, thereby avoiding northern winters.

Before joining the faculty at Lindenwood, Miss Barron taught modern dance at Judson College in Marion, Alabama, for a year, and at Wake Forest in Winston-Salem, North Caro-

lina, for two years.

Although she likes many sports, tennis ranks first. Miss Barron has taken tennis lessons from Allen Carvill and Oreal



Miss Barron, new member of the physical education department faculty, sits at her desk in Butler office.

Goucher Will Initiate Program To Attract Women to Teaching

Baltimore, Md.—(I.P.)— Goucher will initiate a program to attract young women into college teaching. The program has been designed on the assumption that the earlier a student expresses an interest in college teaching, the better she can relate her undergraduate studies to the graduate program she will ultimately pursue for advanced degrees.

Through an agreement with three institutions, Brown, Duke, and the University of North Carolina, a student on this campus headed for graduate work will know at the end of her junior year whether she will be accepted by one of these three universities after receiving her A.B. from Goucher.

Aided by a Ford grant of \$188,000, the new teacher program will also stress independent research, proficiency in two modern foreign languages. A series of special freshman seminars, emphasizing independent work, the writing of research

papers and the use of a foreign language in research, will be one means of determining those students who are most suited for college teaching.

In the senior year, the pre-graduate student will undertake either a two-term independent work project or a graduate course in her major field at the Johns Hopkins University. Credit for the Hopkins course will be given toward the master's degree at Duke, Brown or the University of North Carolina, provided it is in excess of the credits necessary for the A.B. here.

Proficiency in two foreign languages will be emphasized to prepare the prospective college teacher for the language qualifying tests for the Ph.D. Summer fellowships for language study at the end of the sophomore year will be provided for those students with financial need.

It is expected that a participant in the teacher training program may attain the master's degree after one year of graduate study and the Ph.D. after three years.

Doctoral Programs Raise a Dilemma as New Ph.D.'s Don't Know How to Teach Subject

St. Louis, Mo.—(I.P.)— Doctoral degrees are passports for college teaching positions, but frequently the new doctor of philosophy doesn't know how to teach. This is a truth almost universally recognized if not always acknowledged among historians, according to members of the history department at Washington University.

Furthermore, traditional doctoral programs contribute to the dilemma, says Professor Ralph E. Morrow, chairman of the department. He announced that his department has begun an ambitious "do-it-yourself" doctoral program to solve the problems. Many doctoral programs assume that teachers are born and not made, Dr. Morrow maintains; and training in teaching is usually offered in such a way that it tends to conflict with the rest of the program.

"Although most individuals who take Ph.D.'s in history eventually secure jobs teaching college classes, most doctoral programs don't make competence in teaching an academic requirement for earning the degree," he stated. Training in teaching often comes in the form of assistant instructor positions, he continued. "No academic credit is offered for this

work, and students tend to think of it as merely subtracting from the time available for research. One practice is to award jobs as assistant instructors to students who need financial assistance, but for whom no fellowship aid is available," he added.

The new Washington University program will eliminate the traditional conflict by integrating training in teaching into the academic program and by offering fellowships to qualified students who are willing to work for the degree on a year-around basis for four consecutive years.

A Danforth Foundation grant of \$220,000 will provide the bulk of support for the program for the first three years, while the University assumes the cost of phasing-out the existing graduate program in history. By the fourth year, the University's contribution will approximate that of the Foundation, therefore, the chief financial responsibility will pass to the University.

"From the time of application for graduate work, the student will be alerted to the fact that the program defines scholarship in terms of teaching as well as research. The program of training for college teaching begins in the second semester and continues to the end of the third year. Specific graduate credits will be given for this training and it will be tied in with preparation for the general Ph.D. examination, Dr. Morrow declared.

"One point of emphasis in the training and practice teach-

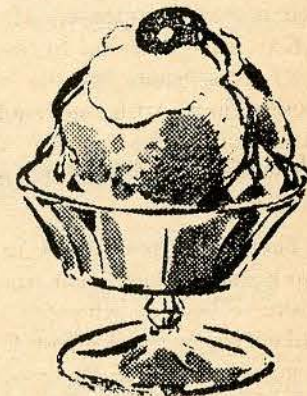
Bucholz, Sr. She began her extra curricular activities in junior high school when she played on the tennis team. Tennis finally led her to receive the Sportswoman of the Year award in 1959 from her undergraduate school.

Besides tennis, modern dance, reading, and flying, Miss Barron enjoys watching bull fights. She would like to spend some time in Mexico. She is also a basketball fan and a Texas University football fan.

A sponsor of W.R.A., she teaches tennis, trampoline, team sports, synchronized swimming, Introduction to Physical Education, and archery.

ing will be in two 'bread-and-butter' courses, the History of Western Civilization and American History—courses which the student is most likely to teach after he receives the degree. From this preparation we believe that the student will acquire highly sensitive attitudes towards his responsibility for effective teaching.

"Our program assumes that excellent teachers are not born, but are made, and that graduate education can be instrumental in making them. The student who gets no teaching experience before he wins his Ph.D. is thrust cold into classrooms on his first job, and barring extraordinary talent, he perpetrates for three or four years a slaughter of innocent undergraduates."



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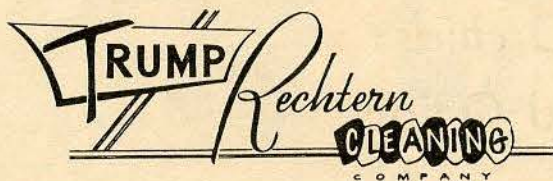


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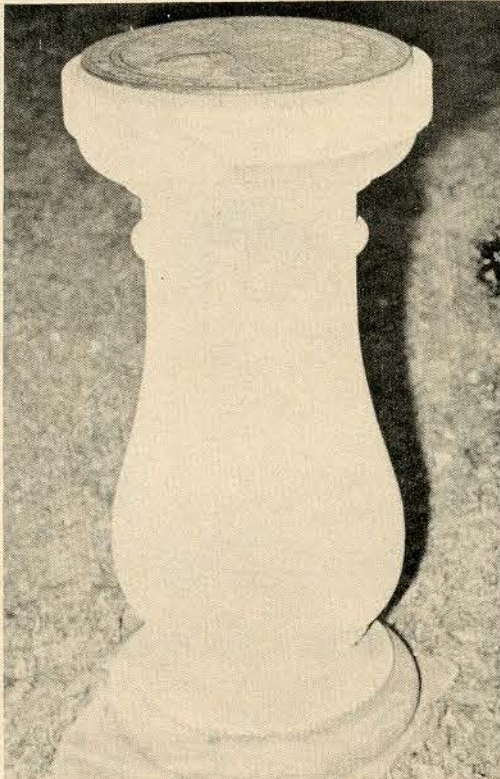
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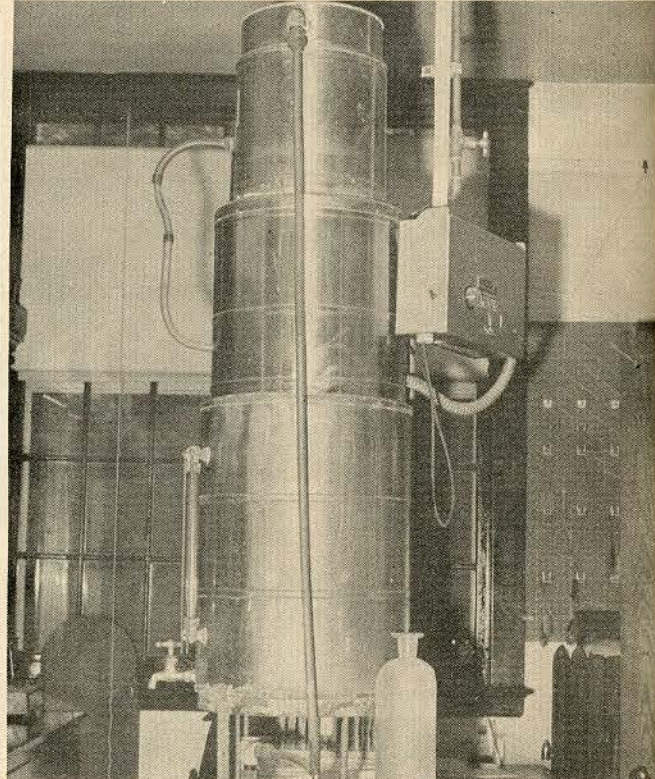
Do You Know Where These Items are Found?



A new addition to our LC family (hoofed variety) surveys the Linden Bark photographer with a suspicious eye.



This object, to be found on a shady—but not too-spot on campus, is almost as old as Time itself.



Somewhere at Lindenwood resides this mechanical thing—perhaps a robot plotting our destruction?

EXPERIMENT SHOWS

(Continued from p 3)

three classes a week is a need-less straitjacket and that a series of individual conferences might be substituted advantageously for a class, either regularly once a week or on an occasional basis."

More experimentation will be carried out during the current academic year, Prof. Carl Niemeyer, chairman of the 12 man department, said. Also in the report was the conclusion that "most students in their freshman year are not mature or sophisticated enough to pursue independent study in literature and composition profitably."

This conclusion was supported by a student report which stated in part: "Few students could interpret the books assigned without a great deal of outside assistance . . . There is a definite merit in having an English professor guide his class in understanding literature. Group discussion has a highly valuable role to play in literary criticism."

Government Defines Standards Of Excellence, Higher Learning Special Exhibit of Photography Is Held at Monticello College

Washington, D.C. — (LP.)—Much has been said about improving and maintaining standards of excellence in higher education, but little has been said in defining what these standards are. This introduction to the recently published U.S. Office of Education booklet, "What Standards Do We Raise?" highlights twenty-one

standards proposed to help answer the question, "What is quality in a college?"

Compiled by Winslow R. Hatch, director, Clearinghouse of Studies on Higher Education, the summary points out that quality may be indicated in those colleges—

1. That do the least "telling" and the most "teaching."
2. That make adequate provision for learning resources centers or their equivalent.
3. That provide the least remedial instruction.
4. Whose students do much general reading.
5. Whose students spend on the average more than 30 hours per week in out-of-class study.
6. That demonstrate competence in independent study, in "inquiry."
7. That, in conjunction with independent study, offer common or core curriculums.
8. Whose introductory courses

Godfrey, Illinois . . . Special . . . A special exhibit of photography entitled "Professors in Action" has been held over at Monticello College, so that local camera clubs and photography enthusiasts will have a greater chance to attend.

The exhibit is made up of over fifty of the works of members of the University Photographers Association. The Association's membership consists of College and University photographers from throughout the country. The exhibit is on

clearly are above those offered in high school as to both content and method.

9. Whose aspirations are high—but attainable.
10. That can demonstrate gains in critical thinking.
11. Whose students are more creative as seniors than they were as freshmen.
12. That have a significant educational impact on students.
13. That are purposefully permissive and flexible.
14. That are deliberately experimental.
15. That jealously defend the principles of academic freedom.
16. Where effective teaching is highly regarded and adequately compensated.
17. Whose graduates go into teaching in unusually large numbers.
18. That place highest in a composite of studies show-

ing baccalaureate origins of American scholars.

19. Where programs of study abroad are carefully planned and implemented.
20. Whose institutional research is done on important things.
21. Whose counseling program helps both the students and the institutions as well.

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