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WELLESLEY



COLLEGE News

Vol. LX

WELLESLEY COLLEGE NEWS, WELLESLEY, MASS., OCT. 20, 1966

No. 6

Edwin Reischauer Will Speak On Japanese-Chinese Attitudes

Edwin O. Reischauer, former U.S. Ambassador to Japan will discuss "Japanese Attitudes Toward China" on Friday, Oct. 21 at 8 p.m. in Alumnae Hall.

Reischauer has led a distinguished career as an authority on the Far East. He taught Far Eastern Languages at Harvard until 1961, when he was appointed U.S. Ambassador to Japan he has also written and edited numerous books on Japan and China.

Scholar and Professor

Born in Tokyo in 1910, Prof. Reischauer received his A.B. at Oberlin College, his M.A. and Ph.D. at Harvard, and his D.Litt. at

Oberlin. He studied at the University of Paris for two years and in France, Japan, and China under the Harvard-Yenching Institute fellowship.

Upon his return in 1938, he became an instructor at Harvard, where, in 1950, he was appointed Professor of Far Eastern Languages. From 1956 until 1961, when he took up his post in Japan, Prof. Reischauer directed the Harvard-Yenching Institute at Harvard.

State Department Assistant

While teaching at Harvard, he was active in State Department policy-making and missions. He served as senior research analyst for the Department of State during the summer of 1941, and for the War Department from 1942 to 1943.

From 1945-46, he was Chairman of the Japan-Korea Secretariat. At the same time, Prof. Reischauer worked as special assistant to the director of the Office of Far Eastern Affairs of the Department of State.

Extensive Publications

From 1948-49, he went to Japan as a member of the Cultural Science Mission. He then presided over the Far Eastern Association in 1955, and is presently a member of the American Oriental Society and the American Historical Association.

As an author and compiler, Prof. Reischauer has edited two important textbooks: *Selected Japanese Texts for University Students* and

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Transportation Debate Begins

by Susan Sprau '67

"You don't create a community by erecting a wall or building a moat around it." With this statement Miss Ruth Adams president of the college, made clear her conviction that improved transportation would not endanger Wellesley College's atmosphere. A capacity audience heard Miss Adams take part in Senate's discussion of transportation on Wednesday night in the Pope room.

Senate members found students agreed with Miss Adams that the rewards of improved mobility outrun the risks. They projected that increased "dialogue" with the "outside" could revitalize the campus community. Senior Vice-President Marian Ferguson '67 added that the existing transportation restrictions have negative effect on campus morale which would be eradicated when mobility increased.

Sketchy Background

Skimming over the historical justifications for the present Grey Book rules (p. 42) and the student and faculty polls, C.G. president Deborah Davis '67 brought up the have/have-not argument that allowing students to have cars would demarcate economic differences among students. She reiterated her view that a rigid financial split would be impossible when other influences such as parental permissiveness are also present.

Miss Adams and Miss Crawford, dean of students, were quick to emphasize that by improving public transportation along with allowing



Pondering transportation problems at last night's meeting are (l. to r.) President Ruth Adams CG President Debby Davis '67; Susan Sprau '68, News rep; Senior Vice President Marion Ferguson '67; and Connie Stowe '68, bursar.

cars on campus, economic differences would not cause individual disadvantages. Miss Adams insisted on "maximizing available transportation for every undergraduate regardless of class and regardless of status. Cars are only one part of this. . ." If buses were available as well as cars, then all "people who wanted to move would be able to move." No one would feel conspicuously grounded because of "no transportation" in the general sense.

Who, Where, When

Miss Adams explained that before she makes up a plan for commercial or college-owned buses, she would like specific information about how many students travel, where, and at what time of the day and week. Miss Jeannette, McPherrin, dean of the Class of 1969, suggested that an experienced social scientist construct a poll to find out the answers to these and other questions raised in the evening discussion.

Debbie clarified Senate's jurisdiction over the transportation situation. She explained that although Senate has the power to alter its own motor vehicle rules, Senate has no control over the College's finances which are the ultimate determinant of what can be done. Miss Adams recognized that because transportation is such a problem, the college must help solve it with financial aid and not just permit Senate to change its rules.

By the close of the meetings, Miss Adams achieved a hurried consensus that transportation needs are not being met adequately at present; that consideration of the whole transportation problem should take place before deciding what must be improved; that research begin on ways to supply transportation as a college service at a reasonable price; and that the opportunity to have cars should be made available to junior and seniors at least.

Ruth M. Adams Assumes the Presidency Of Wellesley District of the "Academic City"

by Margie Fox '68

Accepting the insignia of office from John R. Quarles, Chairman of the Board of Trustees, Miss Ruth M. Adams formally became Wellesley College's ninth president.

The inauguration took place Friday afternoon, Oct. 14 on Severance Green. Mr. Quarles presided at the ceremony, which included a keynote speech by Dr. Howard Mumford Jones, Lawrence Lowell Professor Emeritus of Humanities at Harvard; Miss Adams' inaugural address; and greetings from various state, local and college figures.

College and World

The Harvard Band provided

music for the academic procession, participated in by the speakers, trustees, delegates, faculty, graduate students, and seniors. Numbering over 2000, the audience included faculty and students, alumnae representatives, and delegates from 125 colleges, universities and learned societies.

Mr. Jones directed Miss Adams' Ph.D. thesis and was her choice of speakers. His topic was "The College and the World." After tracing "some of the chief components in the tumults of this violent half century" through which "the college must chart its course," Dr. Jones asked, "What then is the

college?"

His answer: "An American college is the outward and visible sign of an inward and intellectual traditions. . . It is that living repository of orderly knowledge, ancient and new, we must pass on from generation to generation if our culture is not to perish. . ."

Thus, he argues, "The college should be in the world but not of it. . . The principal right of the college student, he maintained, "is that he shall be treated gravely, which in turn means that the college is obligated to warn off those who would make his principal activity the activity of the world."

City of Education

In her inaugural speech, Miss Adams addressed herself to "the city in between," the city as emblematic of "our impulse to community, our industry and hard work, our achievement, and the beauty humanity can create," and "the city of education, of intelligence."

"Wellesley College is part of the academic city," she explained. "Its mission is all that I have said—to know to the best of its ability the nature of the whole (education) of which it is a part; to retain its sense of responsibility, its detached overview, which in itself is possible only after exploration and evaluation."

"The old must be surveyed and retained if it is good. (Today it is so much easier to destroy something because it is old, goodness having nothing to do with it,

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Political Campaigns Flounder As Candidates Look for Votes

by Jane Canter '68

As campaigns go, the major political campaigns of Massachusetts are now floundering about. Attempts to spark controversy have led both parties to fall back on the familiar "hatchet job" schemes.

Sen. Beryl Cohen (D-Brookline), who led the Democrats in their attack on Gov. John A. Volpe's awarding of state architectural contracts, is now the target of analogous charges. Republicans, headed by William A. Lincoln, have accused Cohen of soliciting campaign contributions from State House lobbyists. Lincoln is Cohen's Republican opponent from the Nor-

folk-Suffolk District in the state senatorial contest. Cohen's legislative record is extremely strong, the charges against him, highly tenuous. Nevertheless, the bickerings at this level are typical of the campaigns for almost all offices.

McCormack's Charges

Atty. Gen. Edward Brooke, Republican senatorial candidate, has also been drawn into the squabbles by Volpe's Democratic gubernatorial opponent, Edward McCormack. McCormack has urged Brooke to investigate questions of contract awards, as he has charged Volpe with conflict of interest in relation to his construction firm.

McCormack's rather aimless attacks probably will not hurt Volpe significantly, but give further evidence of Brooke's defensive position.

Peabody Offensive

Brooke's campaign is on a different level from that of his opponent, former governor, Endicott Peabody, and therefore there is almost no dialogue between the two senatorial candidates. Brooke presents carefully planned policy proposals, such as his "six-point plan to combat unemployment and under-employment among the poverty-stricken," while Peabody states that "poverty, fear and ignorance must be erased

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Miss Adams and trustee chairman John R. Quarles examine the keys to the "City of Education" shortly after Miss Adams' installation as Wellesley's ninth president. photo by Owen Franklin, MIT '68

Inaugural Response

The word "inauguration" brings with it associations of fresh personalities and fresh ideas. It was with anticipations of such freshness that students flocked to Severance Green for Miss Adams' inaugural. At a time when our collective vision was finally beginning to peer into the actualities of "the real world" and our collective conscience was spurring us into more active participation in that world, we hoped the inaugural would be an expression of the new mood on campus, an indication that the goals of its leaders and of its students were one.

Thus it was with dismay that we heard Dr. Jones tell us that the college and the world should be precisely what we no longer want them to be—two distinctly separate things.

"An American college," declared Dr. Jones, "quietly asserts that there is an intellectual order behind the random phantasmagoria that newspapers and commentators mistake for the realities of real life." It is "that living repository of orderly knowledge, ancient and new, we must pass on from generation to generation if our culture is not to perish."

Towards these ends, he explained, "the college should be in the world but not of it." It should be "a vantage point," "a house of intellect," "an island of thought," a place from which to appraise the very thing it removes itself from. Indeed, one of the college's obligations is "to ward off those who would make (the student's) principal activity the activity of the world."

That the search for intellectual order is important to all of us here, no one would deny. What we would deny, however, is that it should be so far removed from the social order. "The random phantasmagoria" which Dr. Jones cites are not merely imitations of reality; death in Vietnam and poverty in Harlem are all too real not only to the soldiers and Negroes directly affected, but to more and more college students. Can a college be content, we ask, only to pass on knowledge to insure the survival of a culture without doing anything to make that culture more worthy of survival?

Being in the world but not of it, appraising

but not trying to improve that world, increasing intellectual order but neglecting social order—these are dichotomies we would like to see resolved, for we would seriously question the value of intellectual order standing aloof, unsullied by the turbulence of an otherwise disordered world. Far from seeing the college as obligated to shut the world out, we would have it open wide its gates, letting the world in to us, letting us out into the world.

For the world is, after all, what we must live in and cope with. Every bit as violent and turbulent as Dr. Jones said, it cries out for any kind of order we can bring it. But to confine the search for order within the bounds of college walls is no answer. We must experience the world to know just what it is we are trying to order, to see if our conceptions of order work once removed from the hybrid atmosphere of the college. And, what is more important, we must use any sense of order we may find, not just to make our own little spheres more stable, but to try and bring an increased measure of stability to the world around us.

Intellectual order per se is not enough; we seek rather intellectual order as a key to a larger order, the order of our relation to the world. And it is only by experiencing the interaction of the intellectual and the social realms—in short, the world—that we can test the validity of our formulations of order.

Dr. Jones' thoughts were beautifully expressed, well thought about and, although distressing, no real surprise coming from a man of his tradition.

Neither, we expect, will our words be a surprise to him. He almost anticipated them, saying, "Never has the intellectual climate been less favorable to dispassionate study . . ."

But just as he had his say for the life of the mind, we have to have ours for the life of the mind as a part of life itself. The tension between these two views exists not only at Wellesley but at every institution of higher learning in the country. It is the resolution of this tension that will determine the future tone of American education.

Quo Vadis

"Pom for Porsches" read a sign carried by two members of a large delegation from that dorm, portending that last night's Senate discussion of transportation problems would be heated or at least vigorous. It was, after all, the first time the issue of cars had been formally raised in many years—the first instance any student here can remember. Surprisingly, however, the meeting was slow in starting and muddled in its organization. It can only have left everyone present with a strong sense of confusion.

Only one issue emerged with clarity: the fact that we are all in agreement that a serious transportation problem exists and that some measure should be taken at this time to improve it. It was also clear that in this case, as with most other issues, opinion is not polarized into students vs the administration; instead, the problem is one we are all working on together.

The object of the meeting, it appeared, was to seek new opinions and approaches rather than to re-hash familiar arguments and re-voice views expressed in News. But the complexities of transportation are enormous, and while the subject has long been a target of complaint, it has only been in recent weeks that a concerted effort has been made to examine its various facets. It was a shame that the results of these efforts were virtually glossed over, that they were not made more comprehensible to less informed members of Senate and the rather sizable audience. It is true that the News poll was not conclusive since less than 1/3 of the resident students responded (see p. 4). Yet as a source of information it is valuable. It gives a good idea of where and at what times students travel. It provides specific information as to which courses might be facilitated or greatly improved through easier access to Boston and other points. The poll also indicates that students have in mind destinations other than the Boston-Cambridge area.

Another poll that was discussed more fully at the meeting was the one sent to faculty members by News. Nearly half of the faculty responded, many of them presenting detailed views on the questions of whether their courses warranted car transportation, whether the general tone of the campus would be improved, and on what restricted basis, if any, they would like to see the ban on cars removed. Since Senate's decision regarding cars will, according to the Grey Book, be subject both to Academic

Council and to the "authorities of the College," it might have been wise to approach some of the data gathered from this poll in more depth.

In addition, it was mentioned that college organization heads had submitted reports on transportation; unfortunately, these too were dismissed, leaving the audience no facts upon which to judge the need for these groups for freer mobility. Perhaps, if these reports are deemed inadequate, at the next meeting organization heads can be present to discuss the problems orally.

Despite the general lack of cohesiveness in the meeting, it was cheering to note that the "have—have-not" argument with regard to cars need no longer be an issue. It was agreed in Senate that existing modes of transportation should be supplemented by hiring buses to augment the Framingham-Newton service, to make direct trips to Boston and Logan Airport, and to provide access to locales which cannot be reached by public transportation. This would alleviate the distinction between the "have-nots" and their more "privileged" neighbors. In order to gather information on the cost and viability of such a plan, a new poll will be distributed to students by their dorm reps. They will be asked, among other things, to list specifically the destinations and time factors involved in their off-campus excursions. It is hard to see how students can reliably predict their future plans, but we urge everyone to respond to the questionnaire as accurately as possible.

Could bus transportation be improved at a reasonable cost, it would be a great boon to the college community, but we hope it is evident that buses are only a partial solution to the problem (particularly if the cost proves not to be so reasonable). Miss Adams summarized Senate's opinion as "sympathetic" to cars for juniors and seniors. We urge that next Wednesday's meeting focus on this latter subject, as well as on the question of whether or not students should be permitted to rent cars for use within a 25-mile radius. Anticipating an informed and thorough discussion, we suggest that tonight's time structure not be imposed again next week.

Since there is no opposition to Miss Adams' eloquent statement that, "You don't create a community by building a moat or erecting a wall," let us hope that we will effectively pool our facts and our ideas toward securing the needed avenues to the "outside world."

Inaugural Speech Excerpts Suggest Adams, Jones Views

Miss Adams' Speech

The city exemplifies also our impulse to community, our industry and hard work, our achievements, and the beauty humanity can create. No part is closed to us. Our good fortune is to know all parts of the city; to comprehend—if not control it; to identify what of value is to be conserved, what of shoddy is to be destroyed; to choose where and how to live within it.

As symbol, the city can become the intellectual community, of which the colleges and universities are important oficers . . . As others have realized, our colleges and universities aspire to give the common man and the common woman some of the attributes of the philosopher, which, as Professor Jones has told us, include a sense of intellectual order, of responsibility, of reasonable detachment and still a capacity for fervor. All students in the community of education must accept and carry through their responsibilities to make that city glorious and sound . . .

We are in the city of the academic. We have the keys to that city: blood and humanity, brain and thought, spirit—imagining, creating—and humble before unrealized aspirations. These keys will open doors for us—as every teacher knows—it is better to open doors for others. Let us make our high aspiration not to be served but to serve that others too may live felicitously in the city in between the inert and the frenetic.

Howard Mumford Jones' "The College and the World"

The generous enthusiasm that led American youth to demonstrate for civil rights and even risk life and limb to prove their sincerity is admirable. Eager discussions on and off campus about Vietnam, segregated housing, the draft law and other lively topics are all to the good, provided that the discussions are rational, do not interfere with the orderly life of the college and do not infringe on the rights of those who have other interests. It has become a platitude that the apathy of a former generation of students was a bad thing; their elders cannot consistently complain if the present generation is eager and sometimes unruly. But in a democratic republic and in colleges devoted to freedom of inquiry all such things must be rational, not polemical.

No one wants to cut the student off from participating in political and social debate, but the student in turn has the responsibility of remembering that the college is a community of learning, for which he is as much responsible as the professor or the president. Learning is still a discipline. Discipline in this context implies the conscious acceptance of a philosophic purpose and a long-range view; otherwise, why attend? Intelligence aside, the two great and fundamental necessities for the college are patience and decorum, terms exceedingly unpopular in our world of perpetual activism. Go where the action is, runs a popular slogan; stay where thought is mature, is the college way.

The life of the college is the life of the mind, not of the subconscious; its contribution to social welfare is appraisal, not crusading. Health and sanity are its requisites, and a proper understanding of what intellectual liberty truly means.

The Reader Writes

Speech Transcripts

To the Editor:

An important and substantial contribution which the News could make to the college community and to scholars elsewhere would be to print a stenographic transcript of important lectures delivered on the campus. This could be in addition to the reportorial coverage, the way the New York Times does it. One can easily realize the value of having in permanent form the exact wording of Dean Acheson's recent speech, for example, or the forthcoming Reischauer address.

Sincerely,

Anthony D'Amato
Instructor in Political
Science

Academic Activist

To the editor:

Last year, College Government succeeded in passing many reforms of social regulations and restrictions. Although these reforms might not label us as avant-garde in the new edition of *Where the Girls Are*, they certainly do make dormitory life more pleasant. I suggest that academic life would be a lot more pleasant freed of the hampering effects of grades and stringent distribution and other requirements. Academic life would be more often vigorous and lively if teachers and students periodically examined (and revised if necessary) course content, choice of courses, and above all their own and each others' academic commit-

ments. However, except in a personal way, we are powerless to revitalize our intellectual self.

Article II of the Constitution of the Wellesley College Government Association tells us that "the purpose of this Association shall be to control the management of all matters concerning the conduct of the students in their college life that are not academic in nature."

For a college, an educational organization whose students and faculty are here supposedly because of their academic commitment, the exclusion of academic matters from control by the governing body is an inexplicable paradox and an unnecessary restriction. True, Student Education Committee, a part of that body, can study and make suggestions for the solution of academic problems, but it has no defined power.

A wider scope for SEC or even a completely new machinery would provide the means by which we could more profoundly influence if not control academic concerns, discuss and decide issues such as those mentioned above. Such a grave responsibility would make us more aware of our academic commitment, more aggressive to use all the facilities and opportunities available here.

The campus's general lack of academic fervor and intellectual stimulation is the reason "one Wellesley senior," quoted in *Newsweek's* June 13, 1966 article on education for women, claimed that she had received her education in the Eliot House dining room at

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Religious Forum Shows Film; Carnival Story Portrays Jesus

Jesus was a white-robed clown and Herod a tyrannical puppeteer in the none-too-subtle film *Parable* shown at the Religious Forum Friday night, Oct. 14.

Film at World's Fair

The film, produced by the Protestant Council of the City of New York, was shown at the Protestant Pavilion at the New York World's Fair. Its purpose is to tell in parable the story of the life of Jesus, who himself spoke in parable in the Gospels.

Jesus in allegory becomes a pure white clown in the hurdy-gurdy world of the circus. The circus wagons, called "Great Britain" and "America" among other things, roll along gaily to the tune of merry-go-round music in a minor key.

Circus Needs a Jesus

The circus is ripe for a modern day savior. Tired animal trainers need help carrying their water pails up hills; a Negro target in a ball-

pitching booth must be saved from a violent (and bigoted?) customer.

A gypsy woman, victim of a black-coated magician who sticks swords through boxes, is rescued. Finally, the clown liberates the puppets, who turn out to be human beings, of the baby-killing puppeteer.

Clown Crucified

Then, beaten by the wicked circus performers he has exposed, the clown is strung up—in the center of three of the puppets' harnesses—and hung until dead.

The circus rolls on, the same music playing. But the clown reappears riding his donkey behind the procession.

HATHAWAY HOUSE BOOKSHOP

For the remainder of Term I, textbooks may be returned only within one week of the purchase date.

New Updike Book Falls Victim To Well-Worn Social Themes

by Barbara Schlain '69

The twenty short stories comprising *The Music School* provide a lovely demonstration of John Updike's talents as a literary technician, and therein lies the success and failure of the book.

Updike's themes — the suburban institutions of marriage and infidelity, psychoanalysis and separation, nostalgia for one's adolescence and old love, coupled with self-conscious introspection showing a smattering of Freud and Joyce — were not new when he chose them, and it becomes more than a little wearying to discover them, with little variation or depth, in every other story.

Focus on Style

The distinguishing feature about Updike in this collection is his style; at times, there is nothing else. Several pieces seem to be merely opportunities for him to wax prolific and impress us in the manner of a high school assignment on "A Description" or "My Favorite Place."

In such cases, Updike often demonstrates an amazing gift with language. He is extraordinarily perceptive, and he can define, capture the essence of a moment or an emotion in a rhythmic stream of adjectives, of abstractions, or unlikely comparisons, that immediately ring true. ("Grief fills the cavern of my mouth with a taste like ancient metal," or "Romance is, simply, the strange, the untried.")

Overdoes Imagery

This facility with rich imagery, however, becomes a tendency to an excessive flow of words; Updike's prose at times seems to call attention to itself in order to demonstrate the author's talent, and appears as self-conscious as one of his upper middle class heroes.

Updike's bad writing ranges from the flat banality of a guidebook description to pure pomposity, as in "the dactylic scansion of the train wheels," or "Nature, that sturdy net of interlocking rapacity, dissolved for him in its unsayable exactness . . ." Updike also displays an overfondness for rhetorical questions and exclamation, which further contribute to the awkward self-awareness in his writing.

Updike's best stories seem to be those which are gently humorous, as though his sense of humor ties him more firmly to reality. Among these

stories is a very good parody of *Tristan et Iseult* recounted in modern terms, and "The Bulgarian Poetess," a quite charming story which for once removes us from the world of suburban neuroses to the problems of the artist. "Giving Blood" demonstrate an excellent ear for dialogue, and is simultaneously pathetic and droll.

The most notable story is called "The Christian Roommates." Updike's artistry is unsurpassed in this depiction of the agony of a midwestern Harvard freshman trying to adjust to his completely different roommate and the environment, in his description of the unexpected effects they have on each other, and in his account of what happens to them and their friends after they leave Harvard.

It appears that the 34-year-old Updike may content himself with turning out the sort of hashed-over themes found in *The Music School*, dressed up in an automatic stream of verbiage, and though perhaps producing a few germs in the process, with burying most of his talent and occasional brilliance under a barrage of words.

Adams Assumes . . .

Continued from page one

dearie.) The new must be conceived with taste, high standards, imagination, and always a sense of relationship to our fellow citizens in this city of education."

Varied Greetings

Among those extending greetings to Miss Adams were Lt.-Gov. Elliott Richardson, who paused to claim the distinction of being the coach of the first Harvard man to win the hoop-rolling contest; Mrs. Mildred McAfee Horton, seventh president of Wellesley, who captivated the audience with her sprightly wit; and Miss Margaret Clapp, who sent her message via tape from India.

Others welcoming Miss Adams were Felix Juliani, Chairman of the Board of Selectman of Wellesley; Mary Ann Staub, President of the Alumnae Association; Virginia Onderdonk, Dean of the College; and Debbie Davis, President of College Government.

College Insignia

The college insignia presented to Miss Adams by Mr. Quarles were the College charter, the College seal, and keys to the Chapel, Library, and College Hall, presented at Miss Hazard's inauguration in 1899, and identified by Miss McAfee in 1936 "as symbolic of the means of opening the doors of higher spiritual, intellectual and community life."

The ceremony was preceded by luncheon in the college halls and a reception in the Wellesley College Club for delegates and invited guests.

There is a certain kind of woman who



Are you that certain kind of girl who's been itching to write a Peck & Peck ad of her own?

If you are, you might win a \$50 Gift Certificate.

A \$50 gift certificate from Peck & Peck—that's worth an all-nighter!

Here's how easy it is: you know what Peck & Peck's advertising campaign is like. Every ad starts off, "There is a certain kind of woman who..." All you have to do is finish the sentence.

Here are a few examples of headlines that Peck & Peck has run:

There is a certain kind of woman who applies perfume so that it whispers... never shouts.
For this woman, there is a certain kind of store: Peck & Peck.

There is a certain kind of woman who can spot a T formation or a Chanel suit at 50 yards.
For this woman, there is a certain kind of store: Peck & Peck.

There is a certain kind of woman who reads Sartre, but is secretly in love with James Bond.
For this woman, there is a certain kind of store: Peck & Peck.

It's easy to think up some more. And there will be a winner from *each* college campus.

You might be that certain kind of girl who wins a \$50 gift certificate from Peck & Peck.

But hurry, contest entries must be submitted by November 10.

Now, we'll start you off. "There is a certain kind of woman who

Peck
&
Peck

CONTEST RULES

1. Only registered students of this college are eligible, but any one student may submit as many entries as he or she pleases.
2. All entries must be personally given to the manager of a Peck & Peck store on or before November 10, 1966. Each entry must be stamped by the store manager in order to be eligible for judging.
3. There will be one winner on each college campus who will receive a \$50 gift certificate redeemable for Peck & Peck merchandise. Winning entries may be used in whole or part in Peck & Peck's advertising, at the discretion of Peck & Peck. Winner's names may be used at the discretion of Peck & Peck.
4. The judging of the contest will be done by Peck & Peck's advertising agency. Their decision will be final. Winners will be notified by December 1, 1966.
5. All entries become the property of Peck & Peck. If Peck & Peck uses any entry for advertising purposes, either in whole or part, that does not win a \$50 prize, Peck & Peck will pay \$10 for each such entry. Contest not valid where prohibited by law.

Peck and Peck

99 Central Street
Wellesley, Mass.

Reischauer

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Elementary Japanese for College Students. His other writings include *Japan; Past and Present*; *U.S. and Japan*; *Translation from Early Japanese Literature*; *Wanted: An Asian Policy*; *Ennin's Diary: The Record of a Pilgrimage to China in Search of the Law*; *Ennin's Travels in T'ang China*; *East Asia: The Great Tradition*; and *East Asia: The Modern Transformation*.

Car Poll

BASE	1967		1968		1968		1970		TOTAL	
	%	No.	%	No.	%	No.	%	No.	%	No.
2. Automobiles on campus:										
a. all year — all students	15	25	16	26	14	20	21	19	16	90
b. all year — for upper classmen only	67	129	67	112	74	102	54	49	67	392
c. all year — seniors only	11	20	6	8	10	15	15	14	10	57
d. under the present rules	—	—	2	3	2	3	8	7	2	13
e. all year — juniors and seniors only	6	9	6	8	—	—	1	1	4	19
No answer	1	1	3	4	—	—	1	1	1	6
3. Keep a car on campus:										
a. I would	52	95	42	70	41	57	36	33	44	255
b. I would not	44	82	47	78	53	74	56	51	49	285
c. Undecided	4	7	8	9	6	10	8	7	6	33
No answer	—	—	3	3	—	—	—	—	1	4
4. For those who would or might have a car: I would use it primarily										
a. Saturdays	77	78	84	70	93	62	88	35	86	245
b. Sundays	76	77	73	61	86	57	75	30	79	225
c. Weekdays	27	27	11	9	12	8	—	—	15	44
d. Weekday evenings	31	31	35	29	21	14	20	8	29	82
e. Wednesdays	42	43	48	40	66	44	40	16	50	143
f. Tuesday evenings	10	10	23	19	18	12	17	7	16	48
g. Friday evenings	—	—	—	—	2	1	3	1	—	2
No answer	—	—	—	—	2	1	5	2	1	3
5. For those in favor of changing the present rules — reasons:										
a. dating	27	54	23	38	28	37	30	25	27	154
b. pol. and service activities	62	124	68	112	78	103	49	41	65	380
c. Boston culture	89	117	92	152	95	126	98	82	95	537
d. Weekend trips	66	131	57	94	93	122	73	61	70	408
e. academic projects	62	124	65	108	67	9	48	40	61	361
Other reasons — see article										
Double-checked reasons:										
a. dating	3	5	1	1	2	2	3	2	2	10
b. pol. and service activities	19	38	10	17	20	26	3	2	13	77
c. Boston culture	40	80	47	79	48	64	56	47	46	270
d. weekend trips	14	27	11	18	17	23	16	13	14	81
e. academic projects	16	33	8	13	11	15	4	3	11	64
6. I am not in favor of changing the present rules because:										
a. change the character of the campus	—	—	100	3	100	3	100	7	100	13
b. traffic hazards	—	—	67	2	100	3	43	3	63	8
c. I wouldn't have one	—	—	—	—	33	1	14	1	16	2
d. new administrative problems	—	—	—	—	67	2	14	1	25	3
e. undesirable social distinctions	—	—	33	1	33	1	14	1	25	3
7. Permission to keep and drive a car on campus should be in any way contingent on one's academic standing:										
YES	34	66	43	70	44	62	65	59	44	257
NO	65	117	56	90	54	76	35	32	54	315
No answer	1	1	1	1	2	3	—	—	2	5

News Poll Indicates Students Want Responsibility Of Cars

by Ann Armstrong '67

To have or have not seems to be a prime topic of conversation at dinner, study breaks, in between and during classes. A little over one-third of the college responded to the opinion poll printed in News concerning the present ruling on keeping and driving cars on campus.

Although total campus opinion on this controversial subject can not be gauged until the house presidents contract the other two-thirds of the students, the opinions expressed in his poll have pointed out the major reasons for and against changing the present rules.

Why's and Wherefores

A number of students enlarged upon and added to the five reasons presented in the poll for changing the present rules. Many felt that cars would save a great deal of time and money that are now spent on public transportation. Others stressed church services, doctor's appointments, shopping, and sight-seeing as reasons for cars.

One senior noted that cars would eliminate the problem of illegal hitch-hiking. Another said: "The freedom that cars would give would be such a psychological uplift that Wellesley would no longer deserve the name of a 'convent without the piety' as I heard one professor describe it to my mother."

But Not for Dates

As the statistical chart shows,

the increased convenience of dating was not a major reason for having cars. Said one junior: "I don't think cars will make dating more convenient, but they will help to eliminate the dependence on dates as the only way to get off campus."

The following comment was perhaps the one most frequently expressed as a reason for having cars on campus: "A liberal education is supposed to increase an individual's awareness and understanding of the world about her. She must be able to acquaint herself with that world through first hand as well as vicarious experiences."

Has vs. Have-Nots

One of the major stumbling blocks to changing the present ruling is the fear that automobiles would impose undesirable social distinctions. However, most of the respondents in this poll felt that it was unrealistic to try to insulate the students from such distinctions—that they do exist, both in the real world and at Wellesley.

Furthermore it was felt that, due to parental pressures, many of the "haves" would have not anyway. Finally, by allowing cars on campus, both haves and have-nots would have access to cars of their friends, thus dulling any inherent "undesirable social distinction."

Cars and Academic Drive

Perhaps the most controversial question on the poll was No. 7: Do you feel that permission to keep and drive an automobile on campus should be in any way contingent on one's academic standing? A comparison of freshman and senior opinion is particularly significant.

Most students who favored some academic criteria for car ownership mentioned "diploma grade standing" as the necessary cut-off point. Some mentioned a B- average, and a few presented schemes with necessary averages varying with the class: i.e., sophomores B-, juniors C+, etc.

However, 54% of the college (and 65% of the seniors) reacted negatively to this suggestion. "Attaching a causal relationship between having a car and a poor academic record is presumptuous. Removing the access to a car will not remove the cause of poor performance, only another symptom."

Another senior commented: "I do not see the rationale for penalizing the girl who perhaps could profit most from cultural events in the Boston area. Furthermore, lim-

Continued on page nine

Campaigns ...

Continued from page one

from our national scene if the United States is to attain its rightful place as the greatest force for good in the history of civilization."

Peabody makes no specific proposals, yet his powerful organization, coupled with the momentum gained in the primary battle, has pushed him into what appears to be an offensive position.

Sargent's Role

For the first time in many years, the Lieutenant Governor race is noteworthy in the election battle, because of the outstanding characteristics of the Republican candidate, Francis W. Sargent. Former Commissioner of Public Works, Sargent is primarily concerned with the problems of pollution control, and the preservation of natural resources and historic landmarks. His background in such areas is extensive.

The position of Lieutenant Governor, which so often consists of cutting ribbons and making speeches at miscellaneous occasions, might be used very effectively in dealing with pressing problems if Sargent is elected.

With the Kennedys rallying behind them, the Massachusetts Democrats, particularly Edward McCormack, are hoping to gain support. How much the Kennedys really support McCormack is quite another question. At this late date in the campaigns, all candidates are still groping for votes.

QUEBEC WINTER CARNIVAL WEEKEND

If you're not on the special chartered GO-GO trains pulling out of New York and Boston on Thursday Night January 26th for four days of all-out all-nighters—YOU'RE OUT OF IT! All through Jan 26-29, 5000 guys and gals, grads and undergrads, will be swinging full time—torch parades, snow sculptures, ice-boat racing, skiing, dogsled racing, and street dancing—If it's hip, you'll have it.

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Birds Of A Feather Flap Together

by Anne Murray '67

Flap. Flap. A double column of seniors, tassels tickling their eyeballs (as per instructions), came flapping down the padded walk past an informal reviewing stand. Assembled at the Rec Building doorway were brilliantly plumed V.I.P.'s, Ph.D.'s, and one red feathered Pres. Birds of Paradise, preening.

There's Miss Adams.
Go, Harvard!
Shh. There's the dean.
Go, Wellesley! (whispered).
The column proceeded, beneath a green and white canopy, beside the lush pines and parking lot.

This is rather like a deb party, no?

Care for a drink?
Well, the music's loud.
An ambulance passed by the moving column.

Notice, they didn't call the infirmary.

Probably forgot where it was.
Shh. We're stopping. Smile.

The column split, and lined the walk on either side. The seniors stood peering around their tassels with their good, their right eyes, towards the rear. Solemnly, slowly, controlling their grins came the leaders of the procession.

What's she got that stick for?

To bop you.
There's Miss Adams.
Go, Ruth baby!
Shh. Listen.
... If I'd been able to teach review math...

Who was that?
My medieval history teacher.
Would you believe, Euclid?
... Years ago we used to come out here, pick up a few Wellesley girls, and...

If I had a paddle!
Who's the beard?
What's that next to the beard?
... You girls have to be seniors to wear those things? ...
Just Batman fans.

Heh, finally we're getting together informally with the faculty.

Birds of a feather.
Flap... Flapflapflap... suddenly the seniors took off. Hands on caps, tassels tormenting, they dashed along the row of standing faculty. Past them, ahead again.

Alighting, they lined the sidewalk, doubled with laughter. They stood peering with their good, their right eyes back where they'd come from. Solemnly, slowly, no longer controlling their grins came the heads of the procession:

One of them pinches. Pass it on.
There's Miss Adams.
In case you missed her the first

time.
Shh. There's the stick.
... Hi there, I believe I saw your double back there always...
Caw. An easy mistake, we dress alike.
Caw. Caw. Flap.

First an ambulance. Now this.
What?
That patrolman's armband: Watts.

Do you suppose...?
They must suspect...
After all, the Harvard band. You can't be too careful.

And you see where they put them? (in the corner).

The procession made a square corner into the field and headed up the long aisle between the evenly placed seats. The band ended "The King and I" and took up "Pomp and Circumstance."

Surprise. We're graduating.

The seniors split from their partners, filed into their seats and sat on their programs. They lifted their tails, retrieved their programs, and adjusted their eyes to the glare of the sun.

(Virtue rewarded: the left eyes were protected.)

I say, isn't that Miss Clapp?
Where?
In that tree.

The key speaker was introduced as teacher, author, editor, critic, philosopher, literary scholar, and other names came easily to mind as he spoke:

"... this lamentable passion for the present rather than the past... increasing spiritual malaise..."

This chair is killing my back.
"... Corruption of man..."

Did you see the one I almost tripped?

"... Obscure uncharted revolution in morals..."

Yeh. I tripped him.
"... for instance, pilfering..."

(I felt for my cigarettes. Still there.)

"... drugs, riots, senseless upheaval..."

Look, you're going to have to keep your head to one side or the other.

"... revolution in vocabulary..."

I said keep your identity crisis out of my line of vision, willya?

"... phantasmagora in the newspapers..."

Reminds me. We're going to have to write this up somehow.

How about, "Happy people hear pleasant speeches on lovely, sunlit Severance green in honor of their promising new president... We are glad to report that all appeared healthy. One baby cried, but was comforted..."

"... principles more lasting than the shifting passions of the moment..."

No. Question is which principle do we follow?

"... lust, fear, greed..."

Dare we suggest, anger?
"... not substitute mere liveliness for enduring life..."

I can't endure this.
Shall we substitute a lively hiss?

At last, Miss Adams.

Ah, that Crimson robe... Always makes me ambitious for graduate study.

Ignore it. Just a passing passion of the present.

You're right. Better stick to the old ambitions: belly dancer, fireman, that kind of thing.

There's Miss Adams. She did it. Go, Crimson!

Shh. There's the rub.



"There's Miss Adams. She did it!"

photo by Owen Franklin, MIT '68



"Solemnly, slowly, controlling their grins, came the leaders of the procession."

photo by Owen Franklin, MIT '68

Humphrey Bolsters Democrats

by Wendy Wyse '68

Vice-President Hubert Humphrey may not have freshly evaluated the achievements of the Democratic administration Thursday night. But his speech to Massachusetts candidates and their supporters in Faneuil Hall did demonstrate the force which tired phrases can acquire when paired with good-humored volubility.

Except for the picketers who protested slowly back and forth in the cold outside, the capacity crowd of Democrats seemed in close sympathy with Humphrey. "We have come here to draw strength from him and from you," one of the seven speakers of the evening pointed out to the audience.

A Catalyst

Humphrey's appearance was, as candidate for Attorney General Francis Bellotti candidly admitted, intended to be "a catalyst to bring together diverse elements of the Democratic party." The Vice President pounded the candidates on the back, praised them extravagantly, and thundered that it is

imperative to elect "this splendid state ticket."

The audience was an invited group of already convinced Democrats, of the sort that answered with boisterous enthusiasm to Senatorial candidate Endicott Peabody's revival meeting exhortation, "My friends, doesn't it feel good to be a Democrat?"

Humphrey clearly agreed that it felt good. Combining the roles of vigorous campaigner and serious spokesman, the Vice-President alternately took swacks at the Republicans, listed the achievements of the administration, told anecdotes for no other reason than humor and outlined the goals of the Democratic party.

Democratic Specialty

"Everybody has a specialty" Humphrey quipped. "The Democrats know how to win and govern; the Republicans know how to lose and not govern." He went on to explain why he thought the Republicans shouldn't govern and referred to their negative voting record in the House on such social welfare measures as Medicare,

Food for Freedom, Voting Rights and Elementary School Aid.

Humphrey concluded that "neither party has a monopoly on wisdom or virtue, but I think we have a little edge." The Vice-President stoutly defended controversial administrative policies, though not in great detail. "Inflation is like a burglar," he said, and added that President Johnson has taken "every sensible step so far" to forestall it.

Liberal Program

He didn't refer to Vietnam directly, but remarked that we are searching for a "just and enduring peace, the ultimate victory of freedom over slavery." Because the "job isn't done," the Massachusetts Democratic candidates should be elected, he thought.

Undoubtedly prompted in part by the pickets outside, Humphrey said that students often ask him what happened to the liberal program. The liberal program is now "part of the fabric of national life, part of the law of the land," he pointed out with emotion. The plans of John F. Kennedy have been "made into law and reality."

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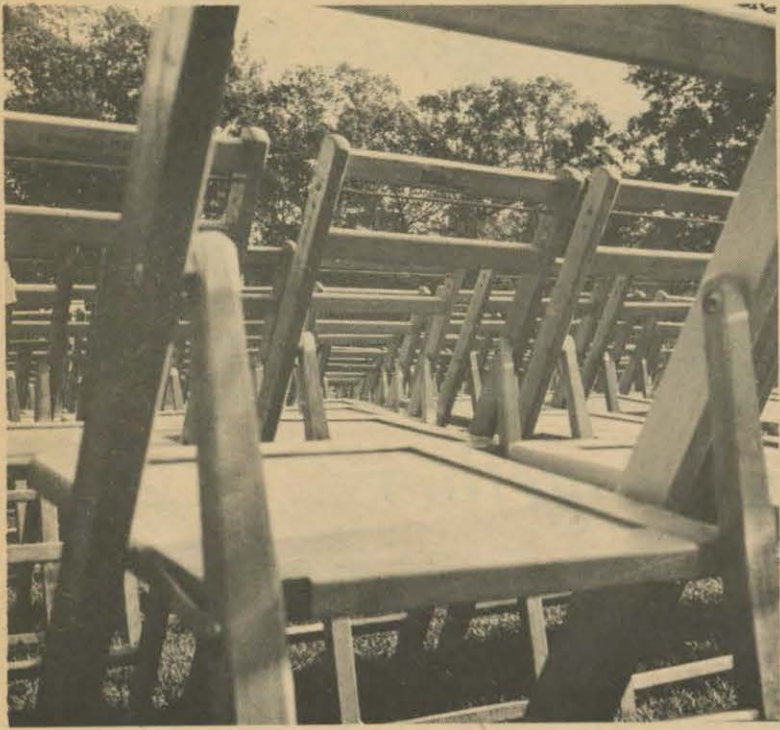
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The Making of a President



Ready and waiting . . .



Lord of the wings



The lone lazer



ent 1966



When do we get the entree?



Room at the top



When, in the course of human events . . .

Photos by
Owen Franklin, MIT '68
and
Nancy Eyler '68

. . . As who should say, "I am Sir Oracle, And,
when I ope my lips, let no dog bark."
—Merchant of Venice, Act 1, Scene i



At the other end of the rope . . .



"Not so, my lord; I am too much in the sun."
—Hamlet, Act 1, scene ii

Free Universities Thrive in East

by Susan Sprau '67

What is a "free university?" "This place is whatever the students and faculty want it to be," says Dr. Allen Krebs about the Free University of New York (FUNY). A recent issue of *Life* describes FUNY, which Dr. Krebs directs, as a "pacifist, socialist, radical" reaction to conventional universities.

Perhaps more accurately called an "anti-university," rather than a "free university," FUNY rejects everything that "corporation-backed" universities stand for. According to its catalogue, "American universities have been reduced to institutions of intellectual servitude. Students have been dehumanized, deemed incompetent to regulate their own lives: sexually, politically and academically."

Leftist Subjects

Dr. Krebs explains, "A lot of leftist subjects are forbidden in American universities, so they are taught here." "Here" is a 7-room coffee house in Lower Manhattan where a diversified faculty of about 40 persons and approximately 250 students hold 31 two-hour seminars each week. Topics include "Theory and Practice of Radical Social Movements," "Hallucinogenic Drugs: Their Uses and Social Implications," and "Foreign Activities of the A.F.L.-C.I.O." The first course cost a student \$24, but each additional one costs only \$8. While the initial group of students were "beatniks" FUNY has expanded its enrollment to include Long Island housewives and students from neighboring universities as well.

Similar "free universities" enjoy sporadic existences in Los Angeles, Palo Alto, Berkeley, San Francisco, Austin, Chicago, and Detroit, but FUNY has been the biggest and the most consistent in its operation.

Valley Center

Since FUNY's creation several variations of "free universities" have developed. Many are student-organized. Last spring students from Amherst, Mount Holyoke, Smith and University of Massachu-

setts planned a Valley Center which began operating this fall. (This is not the Hampshire College which administrators of the Four Colleges are creating.)

Like FUNY, the purpose of Valley Center is to provide educational programs otherwise not available to the colleges. According to a statement issued last spring, Valley Center bases its existence on the premises that "there are a number of people in the local academic community, who, like those at the planning meetings, have various special intellectual interests which are not or cannot be included in the conventional college experience because of their unconventional content or subjective nature... and that such people can organize themselves into small, regularly-meeting, self-directed groups."

Unconventional Subjects

According to the Mount Holyoke

News, the fall schedule included courses on: "Attitudes Toward Education," "The Church," "Drugs," "Urban Affairs," "The Film," and "Implications of the Sexual Revolution." Costs for running the Center, which is presently situated at Phi Psi, 156 College Street, Amherst, Mass., are shared by the students, faculty and members of the community who participate.

A student-organized "free university" at Princeton enrolls over 100 students and faculty members "in protest against an educational system they feel is 'fixed and rigid.'" As at Valley Center and FUNY, participants receive no academic credit for their courses which include "The Recorder," "Musical Aesthetics and Theory Construction," "Primate Behavior and Human Sociality," and "Computer Programming for Humanities Majors."

Violence Study Center Opens

by Barbara Schlain '69

Open letter to Jeanne Dixon: Beware! Competition is coming from an unexpected quarter.

Brandeis, as of September 1, established a Center for the Study of Violence, which hopes, along with several other similarly realistic aims, to develop an "early warning system" to detect the outbreak of violence before it occurs.

It All Began . . .

The Center, which grew out of three conferences on violence held at Brandeis beginning in 1964, is headed by Dr. John P. Spiegel, professor of social psychiatry at Brandeis Florence Heller School for Advanced Studies in Social Welfare. At present, Dr. Spiegel is 50% being his secretary. "We haven't quite gotten off the ground yet," he said.

But when they do, they intend to soar. The Center, it is believed, will fulfill three main purposes: to conduct research on "extremely violent behavior" (no, sorry, just

plain "violence" is not sufficiently worthy); to train graduate students in violence research and violence control processes; and to hold conferences and forums in order to reveal its findings to the public.

Tackle Riots

The first research program, though Dr. Spiegel was unable to furnish an estimate of how long it will take the Center to polish it off, is to focus on riots and other results of interracial conflict. The strategy involves selecting six communities in the North and six in the South (as yet unchosen) where violence "will, or possibly could, break out," and sending research personnel to each, where they will, evidently, sit and observe and wait until violence actually does break out (we assume they will be specially equipped with the gift of patience). Some will be allowed to play around with conditions in the community, in order to compare "prodromal factors."

JFK Institute Is Link Between Academia and Government

by Wendy Moonan '68

Those who may have noted the rather spectacular opening of the John Fitzgerald Kennedy Institute of Politics at Harvard last Monday should not let the number of eminent people associated with the Institute eclipse the significance of the Institute itself.

The Institute of Politics is one of three sections originally planned for the Kennedy Memorial Library and the only one already in operation. The other two sections, the Museum and an archive, will not open until construction of the Memorial Library is completed, which will be in a minimum of five years. They will be under Federal administration and geared primarily for tourists. The Institute of Politics will be run by Harvard and centered around the undergraduates of Harvard College.

The Director of the Institute, Richard E. Neustadt, has said the Kennedy Institute is to be "a living memorial, not to the man or his times but to his spirit." A partial listing of the Advisory Committee gives some indication of the enthusiasm generated by this directive.

The committee is chaired by W. Averell Harriman and includes Mrs. John F. Kennedy, Otis Chandler of the *Los Angeles Times*, Former Treasury Secretary C. Douglas Dillon, Publisher Mrs. P. Graham of the *Washington Post*, Former Defense Secretary Robert A. Lovett, and Dean David B. Truman of Columbia College. Many other especially eminent persons serve as associate members and faculty to the Institute.

Increase Communication

Very generally, the purpose of the institute is to increase communication between academia and the government. The Institute will bring students and politicians into close contact, thereby fostering new ideas in the academic community of use to political office holders while at the same time giving students some understanding of practical politics. The underlying assumption is that men in government office can use academic ideas as profitably as did President Kennedy.

The Institute's undergraduate program began this fall under Director Neustadt, formerly Special Assistant to President Kennedy and author of the acclaimed *Presidential Power*. Ten men experienced in government ranging in age from 31 to 50 years have arrived in Cambridge for a year of research and study at the Institute as Kennedy Fellows. These men have been described by Neustadt in the Oct. 7 issue of *Science Magazine* as "the in-and-outers", men who move back and forth between their professional lives and appointed or elected offices in government.

Intermediaries

These men are the intermediaries between academia and the government and are often lawyers or economists. Neustadt also said in the *Science* article that future fellowship recipients will be "serious non-academic observers" such as journalists, "Programmatic Backroomers" such as influential Wash-

Continued on page twelve

This study should accomplish four functions, Dr. Spiegel believes; to develop that "early warning system" for impending violence; to determine conflict-reducing tactics, as distinguished from conflict-intensifying processes; to specify the psychological characteristics of Negro leaders (obviously integral to a study of rioting) and to compare them to comparable white leaders (can't you see the forthcoming comparison between George Lincoln Rockwell and Mohammed X?); to determine the "natural history" of a riot, from pre-natal to post-mortem stages.

Individual Crimes

The Center also plans to conduct a related study of individual criminal behavior (looting, pilfering, etc.) during the course of a riot. Once having solved definitively the problems of a personal and interracial violence, the Center will turn to another topic, as yet unchosen. We foresee the day (if we may be allowed to get into the act) when the Center will announce, "At 5:30 this evening, the Harvard freshmen will riot." Alas, there dies a venerable institution, now condemned to yellowed newspapers, ancient history books, and the reminiscences of alumni grandfathers. But it should prove, at any rate, a little easier to predict.

Mr. Morot-Sir, French Attache, Makes Return Visit to Campus

Edouard Morot-Sir, Cultural Counselor to the French Embassy in New York, Representative of the French Universities in the United States, and long-time friend of Wellesley, will return to the campus on Tuesday, November 8.

Capping a busy day of informal meetings with college officers, faculty members and senior French majors, Mr. Morot-Sir will present a lecture on philosophy in France after 1945 ("Jean-Paul Sartre and Teil-

hard de Chardin") at 7:30 p.m. in Pendleton.

Honorary Degrees

Eight American colleges and universities have awarded Mr. Morot-Sir, (Agrégé de Philosophie), Docteur-es-Lettres, honorary degrees. In addition, Mr. Morot-Sir is "Officier de la Légion d'Honneur" and "Commandeur de l'Ordre des Palmes Académiques."

Not confining his activities to the United States, Mr. Morot-Sir held various administrative and teaching positions in both France and Egypt before 1957, when he assumed the post he now holds here.

Here, There, Everywhere

Articles by Mr. Morot-Sir have appeared in various philosophical, literary and educational journals, both here and abroad, and he has authored or co-authored several books as well. Among these books are included *La Pensée négative* and *Philosophie et mystique* both published in Paris in 1947, *What Bergson Means to Us Today*, and *La Mission du philosophe*, both published in 1962.

Photo for your Scrapbook?

Many of the pictures of the Inauguration ceremony were taken by Owen Franklin, MIT '68. Anyone who would like one or more 10x8 glossies should come to the NEWS office this Tuesday afternoon or contact Terry Pristin in Bates. The photos will sell for 75c apiece.

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Kyrie, Gott Vater in Ewigkeit Johann Sebastian Bach (1685-1750)
Kommst du nun, Jesu, vom himmel herunter
Prelude and Ruge in B Minor
Toccata cromatica per l'Elevazione
Girolamo Frescobaldi (1583-1643)
Chorale in A Minor
Cesar Franck (1822-1890)
Litanies Jehan Alain (1911-1940)
Houghton Memorial Chapel
Sunday, October 23, 1966
8:00 P.M.
Members of the community and their friends are cordially invited to come.

Yost Comments on Asia Relations

by Tracy Trompson '68

Arnold Toynbee predicted an eventual Chinese domination of Malaysia, Burma, and other Southeast Asian countries. Mr. Charles W. Yost, former ambassador to Laos, speculated on the validity of this theory in the second of three lectures on China Tuesday night. Are these countries potential Chinese provinces?

Chinese Domination

Mr. Yost examined China's relations, both past and present, with Southeast Asia. Traditionally, these countries have paid tribute to China in recognition of her suzerainty. Yet Chinese influence over the area was more symbolic than real. Mr. Yost traced the main cultural influences over the area to India, the main political influences to local potentates. The increasing involvement of Europe in Asia in the past century also detracted from Chinese influence, he said.

Turning towards the present, Mr. Yost considered Chinese motivations to better this record. Ideologically, the Chinese are committed to the spread of Communism. Nationally, they are "almost equally committed to restoring traditional influence." (Presumably, this influence, though extending over the same area as that of imperial China, would be more intensive.) Economically, she may be attracted to Southeast Asian resources of oil rubber and food.

Assuming hypothetically that these motivations are compelling ones to the Chinese, Mr. Yost focused on possible assets and obstacles to a Chinese expansion into Southeast Asia.

Assets

Mr. Yost defined the presence of fourteen million Chinese in these countries as a major asset. He feels that these Chinese exercise a disproportionate influence over the money markets, retail industries, and to a lesser extent, the manufacturing concerns, both large and small, in these countries. Despite local efforts to legislate assimilation of the Chinese with the local population and culture, he feels that the Chinese still constitute a distinct and powerful minority. Because of their strong sense of national identity, Mr. Yost sees these overseas Chinese as drawn emotionally if not politically to the Chinese government on the mainland.

Mr. Yost described a second major asset as the network of Communist parties extending throughout Asia. A third is "the great poverty, great inequality, great injustice" that persists in these countries. (While some governments have tried to deal with these problems, others have not, and they re-



UN representative Charles W. Yost and Miss Alona Evans, professor of political science, after Mr. Yost's Tuesday night lecture on China.

main plaguing.) China has an added asset, he said, in her great population, unified as that of Southeast Asia is not.

Obstacles

Opposed to these assets, Mr. Yost underlined China's internal problems and external opposition in the form of modern nationalism. The ten states now in Southeast Asia are "not about to submit tamely to a new domination, not about to support a government tied to a foreign power." Regional programs such as the developing Asian bank, the Colombo plan and the Mekong Delta project, by attacking the "economic backwardness and vulnerability" of these countries, will also pose a counterweight to Chinese influence.

Are the Chinese Aggressive?

Abandoning this hypothetical weighing of credits and debits, Mr. Yost stated that because of "military difficulties and political preferences," the Chinese have not followed an overtly aggressive policy in Asia. They have no armies in these countries. They have been "cautious and conservative" in their use of force.

Militarily, he saw both the internal confusion in China and logistic problems (such as poor communications) as militating against overt aggression. In addition, he emphasized Chinese aspirations to leadership of the Afro-Asian world. In this context, overt military action would most likely prove counter-productive, arousing more hostility than support.

Politically, he feels, the Chinese prefer to extend their influence by more indirect means. Even Lin Piao's "incendiary" statement emphasized that "communistic seizure must come from within, and could not be imposed from without." However, while Mr. Yost feels that the Chinese are not overtly aggressive, he defines their desire to encourage indigenous wars of libera-

tion as an essentially aggressive and threatening one.

U.S. Policy in Asia

Mr. Yost, therefore felt that the appropriate U.S. policy in Asia should continue to be one of containment of China (though not of isolation). Though he paid tribute to the potency of nationalism in these countries, he stated that these nations are neither economically nor politically strong enough as yet to resist any possible Chinese encroachments on their sovereignty. Until "a counterpart to Chinese power should come from other Asian powers," he believes that a U.S. presence is necessary to insure that this counterpart will develop.

However, as he dwelt on the necessity of containment of China, he also dwelt on the necessity of de-isolating China. He stated that there should be "no obstacle to China assuming a normal and legitimate part in Asian affairs," though he did not define what this part should be.

Room F

David Hiatt '67 of Harvard University will be the featured entertainer at Room f this Friday night. He will do sets at 2:30, 9:30, and 10:30, and his repertoire will range from sing-aongs to American, European, and Russian folk songs.

Educational TV Places Profs, Lectures 'At Your Fingertips'

by Nancy Ross '69

Press a button and the page you want from any volume in a Harvard library appears on a screen. Watch your professor lecture on television with various graphic and animated gimmicks at his fingertips. Call a special line to question a faculty member. Enjoy the give and take of intercollegiate faculty discussion over closed circuit TV.

Educational television is expanding learning opportunities at colleges and universities in the Boston area through the Lowell Institute Cooperative Broadcasting Council and its "production arm" WGBH (channel 2). Members are Boston College, Boston Symphony Orchestra, Boston University, Harvard, M.I.T., Museum of Fine Arts, Museum of Science, New England Conservatory of Music, Northeastern, Simmons, Tufts, Brandeis, and Yale.

Member Advantages

James Kelly, director of WGBX (UHF channel 44 which expects to be on the air "sometime after the first of the year"), outlined the present and future capacities of the medium: "Educational television in the past has often been just a talking 'face.' Audience preparation, creative communication, active student feedback can erase the boring face. TV, after all, has the ability

to capture things as they actually are."

Mr. Kelly said that WGBH has just laid ten miles of underground TV cable for Harvard which will provide instantaneous transmission of information between twenty-eight buildings. Other Lowell Institute members will soon interconnect with the system. Right now, they enjoy such advantages as interfaculty exchange, technical consultation, use of WGBH programming and facilities. Three studios, a mobile unit, ten cameras, six videotape machines, shops for building sets and props—allow schools to "back into television" (that is, to utilize WGBH's "production arm" as they consider their own needs and financial resources.)

Costs Decreasing

The costs? Said Mr. Kelly: "Technology is increasing at rapid paces. Soon a disc tape in the price range of a phonograph record will make obsolete the recording equipment we now have. As more school systems avail themselves of facilities now and in the future—costs go down."

"Innovation" "experiment" are key words. "Commercial television must use tried and true formulas," in contrast to the future channel 44 where "time and availability will be limited only by the imagination," explained Mr. Kelly. Freeing channel 2 for community service, 44 will "bring the best instructional material to answer the specific needs of specific groups. These groups will be part of the production planning."

44 Creates

"In-service training" will be one facet of 44. For example, law enforcement officers hazy about implications of the recent Supreme Court criminal case decisions will listen to explanations by Harvard Law professors.

"Repeat programming" will allow adults to view during "prime-time" the college extension courses presented by channel 2 during the day. Additional community service programs will experiment with "free flowing security" discussions

Continued on page twelve

Car Poll...

Continued from page four

itations placed on the girl with low academic standing will not necessarily make her study more." Another added, "There are just as many ways to waste time without a car as with one."

Student's Responsibility

"Wellesley should be a college — not a girls' prep school. If a girl does poorly because she has access to a car, it is her responsibility to limit the use of it." Also "just as the freshmen seem to have accepted the responsibilities of free 1 o'clocks, the average Wellesley girl has enough level-headedness to deal with car privileges."

Many felt that the decision should be the parents', not the college's. Others stressed the importance of making the reward fit the achievement, and the punishment fit the crime: "I think the administration has been wise in the past in keeping academic performance distinct from social privilege. Academic failure is not always a result of perversity or laxness and to penalize academic failure with a social restriction is irrational."

Quo Vadis?

The response on the opinion poll indicated that most students would use their cars either for special events in the Boston area (concerts,

CORRECTION

The article on Black Power on page 2 of last week's issue was written by Demie Kurz '68, co-chairman of Civil Rights Group, and Stephanie Judson '68, secretary of Civil Rights Group.

lectures, exhibits, etc.) or for weekend trips to neighboring colleges or home. However, tutoring, political campaign work, and academic work in other libraries were also listed as important.

Finally we asked students to list courses which would be most benefited by access to wheels. Naturally 290, 350, 370 and other independent work were frequently cited. Art and Political Science courses were most often mentioned as requiring off campus work although nearly every other department was mentioned at least five times.

Opinion Pool or Poll

Since this poll represents only one-third of student opinion, it may be that the results of this study are not relevant measures of general student opinion. (For more conclusive information, see the House Presidents' poll.) However, the reasons expressed by this one-third of the college for and against car ownership on campus, merit the attention and consideration of students, the faculty, and the administration.

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Parents Found School in Roxbury

by Susan Foster '68

Creating independent schools in metropolitan areas is becoming a "national movement." The New School for Children in Roxbury is believed to be the first of its kind actually to get under way.

The New School was conceived and founded by parents in the community. With an enrollment of 90 children in grades kindergarten through four, the school opened this fall. The students represent a cross-section of the children of the Roxbury-North Dorchester-South End community.

Educational Excellence

The New School is "committed to

educational excellence, to stand as a model for Roxbury parents — and for the schools — to see what the public schools could, and should be." Four teachers with teaching experience in Roxbury schools, have been hired.

The parents run the school, although educational experts — such as the Harvard shadow faculty, who set up model and experimental schools — have been advising.

Atmosphere in Learning

The Progress Report of May 9 said: "Many of us have been thinking of a large old house, with fireplaces and good garden space and lawns and a charm and warmth about it that will

make this school an inviting place to go and an exciting place to learn." The building chosen, a three-story, ivy-covered, red-brick house, has been in Roxbury since the Revolutionary War and is now being renovated. It has 15 rooms, several fireplaces, a yard, and space for the community library-reading room which the parents have desired since the time of the New School's conception.

Financial Support

Money has been raised inside the community and from private gifts, but this will cover only the first one or two months of operation.

Wellesley Chapel Sophs have asked churches in Wellesley to sponsor money-raising projects for New School. A Jackie Washington benefit performance will be held at 8:30 p.m., Oct. 22, at Sanders Auditorium, Harvard. After the performance at the Midget Restaurant, parent from the New School community will discuss the problems and goals of the school with those interested. Tickets can be obtained from dorm Chapel Sophs or from Sarah Larrabee in Munger, 235-0529.

Alum Abounds With Bargains As Clothes Cupboard Begins

by Dorothy Clancy '67

Next Wednesday afternoon at 12:30 the doors of Alumnae Hall open on Wellesley's own version of Filene's basement. It is the annual Clothes Cupboard sponsored by the Boston Wellesley Clubs. Open Wednesday afternoon to members of the college community only, the Clothes Cupboard will be open to the general public Thursday, October 27, from 10 a.m. to 4 p.m. and on Friday from 10 a.m. to 4 p.m.

The Clothes Cupboard is a veritable treasure trove of new and used-everything, donated, collected, and sold by Wellesley alumnae and mothers of Wellesley students. Clothes range from some new skirts and blouses at less than half price to spotless second hand evening gowns in the French Room, as well as fabulous fur coats, and wonderful hats for a quarter.

New and Used Everything

But there are appliances too, some new percolators and toasters at half price, and a wide selection of books

for 25c, paperbacks for 5c, records of all kinds and room furnishings from rugs and drapes to furniture and prints. On the treasure table really nice china, silver and such elegant items await discovery. And of course, there are the white elephants — plenty of great Halloween costume material.

Last year the Clothes Cupboard made over \$8500 which the Wellesley Clubs donated to the Development Fund without restrictions. This year Mrs. Robert Hoye, chairman, hopes to top the \$9000 mark.

First Chance

The College community profits all the way around: We are offered first chance at the bargains and benefit from the proceeds, which add a major boost to Wellesley's Development Fund.

See you at the Clothes Cupboard Wednesday at 12:30 when the doors of Alumnae Hall swing wide — who knows, last year there was even an antique wedding dress for a lucky bargain hunter!

Reader Writes More...

Continued from page two

Harvard. If a student, rather than consoling herself by finding a companion for a fruitless gripe session, makes public her complaint by taking it to others who may have solved a similar problem, to her teacher, to SEC, or to Senate, real academic progress can be made.

Last year was the year of curriculum revision and residence rules reform. This is the year to make Wellesley as worthwhile a place academically as the Eliot House dining room.

Sarah B. Larrabee '69

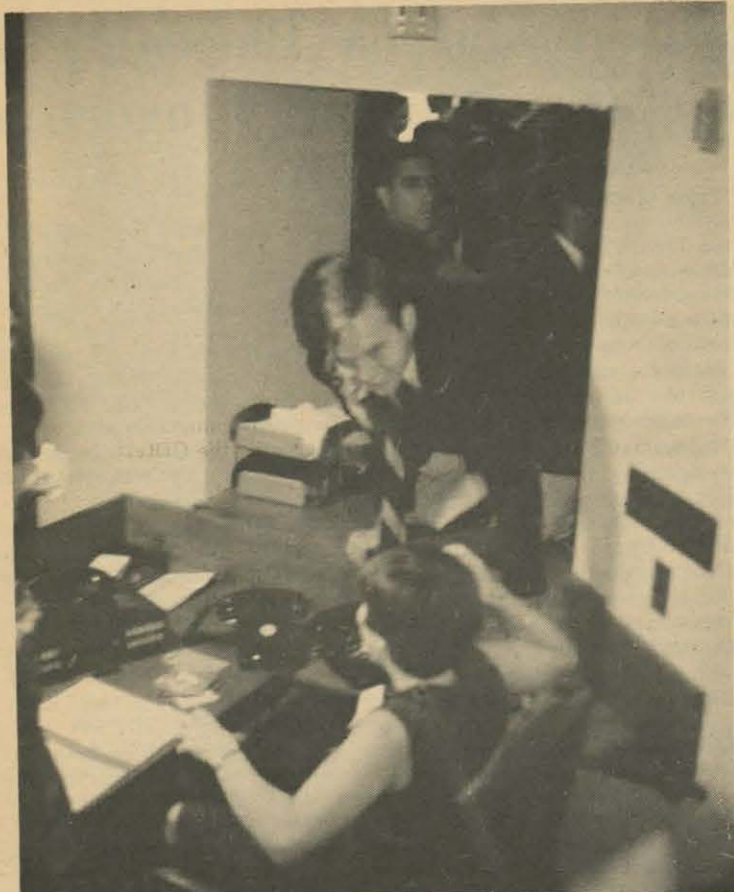
tem in which all people will want to be included. Therefore, I feel that the charges of anarchy were irrational.

Silence and apathy, not activism, are the movements which are the devastating threat to this country. The average citizen skims over the knife fights, the robberies and the rapes because he assumes that he will never be victimized by such incidences. Moreover, even if he is aware of the possibility that he might be victimized, he arms himself for protection. But, because these illnesses of rape and robbery exist in his society, it is his moral obligation to consider and to act now to alleviate them whether he is directly in danger or not.

Mr. Goldman stated, "It is always hard to love the violent," and that "the middle classes . . . detest violence." (News, Oct. 6, 1966) But these middle classes do enjoy violence when they know it cannot touch them, for instance on television. They can recognize the outburst of violence as in riots and they condemn it. Yet, they do not recognize the violence of ghetto living, the violence of unemployment; the violence of relief checks, the violence of fatherless homes. I condemn the outburst of violence. However, I also condemn the violence of the situations which provoke it and the silence of these middle classes in regard to this violence.

My stand in favor of activism is anti-apathy and anti-silence. The "physical education" concept for the activist has been misinterpreted as "Narcissistic" self therapy "by the emotional exploitation of the unhappy people" (News, Oct. 6) The term, physical education, debases what is, rather, the emotional and spiritual commitment of the activist. When a student works on a voter registration drive, he can know some but not all the issues involved before the project starts. By knocking on each door, a student meets the oppressive conditions which he can no longer ignore. He comes face to face with the

Continued on page twelve



"Smoker? No thanks, we were just leaving . . ."

photo by Nancy Ayler '68

Smoker Meets Hazy Success Caz Seniors Bake Out of Debt

by Anne Martin '68

Clutching 50 cents in one hand and our cigarettes in the other, we bounded into the dining room of Caz last Friday night, prepared to throw popcorn and bandy off-color comments with the opening night mob at the campus' first smoker.

But although there was plenty of popcorn, smoke, and opportunity during the film, "The World of Susie Wong," to be riotously vulgar, the mob didn't materialize, and the evening began to sag audibly.

Right Ingredients

In retrospect, it would be incorrect to say that the smoker as such was a failure. It had all the ingredients of success, from free food to good, risqué (the film was set in the Hong Kong equivalent of the old Scollay Square) fun, but nobody seemed to be interested. The turn-out from all the Quad dorms was a measly 60-odd people, not even enough to cover the cost of the film, projector, and Pepsi machine.

The smoker was the brain child

of two Caz seniors, house president Diane Bosley, and vice-president Elaine Woo, who have spent the past week in the Rec Building kitchen frantically baking brownies in hopes of raising the wherewithal to pay off the debt.

Disillusionment

"We're disillusioned," quoth Diane, "but are still convinced that it was a good idea. It was a chance to get something going around here. Everybody was so interested!"

Indeed they were. The idea met with vigorous approval at a house meeting. Everyone gladly listed her preference when asked to suggest films. And then everyone calmly abandoned ship for the evening, leaving Diane, Elaine, and Susie Wong to polish off the tub-full of popcorn.

But despite everything, Diane and Elaine are hoping to have another go at it, and are open to suggestions for making the second Caz smoker a success. Until then, we know where you can buy some awfully good brownies.

Pro-Activism

To the Editor:

The new Left is not an anarchic movement. It is actively concerned about the state of affairs in the United States and is working for the sake of this country. The method is to challenge the present structure, to expose the existing deficiencies and hypocrisy. The goal is to improve the present power structure, not to overthrow or eradicate the political system. The leaders of demonstrations, sit-ins, and marches do not consider themselves the governing elite and do not have any desire to be. Neither do the protesters think of the protests as the new method of governing the country. They will protest outside the existing institutions of the government until the governmental channels of change are open to them. Protest movements occur in conjunction with the existing channels and institutions of change. The one does not and should not cancel out the existence and function of the other.

During the student activism panel, Mr. Cooper asked me about the plan of action after everyone is organized. Asking him what he did, since he is among the organized element of society, he replied, "I got a job." I replied, "Fine, let everyone have a job." The activist movement wants to expand our present system to include jobs and decent living and thinking conditions and, thereby, make it a sys-

News Reveals Key To Jr. Show Ads

Responding to the voluminous mail seeking help and explanations, News hereby sets its public straight by printing a key to the ads in the Junior Show program (so that studies can be resumed again).

Starting with the first ad and continuing through the 68th page, class dorm ads were in the following order: Claflin '68; Cazenove '68; Davis '68; Tower '67; Munger '70; McAfee '70; Bates '68; Bates '69; Freeman '70; McAfee '68; McAfee '69; Beebe '68; Shafer '70; Shafer '68; Pomeroy '69; Freeman '69; Beebe '69; Tower '68; Cazenove '67; Cazenove '69; Tower '69; Severance '70; Shafer '67; Severance '68; Beebe '67; Munger '68; Claflin '70; Davis '69; Stone '69; Pomeroy '67; Tower '70; Beebe '70; Pomeroy '70; Freeman '67; Freeman '68; Stone '67; Davis '67; Davis '70; Cazenove '70; Bates '70; Munger '69; Bates '67; Severance '69; McAfee '67; Pomeroy '68; Stone '70; Claflin '69; Shafer '69; Munger '67; Stone '68; Claflin '67; and (whew) Severance '67.

Backwood Rhythm Will Rock Room f

by Ann Armstrong '67

Real Country Corn Flakes have nothing on Room f. This Saturday night, Rufus "Colonial Al" Somerby will put his backwoods troupe through its paces at 9 and 10:30. The repertoire of country rhythm and blues is guaranteed to convince even the most urbane of Wellesley students to "head for the hills."

In his attempt to revive the fading culture of Southern mountain life, "Colonial Al" will present Tommy Lee Jones and his Ben Hill County Boys. Roger Mennell of Rocky River (Ohio) — the group's featured performer — will add fuel to this southern bonanza.

It's Real Corn, Man

To complement the musical prowess of the Country Boys, Rufus has assembled "A collection of old-time raconteurs to acquaint the folks here with aspects of the old ways of which they may be unaware."

And for anyone who calls this show "sick," Albert Gore of the "Dr. A. A. Gore Medicine Show" will be dispensing his scientific Tennessee Elixir Remedy, as well as his precious words of wisdom and wit. He promises a healing with every 5 bottles sold . . . and vows that it will cure even the lowest sophomore slump.

Who Could Ask For More?

Following Dr. Gore, we expect the appearance of Dudley Carter, one of the finest buck-and-wing dancers left. Music . . . stories . . . dancing . . . a sure cure . . . and, of course, the unbeatable Room f atmosphere. So what else do you want?

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Societies Swell Membership With Fall Induction Initiation

The following is a list of 145 new members initiated into campus societies last Thursday evening:

AGORA Seniors

Boulton, Ann
Harmon, Susan
Hector, Alice
Holbert, Susan

Meaders, Christine
Moore, Ellen
Narvell, Nancy
Sletteland, Margaret

Juniors

Anderson, Lynn
Averill, Marilyn
Bennett, Leslie
Chorna, Denise
Chorney, Lynn
Denno, Diane
Evans, Barbara
Ezell, Lynn
Harrington, Diane
Johnson, Susan

Lauck, Lauren
Lawrence, Judith
Mastren, Cheryl
Molinoff, Ada
Mosser, Dana
Pfeffer, Jo
Roberts, Denise
Seidler, Helen
Wallis, Patricia

AKX Seniors

Armstrong, Ann
Gorrell, Louise
Lockwood, Eleanor
McConnell, Frances

Panagopoulos, Elaine
Pickering, Leslie
Sonastine, Lee

Special Grads

Longley, Frances

Walker, Harriet

Juniors

Blakemore, Jory
Foster, Susan
Fromson, Judy
Hamilton, Jean
Hammonds, Susan
Henneberry, Ann
Hodge, Susan
Kemp, Barbara Ann

Little, Susan
O'Dea, Constance
Pfender, Louise
Polites, Margarite
Rhode, J. Anne
Schmelzer, Marjorie
Speare, Diane
Weil, Carol

PHI SIG Seniors

Caldwell, Ada
Coulson, Margaret
Cumberland, Linda

Maxwell, Marilyn
Poore, Cynthia

Juniors

Brandt, Beverly
Brouillette, Nancy
Brown, R. Clair
Clayson, Holly
Collins, Dorothy
Kelley, Mary
Kelly, Jane
Kiarsis, Diana

McDaniel, Mary-Eliza
Michaels, Jane
Muller, Linda
Muller, Susan
Silver, Francine
Smalling, Rita-Jane
Turner, Jane
Wolf, Jane

SHAKESPEARE Seniors

Brunell, Alison
Davis, Deborah
Gesmer, Elisabeth
MacKinnon, Cecil
Marshall, Katherine

Migdal, Gail
Murray, Anne
Ross, Allyne
Shelden, Lucy

Juniors

Carter, Anne
Clarke, Elizabeth Anne
Coggins, Copper
Dawkins, Elizabeth
Fox, Marjorie
Hepburn, Cheryl
Jordan, Carol
Knapp, Kathleen

Lamb, Mary Ellen
Lennon, Sheila
Loomis, Candace
Merrill, Jane
Miller, Lindsey
Moonan, Wendy
Pollack, Carla
Robbins, Elizabeth

TZE Seniors

Baer, Diane
Benjamin, Lora
Brua, Ann
Dusinberre, Lynn

Kellogg, Eve
Kononoff, Elizabeth
Phillips, Carol

Special Grads

Guy, Beverly

Jones, Juanita

Juniors

Churchill, Cynthia
Cicalese, Linda
Dalton, Harriett
Freeman, Elizabeth
Helmreich, Martha
Joslin, Susan
Lehman, Kay
Leopold, Dene

Messenger, Anne
Newman, Tish
Oberdorfer, Nancy
Riddle, Virginia
Silver, Carol
Walton, Margaret
Wolfe, Diana
Ujifusa, Susan

ZA Seniors

Bayley, Bobbie
Donley, Diane
Morris, Barbara

Osborne, Elizabeth
Press, Ellen
Sandalls, Helen

Juniors

Blankenhorn, Gail
Buchanan, Nancy
Dempsey, Julia
Gamble, Kristin
Johnstone, Kathern
Kellogg, Nancy
Kingsford, Katheen
McCahill, Martha

Marsteller, Wynne
Millard, Sarah
Orear, Nancy
Peirce, Linda
Plummer, Jane
Warringer, Gail
Wilde, Elizabeth
Wright, Susan

Government Stops CDGM Funds

by Jane Levin '67

The "ad hoc committee to save the children of Mississippi" manned the picket and telephone lines last Thursday and Friday in Washington but got no response.

The group, including several law students and Wellesley senior Shelley Parry, is involved in an all-out effort to revive the latest victim of the Office of Economic Opportunity's apparently insoluble conflict between what New Republic reporter Christopher Jenks calls "good intentions and good politics."

OEO's Sacrifice

The OEO Appropriations Committee's sacrificial offering to the name of good politics is known as the CDGM, the Child Development Group of Mississippi. Conceived by "middle-level" OEO officials who discovered shortly after the announcement of Project Head Start that most counties in Mississippi were making no effort to establish summer pre-schools, CDGM represents the best of the second wave of the civil rights movement.

The emphasis of the second wave is not on registering voters, electing officials, or changing laws, but on building a Negro "community." In specific terms, this means Freedom schools, cooperatives, community centers and, most important, Negro leadership.

"Manageable Challenge"

Though conceived by OEO officials and financed by Head Start, civil rights activists actually organized the CDGM. Jenks described the daring program, staffed and run almost entirely by Negroes, as "a manageable challenge." "With federal backing," he wrote, "the preschools could not fail completely and often succeeded brilliantly." But, in the fashion of daring innovations and "politically hot" programs, CDGM's successes have proven as great a liability as its failures.

Shelley, one of CDGM's few white

employees, was hired as a "resource teacher." CDGM's successes, she points out, are deeply rooted in the differences between this and other projects and programs, run by whites or ostensibly bi-racial groups in the South.

"Yes, Sir"

"In the county where I worked," Shelley explained, "there was another program called Mid-Delta. One day I was permitted to sit in on a board meeting; only the chairman knew that I was an employee of the CDGM."

"There were poor people, too, poor, uneducated Negroes sitting on the board of Mid-Delta. But confronted with the whites, confronted with the whole impressiveness of the organization, the Negroes became submissive, awed into adding their 'yes, sirs' to almost every proposal."

In Their Element

But on the CDGM board, Shelley said, things were different. The once submissive Negroes, now facing a board no more literate, no more white than themselves, were now "in their element." The all-black CDGM boards in each community made their own decisions about whom to hire and whom not to hire, and the real leaders, through a painful process of trial and error began to emerge.

"A lot of things went wrong," Shelley said. "There were a lot of days when I thought the program should have dissolved into nothingness. CDGM took cotton pickers and Negro women who were maids and cleaned houses for whites, and made them teachers. Problems were inevitable."

Proportions

And there were problems. Facilities were inadequate since the local public schools closed their doors to the CDGM, letting buildings lie unused throughout the summer rather than permitting them to be

taken over by the Negro community. Washington, concerned with matters of high finance, demanded that the CDGM officials keep an accurate account of their funds and special advisory boards were set up while workers gathered together the scraps of paper sacks which are the only receipts used by southern storekeepers particularly in the impoverished regions where the CDGM was at work.

The white community, clearly antagonistic to the CDGM, was quick to point to "mismanagement of funds" and managerial disorderliness. The sum mentioned was \$654,000, the total Head Start appropriation; the disorderliness was not described.

National Accounting Firm

Ernst and Ernst, a nationally known accounting firm keeping the books for CDGM found them essentially in order. A citizen's board of inquiry, self-appointed to investigate the Mississippi situation after the reports of mismanagement were released, published a report favorable to CDGM and containing supportive quotations from well-known educators throughout the United States.

Yet the criticism continued. And OEO, uncomfortable at finding itself involved in a politically touchy issue, looked desperately for another solution. The "solution" found was the community action agency (CAA).

Everyone Can Help

Based on the premise that, as Jenks says, "everyone wants to help the poor and has something to contribute," the CAAs, run by white officials anxious to retrieve their customary control over federal funds in Mississippi, are seeking money to start Head Start programs of their own. Head Start can only find one such program in each county.

Continued on page twelve

This is Russ Kennedy of Balboa Island, California, on an in-port field trip as a student aboard Chapman College's floating campus.


The note he paused to make as fellow students went ahead to inspect Hatshepsut's Tomb in the Valley of the Kings near Luxor, he used to complete an assignment for his Comparative World Cultures professor.

Russ transferred the 12 units earned during the study-travel semester at sea to his record at the University of California at Irvine where he continues studies toward a teaching career in life sciences.

As you read this, 450 other students have begun the fall semester voyage of discovery with Chapman aboard the s.s. RYNDAM, for which Holland-America Line acts as General Passenger Agents.

In February still another 450 will embark from Los Angeles for the spring 1967 semester, this time bound for the Panama Canal, Venezuela, Brazil, Argentina, Nigeria, Senegal, Morocco, Spain, Portugal, The Netherlands, Denmark, Great Britain and New York.

For a catalog describing how you can include a semester at sea in your educational plans, fill in the information below and mail.



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Telephone _____ Age _____ M _____ F **Sophomore**

Junior

Senior

Graduate

The Ryndam is of West German registry.

Weekly Calendar

Theater

"Don't Drink the Water" opens Monday, October 17, at the Colonial Theater for a two-week pre-Broadway engagement through Oct. 29. The new comedy, written by Woody Allen, stars Lou Jacobi in the role of a Newark caterer vacationing with his family in an Iron-Curtain country where he is suspected of being an American spy. Performances at 8:30 a.m.; matinees Thurs. at 2:15 p.m., Saturday at 2:30 p.m.

"Marat/Sade" opens Thurs., Oct. 20, at the Theater Company of Boston in the Hotel Touraine, through Nov. 14. The drama by Peter Weiss will feature Lisa Richards and Frederick Kimball. Performances Tues. through Fri. at 8:30 p.m.; Saturday at 6 p.m.; and Sunday at 5 and 8:30 p.m.

"Cabaret" continues at the Shubert Theater for a two week pre-Broadway engagement. Harold Prince's production of the new musical based on Christopher Isherwood's "Berlin Stories" stars Jill Hayworth, Lotte Lenya, and Jack Gifford. Performances at 8:30 with matinees Thursday at 2:15 and Saturday at 2:30.

"Love for Love" continues at the Charles Playhouse ending on Sun., Oct. 30. The William Congreve comedy about impoverished rakes, roaring fathers, and lovely ladies is directed by Michael Murray; performances Tues. through Fri. at 8:30 p.m.; Saturday at 5 and 9 p.m. and Sunday at 3 and 7:30 p.m.

Movies

The Gary presents "Hawaii," the

JFK Institute . . .

Continued from page eight

ington lawyers, and "in-and-outers" who are also in the academic field. The ten Kennedy Fellows that have arrived in Cambridge for this academic year include J. G. Wofford, who has just resigned from the Community Action Program in the Office of Economic Opportunity; Gar Alperovitz, author of *Atomic Diplomacy: Hiroshima and Potsdam* and a former State Department official; Stephen Horn, former administrative assistant to Senator T. Kuchel of California; R. Tuttle, chief council to the Lawyer's Committee for Civil Rights under Law in Jackson, Miss. J. Moore, former aids to Assistant Secretary of State for Southeast Asian Affairs William Bundy, and others.

Institute's Unique Position

These men are voluntarily giving non-credit seminars for undergraduates on diverse topics ranging from "decision-making in international conflict situation" and the future of the Republican Party to dilemmas of the racial problem and specific problems of urban poverty. The Institute also plans to sponsor a special colloquium on a heretofore unexamined subject: campaign financing.

The exciting aspect of the Institute's program is its great freedom to develop new ideas. The Institute has been granted half of the \$20 million raised for the Kennedy Library and is prestigious enough to attract top civil servants as Kennedy Fellows.

Money, Enthusiasm, Power

The Institute also plans to bring 12 prominent officials here for three day visits in association with different houses at Harvard including Robert McNamara, Arthur Goldberg, Jerry Ford, Bayard Rustin, and other. Debating "unions" patterned after those of Oxford and Cambridge have been discussed as well as some kind of internship program for students. The Institute is in a unique position in that it has the money, enthusiasm, and power to develop its ideas.

When it is eventually constructed the Institute of Politics will be part of the huge complex of social science buildings. Harvard has recently announced its long-range plans to centralize the instruction of all its social sciences on the 12-acre site of the MBTA yards just acquired by the Harvard Corporation.

color film of James Michener's novel, which follows the story of the Rev. Abner Hale from Yale Divinity School to the Pacific island; with Julie Andrews, Max Von Sydow, and Richard Harris; evening shows at 8:15 p.m., Sun. at 7:30 p.m.; matinees at 2 p.m. on Wed., Sat., Sun., and holidays. All seats reserved.

Continuing at the Astor is "Alfie," the story of a cockney lad who devotes his waking hours to the hunting of girls; with Michael Caine, Jane Asher, and Shelley Winters.

The Cheri presents "The Wrong Box," British film comedy of the quest for an inheritance and the rueful attempted murders along with young love that takes place among the players.

"Dr. Zhivago" continues at the Saxon, a color film by David McLean. Not completely faithful rendering of Pasternak's novel, but superb acting by Omar Sharif, Julie Christie, and Geraldine Chaplin. Reserved seat engagement.

Music

Three programs of Spanish and Italian music will be presented by the Cambridge Society for Early Music at Sanders Theatre in Cambridge on Wed. evenings, Nov. 2, 9, and 16. Information may be obtained by writing Box 171, Cambridge, Mass. 02140. Tickets on sale at Harvard Cooperative Society, beginning Oct. 17.

New Event Ensemble of the New England Conservatory will present the first in a series of four contemporary chamber music concerts scheduled for the 1966-67 season. At Jordan Hall at 8:30 p.m. Public is invited, no admission charge.

Soviet pianist, Emil Gilels, will give a Symphony Hall recital in the Boston University Celebrity Series. Tickets for the Nov. 4 performance go on sale Monday, Oct. 17, at Symphony Hall.

"Ruddigore" will open the D'Oyly Carte Opera Company engagement at the Savoy Theatre, Tues. night, Nov. 1; it is regarded as one of the choicest Gilbert and Sullivan operettas. Followed by three performances of the "Mikado" on Wed. night, Nov. 2; "Pirates of Penzance" presented on Fri. night, Nov. 4; and "H.M.S. Pinafore" on Sat. afternoon and evening, Nov. 5. Box office sale opens Mon., Oct. 24, at the Savoy.

Art

Institute of Contemporary Art continues the Andy Warhol show through Nov. 6. Located on 100 Newbury St., admission charge is \$.25. Special lecture on Oct. 29, 9:00 p.m., "Expanding Plastic Inevitable" with Andy Warhol and the Velvet Underground; general admission \$5; members, \$4.

The Fine Arts Museum will be featuring a Robert Treat Paine Memorial Exhibition; Oriental Art through Oct. 30; engraved portraits of 17th and 18th century France and the Netherlands; and recent acquisitions of 20th century art. Admission is 25 cents.

Harvard University, Fogg Art Museum: David Smith (1906-1965) through Nov. 15; Paintings and sculptures from the collection of Joseph H. Hazen.

Off the Square Gallery, 52 Boylston St., Cambridge presents a showcase for promising talent, art in all media. Tues. through Sat. from 11 a.m. to 6 p.m.; Thurs. until 9:30 p.m.

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Government Ends CDGM...

Continued from page eleven

The culmination of the white community's attempt to regain control and of OEO's attempt to turn down the political barometer is a non-profit corporation which will take over the CDGM's Head Start Program, and its funds.

"Liberal" and "Bi-Racial"

Supposedly headed by a liberal bi-racial board, the corporation's charter was in fact filed by three white men. The charter stipulates that these three men have the authority to appoint, and, by the way, to discharge, the board's fifteen other members; the rest of the charter is to remain secret.

Meanwhile, however, a very much relieved Shriver, tight on money and ready to concede to Mississippi Democrat Stennis' demands (Stennis is on the Appropriations Committee), has refused to refund the CDGM.

Order and Politics

So CDGM, "the only sizable, well-heeled organization in the state which hires uneducated Negroes who are active in the civil rights movement;" CDGM described as being "big enough to have a substantial impact;" CDGM which for many poor but undefeated Negroes "filled the emotional vacuum left by the disintegration of the Council of Federated Organizations and the departure of most out-of-state civil rights workers;" CDGM must be sacrificed in the name of order and politics.

Christopher Jenks calls it "the price we pay for the appearance of consensus;" for the Negroes in Mississippi, the price is more than they can afford.

Educational TV...

Continued from page nine

by groups of experts variously related to a central topic or, on the other hand, offer "live" conversation with figures involved in community problems.

Channel 44 will of course also act as a "way station," a consultant and production instrument for groups who, as Mr. Kelly puts it, "wish to build instructional systems for the future."

Pro-Activism

Continued from page ten

needs of a deprived family: family service and birth control; training in home economy and hygiene; political and voter education; vocational training; unemployment relief; and, welfare for dependent children. But having once seen these needs in life-size terms a student has made a life-long commitment — emotional, intellectual and spiritual — to work in whatever capacity he is able, as PTA president or high school instructor, to correct or alleviate the present oppression.

Sincerely,
Linda Lewis '68
Student Activism panelist

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Children cool off under the hose and in improvised swimming pools.



Community members built these makeshift swings for the CDGM playground.

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"THE LAVENDER HILL MOB"
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Audrey Hepburn - Peter O'Toole
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