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, advantages and disadvantages of ending the semester before Christmas and beginning the year around September 1 were debated. The present 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. Purdy 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.

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 Jackson, 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 "Credo from the Mass of the Transfiguration" written by Sister Anne Bernard of the Music Department.

Following an intermission, the
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 b ehavioral 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 flowers and the rain, 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 Tsur 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 grandmother 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-Midori." 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 tough and only one out of three students is accepted. This program 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-

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 Inter racial 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 Francine Broderick, Howard Thomas, and Mike Collins from St. Louis University; Cheryl Butler from Xavier High School; and Father James Schmacher, 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 Kleeber and Sister John Maureen Kleeber, 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.

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'Brien, senior behavioral science major.
Long-Planned Lecture Fails in Some Respects

Betty Lally

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 her 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 Jacqueline Amber, the lecturer, had not seen the material given the Museum the previous summer. She began stating that it was "hard to form parallels between different art forms as they are related to a particular movement."

Miss Amber, 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 Amber also pointed out how he accomplished his purpose with broken color and a free brush technique.

After this discussion Miss Amber 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 Amber people tend to tack "Impressionism" on too many artists' works when in reality only a few can be so named. Manet and Pissaro and Degas were the only true Impressionists in her opinion. One must look at impressionistic painting in two ways she believes, firstly, form a distance to see what the artist has accomplished and, secondly, near the painting to see how he has accomplished it.

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 Dramatic Department.

A group of drama majors took some of the leading roles: Mickey Dunn, junior, played Dorothy; Mary Lee Higgins, sophomore, was the scarecrow; Betty Lott, junior, was the tin man; and Ellen Swendowski, freshman, was the lion. Other members of the cast were Louise Hendrick, witch; Barbara Weiler, Queen of the Munchkins; Judy Breschetto, the Wizard; Sue Weber, the Gatekeeper; and Paul Oberle, Aunt Em.

The pace of the show was good; the lighting effective; and the scenery attractive. John Dinnell's basic structure used in EVERYMAN 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 Betsy Lott; the Scarecrow, who under the straw is Mary Lee Higgins; and the Lion who under the mane is Ellen Swendowski, 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 Medallie 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 Sensenegal


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 minds 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 conscious 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 skeleton and regale 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 campus phenomenon has been gradually 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 define only a place, a high place, where the American system of opinion and statements 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 their backs 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. The antagonists 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 able 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 emphasis "yes" in answer to the Senior's 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 Junior.

THE FONT

The Font is the official publication of Fontbonne College. St. Louis, Missouri. Conducted by the Sisters of St. Joseph of Clarenville.

Editor
Jo Ann Kallenger

STAFF MEMBERS
Ellen Bigge, Betty Lolly, Betty Mattingly, Margaret Moore, Mary Siniscal, Marilyn Curley, Diana Dial, Layton, Cathy Majka, Ellen O'Hara, Susan Tood, Mary Kay Wilson.

Staff Moderator
Sister Marcella Marie
Cry Havoc

Notice: The FONT is sponsoring a heroin-free. If you think of panacea, please call any of the above phones.

* * *

Nice to hear that the music at Wednesday's Mass was that of "modern American youth." Too bad 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 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 melia, we all are the 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 spirit by making the arduous climb to intellectual excellence.

* * *

The administration considers a change in the calendar for next year. I'm sure they've 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 completely off the calendar.

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

J. A. K.

THE FONT

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 314 to see a Studio Theatre presentation of Edward Albee's THE ZOO STORY. Mr. Don Garner and Mr. John Eiggins, 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 hyper-sensitive young man who is searching. Peter is a successful young executive who is complacent. Jerry is searching for something 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, "Look 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. Then he is gone, leaving 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.

Betsy Walting

Alpha Mu Entertain

Alpha Xi Gamma, foreign language society, sponsored an international singalong, featuring songs of France, Germany and Spain on December 1. Refreshments had a foreign flavor too: "Sausage Fondue" (bread dipped in 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

Fredda Fontbonne

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

Supposits are incommunicable.

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 Langenackert, the seniors scored 31 points to defeat the sophomores by a score of 31 to 13. About fifty people cheered as the two teams, led by senior captain Irna Braenling and sophomore captain Eileen Nevalo, battled it out on the boards in Fontbonne's gym.
Teachers in Area Profit By Israeli Seminar

Dr. Miriam Freund and Sister Marie Stephanie, academic dean, view several of Chagall prints. Dr. Freund of New York City and past national president of Hadassah, the women's Zionist organization of America, holds a Ph. D. in American history from New York University. Her topic at the Israel Institute was "Israel, the Social Experiment in the Great Society." Dr. Freund is a connoisseur and collector of art. It was she who persuaded the artist, Marc Chagall, to design the famous windows of the synagogue of the Medical Center, Hadassah Hebrew University, Jerusalem. The story is that one day she got the idea of asking Chagall to do the windows, hopped on a plane for France, and persuaded him on the spot. She is just that kind of woman.

Qumran Cave Objects Among Art Display

Fontbonne students and friends had the unique privilege of seeing on display in the Medallion 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. Eilijjorg, 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, Modzelevich, Pfina 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.

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 Fleischman, senior partner, Fleischman-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 Fein, director of research, Hebrew Union College, 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 Share 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 Rosina, 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. Caldonley.

"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.
Season of Failure

One universe of such matters can have no notice of the many tragic things that can happen to a Christmas decoration. They are born out of festive inspirations, blossom forth with much excitement, grow into little bundles of trimmings, develop into tangible creations, only to flop, now and then a fizzle 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 touch by filling in the spirit of Christ's birth. In the excitement of inspiration one oversights 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 to only have the whole masterpiece disintegrate - to go squashed and condemned to the wastebasket.

Art has been written of the ease and expense of decorating. It is intended to be read by the angels who have just eaten of the tree of knowledge and creativity. It is a hopeful literature and states 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 (Cont.)

Footnote Chorus sang "Rejoice and Be Merry!" by Dayne. 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 Hoogland, and Father Austin Rensnick, O.S.B.

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 Milovko? Because Mr. Milinov put the steps together. Ready? I 2 3 4."

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 fun with what they are lacking in grace.

Folk dancing is one of the required 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 affect the development of a folk dance. They learn the High Fling, Fado, Blenguits (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 Ballroom. Although only the PE minors and camp counselors 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.
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 Boedecker, 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 Trowerides, 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 Bokamper, 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 Boedecker, St. Dominic's High School, Westville, math major.

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.