

the FONT

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Found On Campus: One Doris Day



Sally Saggau

Amidst screams of delight and cries of congratulations, one lone voice was saying, "I can't believe it, I just can't believe it." The voice belonged to Sally Saggau, a freshman from Wichita, Kansas, who had just been informed that she won an all-expenses-paid trip to Hollywood for five days, a date with a movie star (maybe one from Wichita), an interview with Doris Day, a day in Disneyland, and a new wardrobe. The reason--Sally won a Doris Day look-alike contest.

A few weeks ago when the contest opened, Sally's friends began coaxing her to enter it. She refused their invitations, saying she didn't think she looked like Doris Day. Her friends persisted, and within a few weeks Sally yielded. They bought color film, took pictures, mailed them in...all before Thanksgiving vacation.

For Sally, the holidays came as usual with little knowledge of what was to happen to her. The first night back in the dorm brought a phone call from Mr. Dwyer, a representative of 20th Century Fox, who informed her that she was one of nine finalists. And could she come for an interview at the

Chase Park Plaza?

Adorned in a tweed suit with a matching hat, and a little bit of nervousness, and trying to look as much like Doris Day as possible, Sally left for the Chase on Dec. 1.

Eight other girls were there, some were older, some lived farther away, but all had something in common. They sat before six judges who represented KXOK Radio Station, The GLOBE DEMOCRAT, The POST DISPATCH, and 20th Century Fox. One by one, the girls were called before the judges and asked if they could make the trip and if they had had any experience. For some reason they didn't ask Sally the first question, and to the second she replied that she had been in high school plays and modeled unprofessionally.

At the end of the interview, they were told that the winner would be notified that night, the rest the following day.

Sally blissfully went on her way, out to dinner with her friends--unexpected and without trepidation.

Back at Medaille a telephone call was made to one Sally Saggau. When she came in at 7:30, anxiety spread through the dorm. "It couldn't be me," she said, "It just couldn't be." The phone rang, Sally answered; the voice on the other end said, "Sally, how'd you like to pack your bags and go to Hollywood?" A whole dorm responded, Medaille rejoiced--cry havoc for Medaille--and Sally shook. . . she couldn't believe it!

First she called her family to spread the good news. "Dad was so excited," she said. Her Mother said, "Aren't you glad you went to Fontbonne?" Her 15 year old sister, Joanne, wanted Sally to get off the phone so she could call all her friends to tell them!

Next the news was spread to Nebraska to her boyfriend Bruce.

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Calendar Changes Considered By Faculty and Students

Calendar changes in the academic program are being considered by both faculty and students.

In a November faculty meeting the advantages and disadvantages of ending the semester before Christmas and beginning the year around September 1, were debated.

Student reaction to such a proposal was considered valuable, so a general assembly on December 6 was devoted to filling out questionnaires by the students.

Besides asking the students their preference in regard to the proposed and the present calendars, the opinionnaires also enumerated several advantages and disadvantages of the changes. Among the reasons in favor of the proposed calendar was a longer and more relaxed Christmas vacation. On

the other hand, one of the disadvantages was the difficulty in finishing papers and studying for exams before the Christmas vacation.

While the students filled out their opinionnaires, Mr. Furay explained how the changes would affect the student teaching program. In general, the student teachers would have a seven-week period of full-day teaching experience. This, he believed, would permit student teachers to devote their full attention to teaching. On the other hand, this schedule would necessarily involve a split eight-week session for those courses taken on campus. The two weeks before and the six weeks after student teaching would be accelerated much as are the courses in summer school. Not only would this involve the student teachers, but also those other students in any course thus offered.

The results of the questionnaires have not been tabulated, but the outcome will be carried in the next issue of the FONT along with the faculty vote.

Student Council Initiates Course Evaluation

A five-member committee of the Student Council recently set out to study the possibility of initiating a course evaluation program for the faculty and students at Fontbonne. The purpose of the program is to give students a chance to make constructive comments on the text, content and presentation of the courses in which they are involved.

The first stage of the program was completed when the council's committee members submitted sample questionnaires to the heads of the various departments on campus. The department heads, in turn, presented the forms to members of their departments for consideration. The response of faculty members to the questionnaire has been very favorable.

Before the end of the first semester, the student council will provide questionnaires for the departments to distribute to the students. However, the decision of whether or not to administer the evaluation in any particular course will be left to the discretion of the teacher.

While it is too early to judge the eventual value or irrelevance of the course evaluation program, some thought has been given to the idea of using the results of the questionnaires as a guide for students in determining the general trends on campus.

Chorus Presents Sacred Choral Music and Strings

"A sound of music" on December 12 brought an early Christmas spirit to Fontbonne. That night a Concert of Sacred Choral Music with Christmas as its theme was presented by the Music Department. The program consisted of selections from the sixteenth century to the present.

Songs by the Fontbonne College Chorus, under the direction of Sister Mary Antone, opened the performance. Among these were Mendelssohn's "Lift Thine Eye" and "He, Watching over Israel" from his oratorio "Elijah," "A Carroll" by Jacobson, and "Go Tell It on the Mountain," a spiritual.

Pat Cobb gave the narration written by Dorothy Steele. A Choral Ensemble composed of Juniorate Sisters performed three numbers, one of which was the Creed from the "Mass of the Transfiguration" written by Sister Anne Bernard of the Music Department.

Following an intermission, the

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Taeko Brings a Touch Of Japan to Fontbonne

Margaret Mary Moore

A delicate touch of Japan has come to Fontbonne this year in the person of Taeko Nishii. Taeko, a junior majoring in social behavioral science, has been in the United States since September. She has already acquired many insights into life in America. "I thought it would be more different from our country," she remarked. "only it is not so different but everything is big--so bigger than Japan!" She also noted that in this country people love new things while in Japan they value the old and the traditional.

Taeko attended St. Joseph's Girls High School in Tsu which is conducted by the Sisters of St. Joseph of Carondelet. There she received a partial scholarship to study at Fontbonne. However, Taeko spent her first two years at the College of the Sacred Heart in Japan.

Youngest of Six

Taeko is the youngest of six. Her father has a company of sake brewing where Japanese wine is made from rice. Her brother owns a grocery shop. Taeko's sister lives at home and helps her mother. Her mother teaches lessons in flower arranging and the tea ceremony in her home and at a near-by school. When asked about the occupation of her grandfather Taeko replied, "Why he is eighty-eight years old and is just enjoying life!"

Despite new customs, a foreign language, strange food and plenty of homework, Taeko finds time to perform the tea ceremony for her friends and practice her Japanese dancing. Taeko has studied classical Japanese dancing for fifteen years at the house of a private dance instructor. At the end of this time she took an examination and received a certificate from the president of "Shigayama-ryu", the oldest dancing school in Japan. This certificate signifies that Taeko herself is now an instructor of dance. It also means that she received a new name, "Shigayama-Midoli." This name is used when she performs on stage and in conversation with the teachers and members of the dance world.

Taeko's other hobbies include sports, especially volleyball, and reading American detective stories like Ellery Queen and Perry Mason.

More Homework in America

Taeko finds the life of an American student similar to that of Japanese students with one big exception: American students have more homework. In Japan there are only big examinations. She also observed that American students study much harder in college. In Japan, the emphasis is on high school achievement and passing the entrance exams to college. Competition is very great and only one out of three students is accepted. This problem is more pronounced in private colleges composed of Buddhists, Protestants, and Catholics, where only one out of twelve is accepted. Students, therefore, take many tests and apply to many colleges.

Student Councils are also a part of Japanese college life. Since there are no dating practices sim-



Taeko Nishii

iliar to those in the United States, most students participate in extra-curricular activities.

Friendly but Different

About the people in the United States Taeko remarked, "They are very friendly but different from Japanese friendly. We respect one another more than in America. Americans express themselves more freely. For example, in Japan if I am angry with a person I try to hide it and make the person feel happy. But sometimes this can be very narrow since people cannot express true feelings."

Taeko was surprised about family life in America where only two generations live together. In

Panel, Mass Part Of Human Rights Campus Program

Human Rights Week was officially celebrated at Fontbonne on December 15 with a panel from the Junior Catholic Interracial Council and a special Mass at 4:00. As guest speakers at the Student Government assembly, the JCIC gave short talks on the "Negro in St. Louis," "Social Responsibility," "The Psychology of Prejudice," and "Social Aspects of Integration." The topics were followed by audience participation and discussion.

Members of the panel were Francie Broderick, Howard Thomas, and Mike Collins from St. Louis University; Cheryl Butler from Xavier High School; and Father James Schumacher, pastor of St. Henry's parish and moderator of the Interracial Council.

The day was climaxed by a Mass celebrated by Father Bernard, assistant Newman Club chaplain at Washington University. The music at the Mass was contemporary in style, the music of modern American youth. Instruments included an electric piano, three guitars, two saxophones, and drums played by Newman Club members and Fontbonne students. The music and words were written this year by Walter Kleucker and Sister John Maureen Kleucker, C. S. J.

Mrs. Marie Smith, a member of the English faculty at Washington University, gave a short commentary before the Mass on the subject of human rights. Mrs. Smith is active in the field of civil rights in St. Louis.

WANT AD

Interested in traveling economically in Europe this summer WITHOUT being a tourist? Contact Margaret Moore or Jere Dotzler for more information--soon!

Japan the oldest son always lives with his parents. She also added that "you have much place where the children run and play." In Japan there is a severe housing shortage and space is limited.

Concerning religion, a Catholic is rare in Japan. Catholicism teaches that there is only one God. But in Japan there are many gods and one is free to worship any of them. Taeko is the only Catholic in her family and was baptised three years ago on Christmas Day.

Opportunity To Shop Industry For New Jobs

During the Christmas holidays college students of the area interested in careers with local companies will have an unusual opportunity to "shop" these companies. A "Gateway to Careers" program sponsored by the Industrial Relations Club of St. Louis, will be held from 9 a.m. to 5 p.m., Tuesday, December 28 in the Exhibit Hall of the Chase Hotel.

The program will take the form of a "supermarket for job opportunities" with booths set up by some fifty companies. Representatives of the various employers will discuss job openings with the student.

In addition to the information made available through personal contact at the booths, company literature describing their opportunities will be available.

This is the first time St. Louis has held such a program. Three other cities--Cleveland, Toledo and Milwaukee--have had similar programs.

YRS Support American Policy In Vietnam

Fontbonne's Young Republican Club had its first meeting November 21 and enrolled twenty members. At the first meeting, the club decided on two immediate projects: a petition campaign and a "Letter to Viet Nam" week.

Both these projects are nationwide and are being carried out by the Young Republicans, Young Democrats, and the United States Youth Council. The petition is in support of the U.S. policy in Viet Nam and is being used to counteract the anti-American protests of some other college groups.

The "Letter to Viet Nam" week December 3 through 10, involved the writing of letters to some American in the armed forces there to thank him for his sacrifice and to let him know that many college students support his being there.

The YR Club is under the direction of Mr. Oliver Overkamp of the Education Department. The elected chairman is Maria O'Brian, senior behavioral science major.

Long-Planned Lecture Fails In Some Respects

Betty Lully

Mary Ann Webb, president of Delta Epsilon Sigma, in planning this year's meetings decided on a study of Impressionism in music, art, and literature. She made arrangements this summer with the St. Louis Art Museum for a lecture on "Impressionism in Art." The Museum, informed of the proposed theme and purpose, set the lecture for December 7, at the Museum.

Of the 30 or 40 students and faculty who attended, many were disappointed with the lecture as a whole. It was evident that Miss Jaqueline Ambler, the lecturer, had not seen the material given the Museum the previous summer. She began by stating that it was "useless" to form parallels between different art forms as they are related to a particular movement.

Miss Ambler, however presented a very good discussion of what Manet was trying to do in his paintings. Interested in the effect of outdoor light on objects, he painted several scenes repeatedly to obtain the different effect of light at various times of the day. Definite forms became lost in the light and resulted in vaguely outlined objects, such as the bridges in his "Bridge Paintings." Miss Ambler also pointed out how he accomplished his purpose with broken color and a free brush technique.

After this discussion Miss Ambler made a puzzling remark saying that Manet, in doing these paintings had no particular purpose or effect in mind--"he just painted." This statement seems rather illogical if you consider the fact that Manet did almost 70 paintings of lily ponds in different lights. He must have had some purpose or effect in mind.

According to Miss Ambler people tend to tack "Impressionism" on too many artists' works when in reality only a few can be so named. Manet and Pissarro and Sisley were the only true Impressionists in her opinion. One must look at Impressionistic painting in two ways she believes. First, from a distance to see what the artist has accomplished and, secondly, near the painting to see how he has accomplished it.

Children Respond to Familiar Wizard of Oz

THE WIZARD OF OZ, first production of this year's children's theatre, played to four audiences December 9, 10, and 11. The version of the story used was one adapted by Camilla Howes of St. Louis. The production was directed by Sister Mary Charity, head of the Drama Department.

A group of drama majors took some of the leading roles: Mickey Dunn, junior, played Dorothy; Mary Lee Higgins, sophomore, was the scarecrow; Bettsey Lutz, junior, was the tin man; and Ellen Swendrowski, freshman, was the lion. Other members of the cast were Louise Hendrick, witch; Barbara

Weiler, Queen of the Munchkins; Judy Brischetto, the Wizard; Sue Weber, the Gatekeeper; and Paula Oberle, Aunt Em.

The pace of the show was good; the lighting effective; and the scenery attractive. John Dunivent's basic structure used in EVERY-MAN TODAY was converted into a magic land through change of color and some adjusting of design. The costumes were planned by Don Garner and the background music selected and arranged on tape by Bill Memmott. Stage manager for the production was Sister John Paul, drama major.

Judging from the response of

the audiences the children's theatre accomplished what a children's play should--delight by its beauty. The children, and some of them came from under-privileged areas and had never seen live theatre before, were able to enter into the magic land of Oz and travel with Dorothy and her dog Toto along with the other fascinating fairyland characters--scarecrow and tin man. For one hour they could travel in imagination to a far away, make-believe land, somewhere beyond the rainbow, and sympathize with a poor scarecrow who wanted a brain and a tin man who wanted a heart.



Four familiar characters from the WIZARD OF OZ pose for a friendly picture. Dorothy's friends are the Tin Man who under that metal is Bettsey Lutz; the Scarecrow, who under the straw is Mary Lee Higgins; and the Lion who under the mane is Ellen Swendrowski, not vicious at all. Dorothy is Mickey Dunn, junior drama major.

Doris Day, Con't.

He laughed and said, "What do you mean--nothing ever happens to you?"

And finally, her girl friend, Judy

at Kansas State U., was notified. "Judy, guess what? . . ." And Judy knew.

That night when Medaille residents had somewhat calmed down and were falling into slumber,

some were wondering what actors and actresses are really like. And in 224 there was also a girl wondering what movie stars are REALLY like. . . only she would soon find out. **Mary Seniscal**

Editorial

OPEN MINDS—CLOSED ASSEMBLY

Students here, we think, are people, and for the most part fairly mature people. We have heard from various fairly reliable sources that they are being given fine opportunities to become educated, open-minded human beings with the ability to analyze a situation, consider the pros and cons of any problem and make a rational decision on an issue.

About two weeks ago we read a notice on the bulletin board in Ryan that encouraged students to think about the proposed calendar change and come to an assembly on December 6 to discuss the change. Having thought about the proposal, but still not having closed our mind to the issue, we went to the assembly to hear both sides of the issue. We wanted to see if, in trying to reach a decision, we had considered all sides of the question. We were very much interested in hearing views that both agreed and disagreed with our own. Our minds were open.

So, as I said, we went to the assembly. We were herded in, read to, told to fill out a questionnaire in silence, and dismissed. We left the assembly with a feeling that we had missed an important opportunity to function as educated, mature people considering an issue with open mind. We were unable to hear what people outside the circle of our friends had to say; we were given no chance to present our thoughts concerning an issue that is of fair importance to us and others on this campus.

For all the good the assembly did, it might have been skipped. The questionnaires might just as well have been stuck on a chair in some hall for students to pick up. They could have gone to some small corner, put down their own private, perhaps narrow ideas on the change without ever having bothered to think about the way the change might affect others on the campus.

EVALUATION: WHAT AN APPROACH!

As we see it, the idea of a course evaluation program on this campus is a good one. The way that this program is to be administered, though, leaves much to be desired.

First of all, if the program is solely for the benefit of the faculty, it need not be administered by the student council. We believe that any teacher on this campus that is at all conscientious about his teaching is, or should be, constantly in the process of evaluating the work he is doing in teaching a course or setting up a department program. Too, the administration of this school is every year considering the courses offered here in order to improve the whole curriculum. In short, courses are pretty thoroughly evaluated from the perspective of teachers and administration.

There may be a need, though, to consider the worth of a course from the students' perspective. If this is true, the proposed Student Council program will fail miserably.

First of all, the evaluation of a course is to be administered by teacher immediately involved in it. The questionnaires are to be given to students in the course by the teacher and returned directly to that teacher. No student in her right mind (And we hope that most students on this campus have their mental faculties intact.) could possibly be completely honest in such a situation.

The student will not be able to say that the content of the course is insignificant or even that the course is the best she has ever taken. She will answer knowing that the teacher will know who is attacking or praising her course and she will temper her answer accordingly. No student wants to face two or three or ten hours of auto-

matic C's because of the way she criticized a course. No student wishes to handicap herself by "browning-up" a teacher by being enthusiastic about the unmatched merits of a course, even though she may think the course almost perfect.

Secondly, it seems useless to try an evaluation program if the results are not to be made known. Evaluation involves looking at something and sizing up its merits or defects. How can this be done if we are afraid to take an honest look at what both the faculty and students' think of courses offered here? The faculty could possibly gain much from taking an honest look at students' opinion of their courses, if this opinion is honest in itself. Students could gain much by seeing what the faculty and other students think courses are worth. But this cannot be done if we are going to treat the results of the evaluation like a family skelton and relegate them to some never-opened close-hidden away in some quiet corner of the campus.

Protest Against Protesting

College and university campuses are not what they used to be. A curious phenomenon has gradually been appearing on campuses throughout the country. This phenomenon might well be called the "protest syndrome," for it consists of a particular mode of student reaction to various present-day political, economic and social situations. Civil Rights, Viet Nam, and the draft no longer can be discussed over a cup of coffee without certain groups of radical-minded "idealists" immediately swooping upon the issue and organizing a demonstration. National issues are not alone responsible for this phenomenon. Demonstrations are conducted to protest a lack of student freedom in certain university areas, such as speech, press, assembly.

These are extremes, granted. Demonstrations and protests definitely have a place, a high place, in the American system of free opinion and statement of views. Indeed, they can be most effective sources of communicating student opinion. They certainly will call attention to the situation or principle under attack and might conceivably result in a re-evaluation of the problem.

However, like any guaranteed right, protest can be abused. Simply because a certain radical group holds differing views on political affairs in opposition to a government policy does not call for an emotionally generated protest movement. Instead, it would seem that the antagonists would want to take a positive stand on the issue, backed by action, not banners and flexible slogans.

"But we have no authority. We can't do anything because we hold no position of power to decisively influence the course of action." True. But this plea seems to

indicate a lack of self-awareness, a short-sighted view of their potential. These flag wavers seem to be suffering from a suffocating insecurity, as well as a definite lack of self-confidence. They have no assurance of their own potential ability to remedy any situation, or they would be trying to find a constructive solution rather than merely making noise.

Ellen Bigge

Prom Off-Campus

The Junior Class gives an emphatic "yes" in answer to the Seniors' request for an off-campus prom. Charlene Dohm, chairman of the social committee, reported that the Ballroom of the Colony Inn, Clayton, has been reserved for the evening of May 6, 1966. The band has not yet been secured. The bids will sell for \$4.50. The seniors will be the guests of juniors.

THE FONT



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CRY HAVOC

Notice: The FONT is sponsoring a Hermoine Gingold lookalike contest. All entrants should place a photo of themselves and a short resume of their beauty secrets in Box 72 by January 15. The winner will receive a nearly antique mari-bou stole.

* * *

Nice to hear that the music at Wednesday's Mass was that of "modern American youth." Too bad that we can't have some more of the same at the mixers on campus.

* * *

Student protest is protested and evaluating courses evaluated. Next issue's letters to the editor will probably protest the protest against protest and re-evaluate the evaluation of the evaluation program. I won't even mention what could happen after that.

* * *

THE WIZARD OF OZ goes on and for the present jovial season we all are tin men wishing for hearts. By January, though, I imagine that most of us will be scarecrows wishing for a brain.

* * *

November and December have almost come and gone and the horseshoe is still graced only by the lone statue and the flag pole. We aren't disappointed, though, only grateful for having the opportunity to brighten our holiday spirits by making the arduous climb to intellectual excellence.

* * *

The administration considers a change in the calendar for next year. I'm sure they have spent much time and effort doing this, but would like to suggest that if they would expend a little more energy, they could work Thanksgiving vacation completely off the calendar.

Before they get rid of Christmas vacation, one last cheery tid-bit. May the blue bird of happiness build his nest in your Christmas tree.

J. A. K.

More Questions Than Answers in "Zoo Story"

People carried their chairs into the room (a take-off on a Biblical theme?) and settled in Fine Arts 214 to see a Studio Theatre presentation of Edward Albee's THE ZOO STORY. Mr. Don Garner and Mr. John Eggers, Jerry and Peter respectively, perched on stools (a park bench) on the stage and began the long, sometimes weird sometimes pathetic, but continuously fascinating dialogue of the play.

In this review I could discuss the plot, but there was none to speak of. I could discuss the setting, but it was just the park bench. This leaves me with the one thing Albee wanted to put across--the characters.

Jerry is a hypersensitive young man who is searching. Peter is a successful young executive who is complacent. Jerry is searching for nothing other than a relationship with another human being. His search has brought him from the zoo where there are animals and crowds, to this park bench where there is one person with whom he seeks to make conversation. He begins with questions--specific questions about Peter's family, pets, income, home. But Peter brings him up short by reminding him that this is not conversing.

Now Jerry begins to talk to

the dog no longer hates Jerry. He has become respectfully indifferent.

Jerry's efforts to establish a relationship with the dog failed, and that is why he is on the park bench with Peter. At this point, Jerry begins to tell a story about the zoo. But he breaks off in mid-sentence several times to try to push Peter off the bench. Peter, who has been sitting on this bench every Sunday for years, refuses to give it up. Like two children, they bicker until Jerry challenges Peter to defend his right to the bench. Peter accepts the challenge, but Jerry pulls a knife from his pocket. He throws it on the ground by Peter and tells him to pick it up, "to even the odds," of this strange duel. Peter obeys and holds the knife near Jerry's side. In an instant, Jerry grabs Peter's hand and forces the knife into his own side. He thanks Peter for what he has done (or helped to do), tells him that he is dispossessed and can never return to the bench, warns him to leave before anyone comes along, and says that Peter is not a vegetable after all, but an animal. Jerry cries, "O, my God!" and dies.

The discussion that was held after the play convinced me that

At times his dialogue is witty, at times bitter and at times it is even profound. THE ZOO STORY could be a depressing play except for one thing. Albee seems to say that even though Jerry and Peter have not yet achieved meaningful intra-personal relationships, even though they have not yet found God, even though they have not yet come to know themselves, they are trying--taking only a small step, perhaps, but one that has direction.

Betty Mattingly

Alpha Mu Entertains

Alpha Mu Gamma, foreign language society, sponsored an international singalong, featuring songs of France, Germany and Spain on December 1. Refreshments had a foreign flavor too: "Suisse Fondue" (bread dipped into melted cheese and wine--was served.

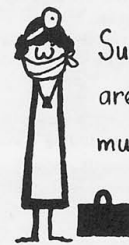
Folk dances from various countries were presented under the direction of Mrs. Marian Tobias, dancing instructor at the college. The festival was held in Medaille Hall, which was divided into separate sections for each nation.

Mary Kay Wilson

Freeda Fontbonne



I didn't get any prize for looking like Phyllis Diller.



Supposits are incommunicable.

himself. He describes his "laughably small" apartment and the few articles he possesses, all of which tell of an immense loneliness. This leads in to what he calls "The Story of Jerry and the Dog." It is a pathetic story of his attempt to win the friendship of the landlady's underfed but vicious dog. He brings the dog hamburgers every day. The dog eats them voraciously, "smiles," and responds with more viciousness. Jerry finally decides to kill the dog, but his attempt is unsuccessful. The dog merely gets very ill. When the illness is over, though,

any comments I could make on THE ZOO STORY in a review would be at best superficial. It is a play that is built on many levels and winds around and through numerous thematic circles. What Albee has done in the play is to make a psychological, theological, economic, social comment. (And if that isn't enough to confuse any viewer, Mr. Albee might as well give up!) But, I think his comment is in the form of many questions--questions that are left unanswered because each man must find his own answer. He has posed a problem graphically.

Seniors Win Tournament

The seniors became Fontbonne's basketball champs last Friday night by a victory over the Sophomore Class. Led in their attack by Center Barb Langeneckert, the seniors scored 31 points to defeat the sophomores by a score of 31 to 17. About fifty people cheered as the two teams, led by senior captain Irna Braueninger and sophomore captain Eileen Nevole, battled it out on the boards in Fontbonne's gym.

Teachers in Area Profit By Israeli Seminar



Qumran Cave Objects Among Art Display

Fontbonne students and friends had the unique privilege of seeing on display in the Medaille ballroom some very special art objects among which were two jars from the Qumran caves. The exhibit was part of the Israeli program and was made possible through a contact made for the college by Mr. Victor Packman, St. Louis attorney, who is on the board of directors of various corporations in Israel.

The Qumran cave vessels and other artifacts, including a wooden

comb, make-up box, lamps and flat dishes found where the Dead Sea Scrolls were discovered in 1947, belong to Mr. Eiteljorg, member of the board of directors of the Herron Museum of Art, Indianapolis.

In addition to the prints of Marc Chagall's designs (see picture) were oil paintings lent to the college by friends. Such artists

as Castel, Shehesnyak, Weintraub, Greenfield, Zack, Modzeleviach, Fima and Holzman were on display from December 1 through December 6.

Mairovich's "The Red Desert," never before shown in the United States, was one of the attractions. It was an award painting at the international art exhibit in Vienna in 1962.

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Fifty selected high-school social studies instructors from the St. Louis area profited from the seminar on Israel held on campus December 6. The seminar opened with the showing of slides on "The Nation That Is Israel" by Alfred Fleishman, senior partner, Fleishman-Hillard, Inc. Dr. Miriam Freund, well-known American Jewish historian educator, spoke on "Israel, the Practical Social Laboratory of the Middle East."

Other speakers at the meetings and their subjects were Dr. Raphael Patai, director of research, Theodor Herzl Institute, New York, "Integration and Assimilation of the People in Israel," and Jacob Barmore, consul general of Israel, Chicago on "Israel and Afro-Asian Countries." (See November FONT for a fuller account of these speakers).

As a preview to the seminar on Israel, Sister M. Alfred and Sister M. Stephanie attended with their guest, Miriam Freund, Friday night services at Temple Shaare Emeth where Rabbi Julius Nodel officiated.

Sister Ernest Marie and her cultural anthropology class attended these same services as part of their study program on the culture and religion of Israel.

The group attending the seminar on Israel were entertained at luncheon with some Hebrew songs which six faculty members sang. The singers were Sisters Ann Bernard, Jane Elizabeth, Anthony Bernard (all of the Music Department), Sister Ann Rosinda and Sister Marion Frances of the Theology Department, and Sister Henrietta Eileen of the Chemistry Department. They were coached in their pronunciation by Mrs. Martin M. Calodney.

"Fles Specialist Major" Offered

For the student interested in teaching French or Spanish exclusively on the elementary level, the Foreign Language Department will offer a major for this purpose to be known as a FLES (foreign language elementary schools) Specialist Major.

The curriculum will include an emphasis on the audio-lingual approach to the teaching of foreign languages, linguistics, and special methods.

An internship of two semesters comprised of observation and student teaching will be required in a classroom where foreign language is being taught.



Members of faculty entertain guests at a kosher supper December 3, the day before the seminar on Israel. At the dinner table are Sister M. Alfred, president, (not shown in picture), Mr. Martin Meltzer, Sister Ernest Marie, head of the Sociology Department, Dr. Miriam Freund from New York; Rabbi Julius Nodel; Sister Marie Stephanie, academic dean; Mrs. Martin Meltzer, and Mrs. Julius Nodel. Before the dinner the Sabbath candle was lighted by Rabbi Nodel and the bread and the wine blessed.

Season of Failure

One unversed in such matters can have no notion of the many and tragic things that can happen to Christmas decorations. They are born out of fabulous inspirations, blossom forth with much excitement, grow into little bundles of trimmings, develop into tangible creations, only to flop. Now and then a fluke sneaks in and manages to survive the journey from inspiration to maturity: this only raises false confidence for the next project. Even the simplest of directions are unbelievably complex.

One hopes for so much from Christmas decorations and is so dreadfully disillusioned. One wants to dress up familiar surroundings and add a festive air to promote the spirit of Christ's birth. In the excitement of inspiration one overlooks many details that spell failure. The idea is modified upon finding directions, modified further during assembly, or it may fall completely apart at this stage, but it may wait until one's expectations have been thoroughly aroused to the point of adding the last piece only to have the whole masterpiece disintegrate - to go squashed and condemned to the wastebasket.

A literature has been written of the ease and inexperience of do-it-yourself decorations. It is intended to be read by the angels who have just eaten of the tree of patience and creativity. It is a hopeful literature and declares that much can be done with a collection of broken bulbs, bits of ribbon, and a little glue. Do not be led astray by it. It was not written for you. Go hunt for Santa's lost sock hidden in St. Louis, put your faith in Rudolph the Red Nose Reindeer, believe if you will that it will snow on Christmas Eve despite our sixty degree temperatures, but do not read and believe the literature that is written concerning Christmas decorations. Go buy them.

Sarah Wisneski

CHRISTMAS CONCERT (Con't)

Fontbonne Chorus sang "Rejoice and Be Merry" by Davie. A string quartet composed of two violins, a cello and a viola accompanied the Chorus. The members of the quartet were Ruth Maguire, Sister Jane Elizabeth, Edith Hougland, and Father Austin Rennick, O.S.B. This selection completed the program.

Candy, Christmas, and Chardin

Marilyn Curley

Hard covered candy and green colored holly,

Church bells and sleigh bells and laughter so jolly,

Hope for the 17th to come on swift wings,

These are a few of our favorite things

These may not be Julie Andrew's favorite things, but as Christmas vacation comes closer and closer, these favorite things creep into the minds of every girl at Fontbonne--especially the dorm students. For them, all things are centered around joy of celebrating Christmas at home.

In their imagination, the girls have already packed suitcases a thousand times. Yet as they await the coming reality of Christmas vacation, they must face the pre-

sent reality of books, papers, and tests. Struggling through an article on Chardin, trying to formulate that psychology paper, delving into the reasons for the Enlightenment--these things aren't easy when accompanied by that Christmas music coming over the radio.

So without exception, this "academic paraphernalia" is pushed aside, for the mind travels quite willingly to where the heart is. Successfully tempted, the conquered coeds accept "fate" and transform their dorms into a holly and snowflake haven.

To walk down any hall is to meet the aspects of Christmas: a jolly air-filled Santa Claus, with a twinkle in his plastic eye, almost chuckles from a fourth-floor door; a carefully constructed Christmas tree practically invites you to put presents under its tissue-paper branches; a huge Frosty-the-Snowman with a wink on his eye is ready to flirt with anyone

who stops to admire him. Bells that beg to be rung, artificial holly that almost smells of Christmas, three felt Wise Men impatiently awaiting the babe--all the Christmas characters are here.

The inside of the rooms are decorated too. In one, a real Christmas tree, dressed in bulbs and tinsel and candy canes, infiltrates the room with its odor of evergreen. In another, a paper fireplace fixed to the wall, could almost heat the room with imaginary crackling logs. The red letters of "Merry Christmas" greet you from every bulletin board.

It is all here--the planning, the excitement, the laughter, the fun. But there's that article on Chardin too. Pushing Christmas aside, they reluctantly sit at the desk and concentrate. But, oh, just then "White Christmas" comes temporarily over the radio. And Chardin? Why naturally, he loses again.



Helen Hennier, Kansas City sophomore; Santa Claus; and Mary Jo Caragher, Peoria, Illinois sophomore. Door decorations are usually a joint project between roommates. Helen and Mary Jo spruced theirs up with an ordinary dime-store Santa, but Mary Jo's loyalties apparently don't all go to Santa as witnessed by the letters on her sweatshirt. Not only doors are decorated, the spirit fills the whole room. Marie Duffy, Tulsa sophomore, hung her stockings above the radiator since the rooms have no fireplaces.

International Living--PE Style

Ellen O'Hara

"Girls, this is your left foot, and THIS is your right. Now let's try it again with music. This dance is a Russian folk dance. Why is it named Milanova Kolo? Because Mr. Milanov put the steps together. Ready? 1 2 3..." At any time, folk dancing class can sound like this. With Mrs. Tobias in the lead, fifty girls romp through the folk dances of many countries, making up with fun what they are lacking in grace.

Folk dancing is one of the re-

quired physical education courses, but it is much more fun, and though it keeps everyone breathless, much less strenuous than the other required dance course. (All survivors of the latter will agree.) During the semester, the students learn approximately twenty-five dances and something of the culture that produced them. The girls learn how climate, religion, and social background effect the development of a folk dance. They learn the High Fling, Fado

Blanquita (Spanish), and the minuet which was once considered outrageously modern and vulgar.

On December 10, several of the girls displayed their proficiency in folk dances by displaying some they had learned in class at the International Hootenanny. Although only the PE minors and camp counsellors will get some practical use for the dancing, everyone gets a chance at "an experiment in international living" twice a week for five whole months.



Sister M. Avila, head of the History Department, Avila College, Kansas City, visited the campus last week to talk to interested groups of faculty, students, and novices at Carondelet, about her last summer's trip through India. Sister indicated from a map of India the cities she visited and showed slides of life in India. Sister Avila was not, of course, a stranger on campus, for last year she was a member of the Fontbonne faculty. Sister's slides, most of which she took herself, were a vivid record of the poverty of the people.

Fine Arts Third Gets Face Lifted

Since early November third floor, Fine Arts has been getting a face lifting under the direction of Miss Troemel, Chairman of the Art Department, Sister Mary Ernestine and Sister Mary Scholastica.

Mr. Frank Vachata and Mr. Bob Brown, the chief renovators, have painted walls, are hanging new display boards along the west wall, and will install new lighting to illuminate displays on the east wall. These displays will exhibit the accumulated acquisitions of the Art Department including a set of Japanese prints, several woodcuts, and some early manuscripts from hymnals. These and other

acquisitions will be rotated to provide a little "inspiration on the walls" Miss Troemel hopes. Plans eventually include procuring lighted showcases for ceramic and sculpture pieces. As Miss Troemel commented, "It's like painting a house, once you begin, a million other improvements suggest themselves."

An open house early next semester will formally show the "new" department. Student work will be displayed and perhaps eventually exhibited in the lounge on first floor Fine Arts in order to acquaint more students with the work of the department.

Girls Go-Go Granny

Three Fontbonne girls were chosen by Famous-Barr photographers to pose for advertising pictures for a new phenomenon called "granny gowns," a fad just arrived from the west. A "granny gown" is an ankle-length version of the empire-waisted dresses that are now in vogue. They get their names from the type of night gown grandmothers used to wear.

Patty Ryan, sophomore, and Margie McNamee and Mary Beth Boedeker, freshmen, were selected to don the "grannies" and pose in St. Joseph's den eating pizza. (Can you imagine our grandmothers eating pizza in their nightgowns?)

The pictures will appear in the St. Louis newspapers around December 14.

U. City High Graduate Frosh President

Results of the Freshman Class elections were announced Monday, December 6. Marybeth Thavornides, French major from University City High School, is the new class president. The vice-president is Kris Dews, elementary education major from Corpus Christi High School, Jennings. Mary Bokamter, Ursuline Academy, St. Louis, is the secretary. The treasurer is Vicki Granacki, an art major from Alvernia High School, Chicago.

The class Student Council Representatives are Margie McNamee, Academy of Our Lady, Peoria, math major; Diane Wagoner, St. Thomas Aquinas High School, Florissant, elementary education major; and Mary Beth Boedeker, St. Dominic's High School, Wentzville, math major.

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