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Wellesley College

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WELLESLEY NEWS



Richard Silberg as Bessonic and Charles Leonard as Antonio rehearse *The Merchant of Venice*. The College Theater production, directed by Paul R. Barstow, will be presented Friday, Feb. 28 and Saturday, March 1, at 8 p.m. in Alumnae Hall.

CG Appoints Reps, Ends Sign-outs

by Martha Wasson '71
Students on Academic Council, College Government elections, sign-out regulations, and the system of checking out library books were issues of discussion at the open Senate meeting, Feb. 19; Hillary Rodham '69 presided.

Students on Academic Council
Thirteen of the 20 students on Academic Council will be the sophomore Senate representatives. Hillary explained that they are easily approached by students in the dormitory, are well-informed of issues in the Senate, are old enough to have become acclimated to Wellesley, and young enough to have a stake in its immediate future.

The president of College Government, junior vice-president of CG and member of News, and four rotating positions complete the quota

of 20 students. The rotating four will be chosen at the discretion of the president of Senate depending upon the issues discussed in Academic Council.

Student Elections

Sophomore Senate representatives were asked to encourage students to vote in CG elections Feb. 24 and 25, to inform students that a referendum about residential living and other issues will appear on the ballot, and to announce that candidates will take office after spring vacation.

Mr. Phillip M. Phibbs, executive assistant to the President, reminded the Senate of the importance of the election of Forum officers to be held before spring vacation. "Good candidates are needed for what was the most important political action group on campus five or six years ago," said Mr. Phibbs.

Sign-Ins Only

A motion made by Mrs. G. S. Gillespie was passed which requires students to sign in with name and room number at the kiosk, thus dispensing with signing-out for the evening. Although students may still sign out if they wish to leave information in order that they may be located, the new regulation will hopefully eliminate the admittance of anyone into the dorms by the nightwatchmen and the abundance of notes sent by the House Presidents to students who forget to sign in. "The security system is inadequate. After 11:00 p.m. the dorms are essentially open to anyone," explained Mrs. Gillespie.

Students' responsibility for the safety of the dorms was discussed. Approximately once per week a back door to one dorm in the quadrangle and Tower Court is found open.

Library Regulations

Lucy Crane '71 was appointed chairman of a committee to study

the disappearance of books from the library. Discussion ranged from suggestions for a campaign to save the honor system to proposals to institute a checking point at the door of the library. Mr. Alan Sehechler, assistant professor of political science, stressed the importance of a free and open university, as well as the related cost to the library and to the student when the privilege of open stacks is abused.

Architectural Changes

Pixie Loomis '70, junior vice-president and chairman of Billings Committee welcomed suggestions concerning the renovation of Billings. She explained that the architect's plans are available to all in the office of Mr. Robert Schneider, the Business Manager. All food facilities on the campus will be moved to Billings. A grill similar to the one at the Well will also be built to supplement food machines also located in Billings.

Nonna Noto '69, senior vice-president, explained that all suggestions concerning the addition to the library should be sent to Miss Helen Brown, librarian.

Miscellany

Senate wished to correct a misconception concerning Wellesley's participation in the ten-college exchange program. Because of our exchange program with MIT, Wellesley was never approached to participate in the program.

Susan Nelson '70 was asked to investigate a National Student Association Life Insurance Plan to assure that in informing parents of the plan the College could not be seen as necessarily endorsing it.

The constitutions of Newman Club and Wellesley AIESEC were approved.

The issues of parietals extension and of off-campus living were raised but left to the newly-elected Senate which will officially take office after spring vacation.

What Ever Happened To EPC?

by Sue Wing '71

The clanging of Food Services silverware and the clatter of blue-striped plates filled the Bales Seminar Room. The last of the barbecued beef and the cottage cheese disappeared, as Fran Rusan '69 called to order the weekly meeting of the Joint Educational Policy Committee. Before the "October Resolutions," even before the Ethos demands of last spring, the EPC was conceived. A faculty-student-administration committee to study the question of "What can, and should, a 'Wellesley education' represent?," its envisioned responsibility was awesome.

Finally, last fall, nine students, four faculty members, and one member of the administration were chosen to comprise the EPC: Fran Rusan and Rachel Casanova, both '69, Linda Baron, Joan Entmacher, Sisle Nelson, Leah O'Lea, and Claire Parkinson, all '70, Barbara Arnold and Joann Lawless '71, Arthur Gold, assistant professor of English, Jerome Regnier, associate professor of geology, Miss Elizabeth Rock, professor of chemistry, Mrs. Ingrid Stadler, associate professor of philosophy, and Miss Phyllis Fleming, Dean of the College.

For its fifteen members, EPC was a very real thing, but, for much of the college community, it faded from prominence, to be resurrected occasionally in the question, "What ever happened to EPC?" In an attempt to answer the question a News reporter attended last Thursday's EPC meeting.

Amidst the cross-fire of comments, suggestions, and objections, the matter of greatest concern seemed to be the Academic Council meeting of the week before. It was there that Miss Ruth M. Adams, President of the College, proposed the creation of a commission to consider "Wellesley's historic role as a college for women." "We know there's a commission coming, but let's us get going," Miss Rock insisted, expressing the predominant sense of the meeting. Barb agreed, "I think there are a lot of individuals who haven't been heard; it will be really good if we could do something substantial." Joan added, "I think it'll have to be this body that will have to prepare information for Academic Council;" and Fran stressed, "We have to move quickly, to clarify what's going on, to make sure that

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Wellesley Receives 13 Wilsons

by Martha Wasson '71

Over 1,000 United States and Canadian college seniors on Feb. 14 received the honor of being designated by the Woodrow Wilson National Fellowship Foundation as among the best future college teachers on the continent.

Wellesley Ties for Sixth Place
Thirteen Wellesley seniors are Woodrow Wilson Designates (All Woodrow Wilson winners are referred to as Woodrow Wilson Designates until such time as they are assured of Fellowship support when they are considered Woodrow Wilson Fellows). Wellesley tied for sixth place in number of Woodrow Wilson Designates. Four Wellesley seniors, from 1,111 total, received Honorable Mention classification.

Designates include: Marianne E. Chawluk (political science), Frances C. Ferguson (English literature), Rebecca N. Flitts (anatomy), Jane M. Hopengarten (French literature), Cheryl A. Lawson (English), Martha K. McClintock (psychology), Pamela McLuens (English), Ann Elizabeth Purinton (religion), Ellen D. Reeder (classical archaeology), Kathleen L. Skiba (French), Cordella E. Swain (philosophy), Marilyn D. Tamburro (chemistry), and Mrs. Carol S. Welsman (sociology). Adrienne Germain, Susan Graber, Mrs. Kathleen Jackson, and Mrs. Karen Sanders received Honorable Mention awards.

Fellowship Awards

A list of the Designates has been sent to all graduate school deans in the United States and Canada with the recommendation that the graduate schools make fellowship awards to these students. The graduate deans also will receive a

list of those receiving Honorable Mention classification.

Prior to 1968, the Woodrow Wilson Foundation, with Ford Foundation funds, annually made direct financial awards to 1,000 United States and Canadian students to support their first year of graduate study. Last year 85 percent of the 1,124 Designates received first-year fellowships from graduate schools and those remaining were supported by funds of the Woodrow Wilson National Fellowship Foundation. The Foundation expects that this year's group of Designates will have equal success in obtaining financial support for their graduate study.

Fields of Study

Expanding interest in Oriental studies is reflected by 15 Designates who plan to pursue graduate study in Asian politics, language and literature. Five of the Designates hope to concentrate in African and Afro-American studies. Sixty-six Designates plan graduate careers in economics. The largest numbers of candidates are in the

fields of English (196), history (122), political science (101), foreign languages (83), and mathematics (80).

Although most of those designated are in fairly conventional fields within the humanities, social sciences, and natural sciences, among those selected are students intending to specialize in such fields as modern Irish literature, paleontology, English folklore, Akkadian language and literature, and Arabic literature.

Colleges Represented

Leading the field in the production of Woodrow Wilson Designates this year was Cornell University with 30 winners. The University of Wisconsin had 17; the University of Kansas, 16; and the University of Texas, 14.

Wellesley College, the University of Pennsylvania, Reed College (Ore.), and Swarthmore College (Pa.) tied for sixth place with 13 winners each. Harvard and Radcliffe Colleges combined to produce 12 winners.

(Continued on page 11)

Ethos to Encourage Awareness Of Black Cultural Achievements

"The reason we demanded the Martin Luther King Lecture Fund was that we wanted to bring black culture and an awareness of black ideas to the campus," explained Jennifer Bell '70, Ethos campus activities co-ordinator. "We couldn't stand to have black culture ignored."

Using this fund, Ethos will sponsor Black Awareness Week. Two films, *LeRoi Jones' Dutchman* and *Black Spring*, will be shown Mon., March 3 at 7:30 p.m. in Pendleton. In *Dutchman* a black man and a white woman begin conversing on the subway. Although they seem to establish a rapport, underlying racial tensions suddenly erupt, ending in a violent confrontation. *Black Spring* is a documentary of Black Arts, featuring Stokely Carmichael, H. Rap Brown, Huey P. Newton, LeRoi Jones and Floyd McKissick.

Speaking Up

On Tues., March 4 Harry Edwards will speak in Alumnae Hall

at 8 p.m. Mr. Edwards, a sociology instructor at San Jose State, organized the Olympic boycott last year. Even though the boycott itself was unsuccessful, his efforts helped to keep South Africa out of the games and to arouse a consciousness of racial inequities among black athletes. During the games, in fact, two athletes, former students of Mr. Edwards, staged a protest upon receiving their medals.

The Muntu Players will trace the struggle of black people in this country on Wed., March 5 at 8 p.m. in Jewett auditorium. The group is composed of about 40 students from Lee High School in New Haven. Organized by Esteban Vega, a Wesleyan graduate student, the players use poetry and prose by LeRoi Jones, Langston Hughes and James Weldon Johnston and black music and dance to create a feeling for the black man. "Muntu" is an African word for man, implying his dignity.

All the above events are free.

CG ELECTION RESULTS

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University Complicity

The MIT March 4 research stoppage raises serious questions about the role of the university in society. Should the university cooperate with the government in its advancement of military research? Is a college a neutral entity or should it take a stand on government policies? Does classified research endanger the freedom of the academic community and jeopardize its intellectual objectivity?

In the Feb. 12 issue of *Science* Dr. Lee DuBridge, President Nixon's science advisor, asserts Mr. Nixon's belief that the National Science Foundation should play an "ever-increasing part in the support of academic science." He further declares his ambition to heal existing breaches between the government and the university. *News* sees dangers in this increased alliance of the government and the university. The growing power of the military-industrial complex in defining US policy objectives, as is graphically illustrated in Fred Cook's *The Warfare State*, John Kenneth Galbraith's *The New Industrial State* and James Ridgeway's *The Closed Corporation*, demonstrates the urgent need for objective criticism of government policies. We believe that an academic institution must be free to provide this criticism.

Since many universities depend on some government assistance, we urge that they consider the source of intention of these funds. No university should accept funds over which it has no control; no professor should be able to contract his university time or use university facilities for classified government research.

The current war in Vietnam indicates the government's abuse of scientific and technological research. Universities have furthered this imperialistic foreign policy in their support of Defense Department research. Both the Pentagon and industry have been dependent on universities for basic military research since World War II. We believe that universities must recognize their responsibility as to the applications of any research conducted on their premises. Many of the scientists involved in research leading to the development of the atomic bomb deployed its use in World War II. With the possibility of synthesis of life in a test tube, scientists must consider who is to utilize this information and for what goals. Both the scientists and the universities within which they work must assert responsibility for such research and direct it towards the solution of the social and economic problems facing our country.

News further opposes any classified research (defined as any research which must be kept secret from the academic community and which cannot be published) done on university time and using university facilities. We feel that a nondenimic institution is primarily an educational one. Any research conducted on campus should be directed to this end. Classified research cannot be truly educational since it is not accessible to the community. A university is founded on the belief that an open exchange of ideas is vital in the pursuit of knowledge. If part of the community is unable to communicate its endeavors, this principle is threatened.

Now is the time for members of every university to consider their institution's social context. As a step in this direction, we urge members of our community to participate in the discussions at MIT on March 4.

More Than a Piece of the Action

The Joint Educational Policy Committee began as an idea, as a crucial component in the elusive vision of a "new Wellesley." *News* insists that EPC is no longer an idea; that on the contrary, it is now many ideas, as general as consideration of EPC's relationship to Curriculum Committee, as specific as plans for a comprehensive survey on coeducation. EPC is, furthermore, fifteen people, committed to the activation of these ideas. (see article, p. 1) *News* insists that this interaction between ideas and people, between hypotheses and their application to concrete human situations, must be maintained.

News deplores the implementation of piecemeal measures that are not viewed in the light of a broader vision of a future Wellesley. ("Tunnel Vision," *News* 2/20/69) Equally dangerous, however, is the sort of prolonged deliberation which rehs a vision of its momentum. Every idea, perhaps, should have time to float around in the ether of educational idealism; *News* believes, however, that for EPC, that time is over.

It was Winnie-the-Pooh who realized that "you find sometimes that a Thing which seemed very Thingish inside you is quite different when it gets out into the open and has other people looking at it;" he may not have been such a "silly old Bear."—We may not know exactly what the "new Wellesley" means, but if we don't begin to get this "Thing" out into the open, we may never know.

News welcomes the projected coeducation survey as a concrete opportunity to bring the EPC vision down to earth. The aim is not to demean it, but rather, to invigorate it, with a healthy shot of student, faculty, and administration support for EPC efforts. As long as they have active support troops, EPC can act as an effective vanguard, presenting the alternatives, gathering opinions and statistics, expediting change by breaking the informational ground before the new commission is activated. *News* feels, in short, that if we ponder "to be or not to be" long enough, eventually we may lose that option.

WELLESLEY NEWS

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The Reader Writes

State of the Union

Dear Editor:
 Union College is planning a co-educational experiment for one week, March 31 to April 4, the first week of our spring trimester.

The experiment is being organized entirely by students, and will hopefully serve to demonstrate to ourselves, our administrators, and our trustees the sanity and wholeness of co-education.

Participants will be accommodated in evacuated dormitory and fraternity rooms, will attend classes and activities, and, in the limited time space available, attempt to live as integrated students in a heterosexual college community.

Interested students should write for applications, as soon as possible, to: Donald Kessler, 1301 Lenox Rd., Schenectady, N.Y. 12308.

Yours truly,
 Lloyd Wolkenfeld

Open Shop

To the editor:
 I did not receive my letter from Miss McDonnell, which you printed last week, until too late for my reply to her to be printed in the *News* of February 20. Therefore, here is a copy:

Dear Martha:
 Thank you for writing to me spelling out the specific complaints the students have about Hathaway House Bookshop. It certainly deserves a careful, complete answer. I realize that your term as a student Trustee of the Shop has only begun and, therefore, you haven't had time to build up a background of information about the Shop. The valuable thing is that you have brought to my attention "what the College objects to."

I am sending copies of your letter today to the other members of the Board of Trustees. Unfortunately, Mrs. Post, the President, is away until next Sunday; meanwhile, I stand ready, as I have been always, to talk to anybody about

Hathaway House.
 Sincerely yours,
 Elizabeth K. Olmstead
 Manager,
 Hathaway House Bookshop

Trust Us

To the editor:
 Article IV of the Bylaws of Hathaway House Bookshop describes the composition of the Board of Trustees as follows:

"The Board of Trustees shall consist of two members from the Academic Council of Wellesley College; two members from the Student Body of Wellesley College; three members from the Trustees of Wellesley College (of whom one shall be the President of the College) or persons nominated by the Trustees of Wellesley College to serve in their stead; three members from the citizens of the town of Wellesley; one member at large."

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 Sincerely yours,
 Elizabeth K. Olmstead
 Manager,
 Hathaway House Bookshop

ERASMUS PRIZE

The Erasmus Prize is offered again this year by the Department of History for the best essay on a historical subject. The competition is open to members of the classes of 1969, 1970, or 1971, regardless of the department in which they are concentrating. The prize will be awarded in June. If the winner is a senior, it will be announced at Commencement. The literary merit as well as the historical content of the paper will be taken into account.

Papers are to be submitted in typewritten form with critical bibliographies and references in footnotes. Primary sources should be used as extensively as possible. Papers written for honors, for two terms of 350, or offered for any other prize will be considered.

One copy of the paper submitted must be deposited in Room 120, Founders Hall, not later than April 29, 1969. It should be signed by a pseudonym, and an envelope enclosing the student's name should accompany it.

THE BOLLARD PRIZE

Entries for the Bollard Prize of \$100 for the best essay in the field of United States history (with preference given to constitutional history) will be due April 29, 1969. Papers written for courses other than the honors program or two terms of 350 will be acceptable, and all students are eligible to compete. Papers should be documented with bibliography and based on source material as far as possible. One copy of the paper should be submitted to Room 120 Founders (the History office) under a pseudonym, with the real name enclosed separately in a sealed envelope.

SRC Member Condemns Stopgap Measures

by Kris Olson '69
 Guest Opinion

It is ironic, to say the least, that a committee which was initiated supposedly to close a communications breach and to bring all of the colleges' constituencies together in one forum has virtually created yet another "credibility gap"—this time between the committee and the community. When committee members have chosen to discuss some of the "matters under deliberation," their phrases have been, for the most part, flowery, cliched, and remarkably vague. More explicit news releases were rejected as premature or potentially limiting the ongoing work of the committee. If preliminary recommendations were adopted rashly in a piecemeal fashion.

At one of SRC's first meetings, we agreed that it would facilitate the eventual implementation of our program if we were to include in our deliberations members of the bodies involved in the proposed revisions. This option has never been exercised, nor have we called in any members of the community to "testify" concerning their roles or particular problems in the present decision-making process. As a result, we now find ourselves the object of suspicion and justified criticism from the "outsiders" who will actually be responsible for enacting provisions in our reports. Unless we make all of our minutes available to *News* and invite the new College Government officers to attend the first meeting of SRC after their election, we will have only ourselves to blame if impatient leaders proceed on their own to institute novel programs which do not take our work into account at all. And SRC will have been in vain.

It is true that SRC members did have to "feel each other's intentions out" at the beginning and develop the mutual respect necessary for any committee to function meaningfully. We erred, though, in failing to convey that eventual sense of

committee-trust which evolved and enabled the group to proceed with the substance of our mandate. For while we were asserting ourselves and our positions within SRC, the community-at-large was speculating about our meetings with increasing skepticism. The committee members should not have been at all surprised when news of their specific proposals finally did reach the students and was greeted with disbelief. They thought we were still talking about our philosophies of education and nothing more.

Well, there is more. One of the key, although tired, words in the SRC minutes is "community"—a pulling-together of the disparate groups in the present college structure. How could we combine the distinct elements of the college membership (which have been pooled in this special trustee-ordered committee) and incorporate them into the future governance of the institution? How can we avoid the detachment which often accompanies committee membership? In other words, how can we ensure that this ideally siphoned microcosm of the community-at-large will be continually representative? Our attempt to meet this concern took the form of a "Community Council" which would be composed of students, faculty and administrators and be empowered to review all decisions made through other bodies, but which would have its controversial decisions, in turn, subject to a referendum of two-thirds of both the students and the faculty.

Other terms which indicate the thrust of committee efforts are: separation of powers, right to appeal, and due process. We introduced a three-pronged approach to community government: a student legislature; a joint student-faculty committee which would handle all matters of educational policy; and a faculty council to deal with issues peculiar to the faculty. We specified lines of appeal to the General Judiciary and the Community Council

and emphasized due process rights in all hearings. In addition, we recommended replacement of the honors-system philosophy with one of self-government, featuring the student as a private individual with corresponding rights and responsibilities.

One of the main points of contention between SRC members has revolved around the interpretation of our original mandate: must we simply set up the proper channels or can we also consider details of policy? I would favor defining the committee's scope as broadly as possible, because we are the only presently existing board which approximates universal concern and has wide access to information. Furthermore, I am very much in accord with a statement which has been attributed to Hegel, maintaining that "All structure is a manifestation of policy." Hence some of us have been drafting revisions in the Articles of Government of the College and other pieces of legislation.

However, I strongly feel that the committee must keep in mind one ultimate goal as a guiding principle for all changes: the new structure should be sufficiently open-ended and flexible so as not to impose restrictions on future generations of college members merely because of a peculiar bent of the present members. One safeguard against this structural ossification is a body similar in composition to SRC incorporated with the future formal structure. Another precaution is evidenced in the committee's inclination to "weed out" useless and rigid policy, leaving a skeleton of procedure and guidelines. Instead of merely reinterpreting existing policy and substituting contemporary lingo, we are trying to eliminate as much of the present policy as possible to allow new officers within new structures to formulate policy as they need it. We will submit suggestions in most cases, and inform members of the General Ju-

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MIT Faculty and Students Plan Day of Research Stoppage, Question Idea of Government Influence

MIT faculty and students are calling on their colleagues to stop research on March 4 and to examine the social responsibility of scientists. Disturbed by governmental "misuses of science and technology," MIT faculty members have formed the Union of Concerned Scientists to investigate this issue. A similar group of MIT students, the Science Action Coordinating Committee, is working with the faculty to promote the research stoppage.

In a statement signed by 47 faculty members, the UCS expresses its concern about the destructive actions of the government in Vietnam and the lack of organized response from the scientific community. They propose, "to initiate a critical and continuing examination of governmental policy in areas where science and technology are of actual or potential significance; to devise means for turning research applications away from the present emphasis of military technology towards the solution of pressing environmental and social problems; . . . to express our determined opposition to ill-advised and hazardous projects such as the ABM system, the enlargement of our nuclear arsenal and the development of

chemical and biological weapons.)

The UCS sees March 4 as "a day devoted to examination of the present situation and its alternatives." Already they have announced the appearance of several prominent speakers. Professor Hans Bethe of Cornell, a Nobel laureate in physics, and an expert on nuclear weapons and disarmament, will discuss the "Anti-Ballistic Missile system and the strategic balance." Another Nobel prize winner, Professor George Wald of Harvard, will also speak.

Additional participants include: Matthew Meselson, Harvard professor of biology, speaking on chemical and biological warfare; Gar Alperovitz, a fellow of the Institute of Policy Studies, describing the role of scientists in the history of the atomic bomb; Noam Chomsky, MIT professor of linguistics, discussing the "responsibility of the intellectual." The well-known author Lewis Mumford will participate on a panel on urban problems and technology. Another panel will examine employment opportunities for scientists outside the defense industry.

SACC States Concerns
In their statement issued for

March 4, SACC declares, "Science and technology have contributed greatly to the material well-being of some Americans; for them, technology has eliminated many of the hardships of life. But for other Americans, caught in the chaos of our inner cities or in the barrenness of rural poverty, for most of the people in Africa, Asia and South America, the benefits of technology are nearly unknown."

Expressing their frustration with America's failure "to apply her vast technological resources toward solutions of international social and economic problems," the students deplore the "increasingly militaristic posture of our society." SACC cites the following predicaments in support of their argument:

"(1) The defense department consumes over 70% of the national budget; it is the largest conglomerate in the world and has commensurate influence on the character of many American institutions. . .

"(2) The universities have not been immune to military influence. Many departments in many universities are dependent on DOD funds. Institutions such as MIT derive income for operating laboratories in which classified research

is carried out. . .

"(3) The demand for manpower to fight the war in Vietnam has made the draft a major threat to a generation of students. It is Selective Service policy that the pressures generated by the draft on youth serve the highest national purpose by channelling talent into areas of national 'value' . . .

"(4) America is confronted with a gamut of domestic crises which demand the massive reallocation of its resources. . .

"(5) The pre-college education which poor and black ghetto students receive is insufficient to allow them to enter colleges such as MIT. Moreover, the education which these colleges offer is easily accessible only to a person with a white, middle class cultural back-

ground. . ."

Other SACC Efforts
In addition to the March 4 stoppage, SACC is involved in parallel activities. They are encouraging classroom discussion of the relationship between course material and the military-industrial complex prior to March 4. Other universities like Cornell and Yale have been contacted and are organizing similar demonstrations.

In January, SACC sent an open letter signed by 182 MIT faculty members and graduate students to Dr. Lee Du Bridge, President Nixon's science advisor. Attacking the ambitions of the military-industrial complex in the university, the letter recommended increased emphasis on scientific research related to social problems.

Wellesley's Faculty Attempts Ban; Research Proposal Too Inflexible

by Sue Holmemann '70

Several faculty members have formed a peace group. Last year they presented a motion to exclude classified research at Wellesley to Academic Council. According to Mrs. Ellen Haring, chairman of the philosophy department, the motion was subsequently withdrawn as the wording was too inflexible.

Mrs. Haring indicated that the group had not foreseen special cases. For example, one professor has access to secret government files which, although they cannot be published, are beneficial as background material. Another is able to use others' discoveries prior to patenting, although he cannot disclose his work until later.

True Testing Needed
Commenting on this impasse to the motion, Mrs. Elzaeth Conant, assistant professor of biology, noted that the group must clarify what it means by "classified." However, she added, "Classified research is not subject to the true testing necessary for academic research; one can't discuss it in an open forum."

Mrs. Conant believes that any classified research controlled by an outside institution is dangerous. "A danger is that it can be manipulated in its goals by whoever is managing it," she explained. In addition, she feels that the College should make moral judgements outside the sole category of classified research as in on-campus recruitment.

Academic Freedom
"Classified research shouldn't be done on College time or using College facilities," asserted Mrs. Jean Harrison, assistant professor of biology. "If a faculty member wants to do it, it should be on his own time, outside the College community."

According to Mrs. Harrison, classified research goes against the basic principle of academic freedom; researchers must be able to communicate and publish their results. She feels, though, that any motion to Academic Council must

be flexible enough to allow for justifiable exceptions.

Community of Scholars
Mr. Barry Phillips, assistant professor of English, argued, "A community of scholars is a worthy ideal. This is seriously jeopardized when secrecy is introduced."

"My sense is that if enough universities refuse classified research the government will have to become more flexible in its definition of 'classified.' They need us and I think we can exert pressure on them," he continued.

Asked whether he believed allowable exceptions, Mr. Phillips responded, "The primary concern is the freedom and autonomy of the academic community irrespective of whether one approves or disapproves of research involved." He emphasized the integrity of scholarly research and its dependence on constructive criticism from other scholars in the field.

Voicing criticism of the proposal, Mr. John Cooper, assistant professor of history, disagreed with the philosophy behind it. He felt the statement read as if the College were neutral and ignored its role as a part of American society. According to Mr. Cooper, the College should retain the right to approve or disapprove of the kind of research. For example, in his opinion, the College might want to allow classified research on disarmament.

MIT Dissidents Oppose Research Boycott Day

MIT's research stoppage on March 4, has provoked criticism as well as support. In a News Analysis Feb. 18, The Tech suggested, "What started out as a legitimate day of discussion by a group of concerned and serious students and faculty has been turned into another cause by a certain group of students; witness the posters: 'March 4 is a Movement.'"

Most objections to the stoppage address themselves to the methods rather than to the motivations behind the program. "The concept of a work stoppage would be unacceptable for a variety of good reasons to many people sympathetic with discussion of the objectives and implications of research and would unfairly place them in the position of seeming not to care," writes Nevin S. Scrimshaw, professor of nutrition, in a letter to The Tech, Feb. 15.

"In the life sciences," he adds "as in the physical and social sciences, most discoveries of value and importance for human welfare can also be used for contrary purposes. What is needed is not to ban such research, but to develop national and international policies and forms of social organization and restraint which ensure that research discoveries are used constructively."

Scrimshaw continues, "I believe it would be far more meaningful for persons concerned with this problem to take their time in the evenings or on the weekends for the proposed discussions and panels. . . We are actively working long hours to find ways of applying science and technology for the improvement of human health and welfare. . . Given the urgency of the world food crisis, perhaps a research-in would be more appropriate for us than a research stoppage."

"On a single day recently, according to graduate student Truman Brown, more than 400 students signed a memorandum stating that a re dedication to the important work now under way (on human problems) would be far more meaningful and responsible action than a work stoppage." stated an article in the Boston Globe (Feb. 23).

The Globe also quoted Jerrold R. Zacharias, Institute professor of physics, who feels the stoppage day "encourages the inference that the research for which the halt is being called at MIT is itself anti-social, whereas it is overwhelmingly either pure research, of long-range social import, or research directed toward clearly identified, so-

cially desirable ends (such as urban systems, pollution, control, medical technology, transportation and aid to developing nations."

Zacharias continued, "It misrepresents the spirit and character of research in a free academic community. Research is not something to be turned on and off like a faucet. It is a matter of continuing involvement, and its timescale is years and decades, not days."

While the heads of the departments of biology, chemistry and physics have all come out in favor

of the March 4 stoppage, electrical engineering's chairman Louis Smith has chosen to remain neutral.

"I'm getting less and less interested in symbolic gestures, and more interested in concrete achievements," he said in a Globe interview.

He explained, "I'm very much concerned with this whole polarization that is going on in the universities and the country at large. . . I'm concerned with the idea that we need a political cooling off period."

MIT Student Committee Discloses Facts On Defense Spending, Research, Grants

Ed. Note: The following excerpts are taken from the MIT Science Action Co-ordinating Committee's information sheet for March 4.

"We recognize that the peaceful applications of space probes in communications, health, weather and technological advances have been beneficial to every citizen. We regard the ability to launch and deploy advanced spacecraft as a military necessity. We deplore the failure of the Johnson-Humphrey administration to emphasize the military uses of space for America's defense." (1968 Republican National Platform, see N.Y. Times, Aug. 5, 1968) . . .

"During the calendar year of 1968, a total of \$150 billion was voted by Congress. Of this amount 63.7% was directly related to the military (including 51.6% to the Department of Defense). Comparatively only 15.2% of the amount was related to social needs." (Friends Committee on National Legislation, No. 299, Dec. 1968) . . .

"On Oct. 2, in secret session, the senate discussed at length the subject of scientific advice on deployment of the ABM (anti-ballistic missile system). Subsequently \$500 million was appropriated by Congress to initiate the program. . . The following quotations are taken from the Congressional Record of Nov. 1, a censored version of the debate. . . Senator Phillip Hart quoted from a telegram which asserted that 'the Nation's foremost scientists are almost unanimous in their belief that an anti-ballistic missile system will not increase US security.' The signers urged that the ABM be delayed. . . (Senator) Russell replied: These scientists, every time an ABM bill comes before the Senate, send a telegram. . . But at no time has any of them ever asked to appear before

the committee.' According to the Dec. 20 issue of Science, Russell neglected to mention that it is difficult to find out when particular military appropriations items are being considered by his committee. . .

"The scientific community has expressed doubts about CBW (Chemical Biological Warfare) concerning the unpredictability of ecological, psychological and biological results. Anthrax experiments were performed on the island of Orinard near Scotland during World War II. It is believed that the island may remain contaminated for the next 100 years."

"The majority of the research is conducted under military auspices at Fort Detrick, Maryland, and Dugway Proving Grounds, Utah, where nerve gas tests last March 13, 1968, resulted in the accidental deaths of 6,400 sheep on nearby farms. An increasing amount of the research however, is being con-

(Continued on page 10)

Does COEDUCATION Mean Anything to You?
Act Now!
The Educational Policy Committee is planning an extensive study — Topic: The Prospects of Coeducation at Wellesley. — but to transform ideas into action, they need the crucial ingredient of Student Power.
All you typists, mimeographers, leaflet distributors, phone callers, research assistants, and people of undiscovered talent — the EPC needs you!
Write down your name, address, phone number, and specialty (if any) and send to Frann Rasas, Bates. Don't wait — The future won't.

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Seniors Ponder Year at Princeton Work Plan Changes

by Louise Bedlehek '72

With new perspective on Wellesley and its problems, Justine Kent '69 and Ann Yonemura '69 found that a junior year at Princeton gave them a welcome change of environment. As two of fifteen co-eds at the undergraduate level, the girls were in a good position to judge the merits of co-education. But after a year at another school, they are also in a unique position to make constructive comparisons between the set-up of the two institutions.

The girls were at Princeton in a critical languages program, for Oriental and Near Eastern languages.

Ann found that although both Princeton and Wellesley are in similarly isolated positions, there was "more to do" on the Princeton campus, owing to the greater size (Princeton is 4500 including graduate students) and the stimulation of the graduate schools. Both girls were happy to be rooming, and not boarding at Princeton, that is, they were not in a meal plan.

Ann said she enjoyed "sitting a long time over meals at the student center, where there were relaxed, interesting discussions, without having to be out of the dining room by a certain time." She and Justine both felt that the most interesting discussions were out of class.

Justine saved \$400 on meals, compared to what she has to spend at Wellesley. She also saved on books, under a different bookstore plan.

Academic Freedom

Although she found that Princeton and Wellesley enjoyed similar advantages from their comparatively small size, Justine wishes that Wellesley had the greater academic freedom which she found at Princeton. She decided on her history major at Princeton, where she found that "more inter-depart-

mental majors allowed more experimentation." Although she was "disappointed in the 'precepts', the large lectures were great." Both she and Ann were very enthusiastic about the "audit-pass" system at Princeton, whereby one can take the final exam for credit, but not a grade, in a course he has audited.

In contrast to the view that Wellesley is the victim of an apathy which is peculiarly feminine, Justine found that "Apathy exists at Princeton to the same extent as at Wellesley. I think both institutions would benefit from co-education. What may start out to be a move to impress the opposite sex often ends up in an interesting discussion." She also found that, "The men were more analytical and not as personal in their argumentation."

Ivy Guidebook Wilts on the Vine

by Susan Bayor '71

The Ivy League Guidebook. By Andrew Tobias, Arnold Bortz, and Caspar Weinberger. Collier Books, \$2.95.

A cross between *Where the Girls Are* and the *CEEB's College Handbook*, *The Ivy League Guidebook* attempts to fulfill the purposes of both without succeeding at either. Speaking of the *Daily Princetonian's* *Where the Girls Are*, the authors state, "One wonders how the editors are able to cover Cornell University (Ithaca, New York) and Cornell College (Mount Vernon, Iowa) with equal expertise; but, the editors make it clear that they realize the limitations of their guide." Apparently the authors of this guide do not.

Where the *Princetonian's* guide is humorous and often cutting as it discusses the social attributes of various schools, *The Ivy League Guidebook* is trying so hard to sell the prestigious eight colleges that it dares not attempt more than a few wan jokes, most of which relate to the pros and cons of the locations of the Ivies (e.g. Manhattan and Hanover) or the most convenient women's colleges. Indicative of the tone is this passage from the chapter on Columbia, "Manhattanville girls are also popular. They are generally pretty, literate, and snowed. Vassar is the home of the wealthy, sophisticated, and the liberal-minded. One problem, after the two-hour drive from the City, is fighting a way through the Yalies to get to the girls."

"Aloft the American Totem Pole" One of the major premises of this book seems to be that although the Ivies may not be the only colleges in the country (there's always Amherst), "the well-bred, well-read, well-heeled Ivy Leaguer stands confidently atop the American totem pole." From an eloquent tribute to the intellectual environment of Columbia in the midst of the resources of New York to "Dartmouth is one of the best teams one could join" and "Yale is a helluva good place to spend four years," the forthright, critical appraisal that one expects in a book that claims to be a comprehensive guide is missing.

In addition to a chapter devoted to each of the Ivy League schools, the guidebook has sections on "Honor Grades on Five Hours a Day," "The Ivies in Print," "The Ivy League Male (As Seen By the Ivy League Female)," and "Student Activism — the Ivy Left." Anecdotes about Ivy League students who have found ways to beat the grading system, the exploits of the Harvard Lampon staff, and faintly moralistic lectures on sex, drugs, and liquor abound in these pages. Descriptions of the major Ivy League types (preppy, jock, wonk, and hippie) include statements such as, "Most Harvard preppies date Wellesley girls."

The chapter on student activism reads like a concession to the new awareness on the part of some students, perhaps trying to convince high school radicals that the Ivy

League really is where the action is. Naive and over-generalized, it glosses over the issues facing students today and attempts to characterize the student activist in the same way that women's colleges were portrayed earlier.

The Ivy League Guide could have been a very funny or a very informative book; as it is, it's only a half-hearted attempt at both.

Alum Speaks

San Francisco Alumnae Vary Approaches to Ghetto Problems, Promote Action in Community

by Suzanne Sims Gunther '61

There have been many recent expressions of concern that Wellesley provide a larger role for alumnae within the college community. This concern has prompted our local alumnae club (Wellesley Club of the Smith Peninsula) to enquire into what Wellesley alumnae are doing to help provide a more influential role for people of color in our own communities. We think the readers of the News might be interested in our findings.

We have found that the alumnae in our area of the San Francisco Peninsula are indeed involved in a number of local organizations or projects which have evolved as attempts to solve some of our specific problems. These activities are:

Study on Regional Government for the San Francisco Bay Area — a proposal of the form which regional government should take; The study recognizes that diverse ethnic groups with their unique problems exist in our area, and that solutions to their problems must be incorporated into solutions for the area as a whole.

Wellesley Club Study Group on Community Concerns — through reading, outside speakers and discussions, attempts to understand issues in community problems; The present focus is on black/white understanding.

Intergroup — a cooperative effort of teachers and community members with emphasis on classroom exchange projects between white and black suburban schools;

Counterpart — a cooperative effort between black and white individuals working on a 1:1 basis to bring together community leadership, professional expertise and financial resources in a concerted attack on specific problems in areas of housing, employment, education and youth, an effort which might be dubbed "each one reach one";

Summer Discovery Day Camp — brings together adults and children, of both the "majority" and minority communities in a two-week session of creative play which has proven as enriching for the teachers as for the campers;

"Project Read" and similar projects in reading and math — utilizes teaching aids in suburban ghetto elementary schools to work

on an individual basis with students in teaching them to read and improve their reading skills;

Organization and coordination of teacher aids — a project undertaken by one alumna to furnish aids to a local school district; The aids serve in nursery school, as tutors of the high school level, and as assistants in a very successful adult education program of English for the foreign born.

Fast Palo Alto Pre-Natal and Family Planning Clinic — one alumna serves as a receptionist in a clinic which serves the minority community;

Citizens United for Relevant Education — a citizen's group which urges a local high school district to make meaningful changes in education in such areas as teacher in-service training, recruitment and hiring of more black teachers, hiring of an ombudsman, incorporation of black history into the curriculum;

Elementary School District Board of Trustees member — one white alumna serves as a trustee in a district where people of color comprise the majority.

What attitudes do Wellesley women bring to these activities? On the other hand our survey revealed certain attitudes shared by many of the alumnae;

Involvement in black/white problems requires ongoing education. Not only does such education enable us to better come to grips with our own prejudices, but such education keeps us abreast of current attitudes within the minority communities.

Another attitude shared by local alumnae is the recognition that the white community will have to contribute substantial financial resources to the minority community. But even so, the white community cannot decide unilaterally how such resources will be distributed. These kinds of decisions must be made jointly by both majority and minority citizens.

On the other hand, our survey approaches to solving the general reflected several divergent approaches of providing a more desirable role for people of color within our communities. Notwithstanding the risk of oversimplification, we have categorized these approaches as follows:

Research approach — the gathering and analysis of information and

her hours, as well as the possibility of greater earnings.

Rates of pay on campus, according to Mrs. John F. Wood, Jr., Financial Aid Officer, will vary according to "the expected contribution from the student" from \$1.50 per hour to \$1.65 per hour. This contribution depends simply on what a student's job is, since different jobs are classified as deserving different pay within a 15c per hour range.

Work-Study Program

One reason that this new policy could be facilitated was the participation in the College Work-Study Program for the first time and the Federal funds Wellesley will receive because of this. The funds are allocated to provide jobs for college students and thus to free money for scholarships. Perhaps eventually this will extend to off-campus or even summer jobs.

Another benefit of the new policy will be reaped by non-scholarship students desiring on-campus work. Although about 2/3 of the scholarship students choose on-campus work, only jobs they do not fill will be turned over to the Placement Office to be given to other students, or scholarship students wishing more than 5 hours of work a week. Preferences in assignment will be given to students requested by a department.

attitudes to form a basis for action, individual perhaps carried out by other individuals than those engaged in the research (Study on Regional Government, Wellesley Club Study Group);

Communication approach — exposure to different ideas and attitudes, often on a very personal level, which exposure it is hoped will then lead to problem-solving through a mutual sharing of goals (Intergroup, Counterpart, Summer Discovery Day Camp);

Assistance approach — emphasis on working within existing institutions to enable them to more feasibly do their job ("Project Read" and similar teacher-aid projects, Pre-Natal and Family Planning Clinic);

Pressure group approach — some existing institutions need to be changed, and pressure tactics as well as communication and assistance are necessary (Citizens United for Relevant Education);

Policy-making approach — in many aspects a summation of the above approaches, but an approach perhaps not easily taken by many people (membership on the school board).

Finally, our survey has shown that Wellesley alumnae are concerned and involved in trying to provide a more influential role for people of color in our communities. Concern and involvement are precious qualities. But at bottom they are very personal and must be worked out by each woman herself. We feel that the multiplicity of approaches revealed by our survey reflects this need in each of us.

VIL JUNIORS 1969-70

Bates — JoAnn Brooks, Margio Bogner
 Beabe — Jane Ireland
 Cazanove — Carol Gabalin
 Claflin — Dabba Triot
 Davis — Sus Wing
 Freeman — Hilary Stroud, Sheila Trice
 McAfee — Bocky Jewett, Jennifer Greene
 Munger — Penny Williams
 Pomeroy — Kathy Bennett
 Saverance — Kathy Calkins
 Shefer — Lucy Crane
 Stone — Rosemary Mans
 Tower — Missy Silverman,
 Martha Wasson

AA Elections

The Athletics Association Nominating Committee will be meeting Monday, March 3 to determine the final slate for the election of a Sec-Treas. ('72), Vice-Pres. ('71), and President ('70) for 1969-70. If you are interested in running for any of these offices or wish to know the responsibilities which they entail, please contact Heidi Winslow in Bates, 235-8793 by Sunday, March 2 at the latest.

Busloads Of Children View Show; Exhibit Of Black Art Comes Alive

by Mary Enterline '70
When you talk to her, Lorena Edmunds, age 10, smiles shyly and takes your hand. Her brown eyes sparkle and her dimples appear as she tells you about her two paintings which are part of an exhibit of art by black children of Boston and Cambridge at Hillis Library at Radcliffe through this Saturday.

The exhibit came to life last Saturday when three busloads of children viewed the show as guests of the Radcliffe student government. Cries of "Raymond did this" and "Chucky did this," and squealed comments of "this nice" and "no good for me" filled the room, as the younger children took delight in squirming under the panels on which the pictures were hung.

On Vacation

Originally more of the artists were slated to be there, but this reporter could only find three. Mrs. Theodore Lewis, head resident of Radcliffe's Bertram Hall, who hosted the children at a movie and a picnic lunch, explained that because the Boston Public Schools were on

vacation, children from these schools did not attend. "Happy Birthday Lorena" reads a multicolored sign filling the top half of one of Lorena's pictures. Below are dark green, brown, and black blocks which appear to represent a dingy neighborhood. Yet, when asked about her painting, Lorena states that she did the sign first because her birthday was coming and then added the dark colors below because "Kathy told me to blend them."

Favorite Painting

Of all her paintings, her favorite one is the other one on display because it was "the most fun to do." Using her thumb she blended colors in rows of wavy lines. Lorena did her paintings at Jonathan Kozol's Storefront Learning Center which she attends after school five days a week.

Oldest of four children, Lorena took ice cream home to her sister and proudly told that her brother David had done a crayon drawing on display at Bertram Hall. Similarly David, age 6 according to Lorena but "age 9" according to himself, and his friend Victor Vela-

spice, age 6 or "8" had proudly identified Lorena as one of the artists and had helped find her. Yet, David would not admit he had done a drawing.

Beautiful

Like Lorena and David, Papo Ortiz attends the Storefront Learning Center and is of Puerto Rican descent. Much more comfortable speaking Spanish than English, Papo, age 11, has nine brothers and sisters.

Describing his painting as "A house, you know, with a street in the middle," Papo explained that he used "blue and a lot of colors because "they are beautiful colors." He liked Hillis Library because "a lot of things there are beautiful."

Lots of Books

"In the room "where all the pictures were, I saw a lot of books," he said. "When I stay at home, I start to read and see TV. . . . Sometimes my mother yells at her because she always reads and reads."

Cambridge School Sparks Creativity

by Susan Bayer '71

"The Cambridge School of Weston is a meeting place of people and ideas, reflecting a history of more than eighty years of independent education and a heritage of denumerate self-government. Cambridge School philosophy has emphasized the worth of the individual and his creativity. . . . Consistent with this affirmation of purpose, the school is educational and non-didactic." "This statement from a publication of this preparatory school for boys and girls a few miles from Wellesley is supported by several unusual features not often found in a high school. The Cambridge School of Weston encourages students to be independent in their studies and to take an active role in facets of school life usually reserved for faculty and administration.

Independent Studies

The academic program seems more like a college curriculum than the typical high school routine. Students receive assignments in advance so that they will learn to plan their time effectively. Quelling seniors may undertake independent research on an approved project in the spring term. "Students who demonstrate clearly their ability for intelligent self-direction, and who show personal maturity and concern for the rights of others may be granted Independent Standing, a status that releases them from the routine of prescribed times and places for study."

Town Meeting

A town meeting form of school government has jurisdiction over many non-academic concerns. Students and teachers have equal votes and plan many activities together. The school structure seeks to bring faculty and students together in other ways as well; a faculty advisor is assigned in each student, and class teachers have regular conferences with their students. Students helped to plan and fund the new student activities center.

An important aim of the school is to provide opportunities for study and creativity in art and music; there is a music building and a separate art studio on campus.

The Cambridge School provides a variety of athletic facilities: several swimming pools, tennis courts, and a ski tow adjacent to the campus. Physics and chemistry laboratories in a classroom building and a separate biology laboratory building comprise the science facilities. Offering its students an ambitious liberal arts education, the Cambridge School of Weston offers them a unique secondary school experience.



Pictures

photo by Lin Tucker '71

Along with aesthetic beauty the works on display often offer a social message. For example, the four paintings from the Highland Park Free School included one of gerbils, one of LeRol Jones in jail, and two of Martin Luther King, Jr. While none of these artists were present, one of their classmates, Danielle Tinker, age 11, volunteered that the paintings of the gerbil and LeRol Jones were inspired by books they had read.

"Oh, say can you see . . ."

Mark Coye, age 11, painted the picture of LeRol Jones and one of the ones of Martin Luther King, Jr. In both, solid massive figures sit in front of the American flag. In fact, the flag forms the back wall of LeRol Jones' jail cell.

An awareness of the problems of society and a confident hope for the future appear side by side in one picture. A round, black, isolated face stares straight ahead in front of multicolored patches. The

artist, Nancy Wallace of the Storefront Learning Center, has labeled above "The Problem Man of Time" and below "Solves Everything."

Black Power

Evoking the most response from everyone was a huge black face by Ray Lawson of the New School for Children. The younger children giggled at the caricature-like nose, but the older ones read and understood its message, "Black Power is Soul."

The only disappointment of the show came from the fact that many of the pictures by high school students on display had not been painted by current students. One, in fact, had been painted in 1960. Since the older paintings were mainly portraits one couldn't help wondering if today's students would have chosen different subjects. After all, the younger ones had pictured tanks, urban renewal projects, Afro fashions and soul groups.

Lecturer Explores 'Every Shire's Ende'; Film Shows 'World of Chaucer's Pilgrims'

by Candy Fowler '71

How can students reading the works of Chaucer best gain background on the living conditions in Chaucer's time? Miss Naomi Diamond, a former member of Wellesley's English department, found herself looking for the answer to this and similar questions. Her solution is a short film made with Mrs. Mary Kirby, Wellesley '49: From Every Shire's Ende: The World of Chaucer's Pilgrims. In three talks at Wellesley last week Miss Diamond showed the film and discussed it and its production.

Miss Diamond said that the idea for the film had come to her while teaching at Wellesley. She felt that English students needed a cultural backdrop for the study of Chaucer to answer the many questions that might arise; for example, how much of Chaucer's subject material is drawn from actual daily life? Does his criticism of the clergy represent a prevalent attitude of the times or a daring step outside traditional boundaries? What are the conditions of life that Chaucer assumes his readers are familiar with?

More Specific Topics, Too

Other questions perhaps more easily answered in a short film also interested her. The houses, the countryside, the modes of dress, the path taken by the pilgrims to Canterbury — all were relevant areas of exploration for the student.

It was Mrs. Kirby who suggested that a film might be the most viable and efficient method of answering such questions. The two women decided to work together, Miss Diamond researching and writing the script and Mrs. Kirby doing the actual filming. They planned an ambitious project and made several successful inquiries for funds. The acceleration of the Viet Nam war, however, claimed some of the funding they had anticipated, which necessitated some cutting back of the original plans.

People Friendly

On the other hand, one expected problem turned out to be no problem at all. Miss Diamond related their apprehension that they would be unable to film many of the churches and scenes wanted due to regulations and inconveniences. The

actual case was the opposite. The women received maximum cooperation and encouraging support from everyone they encountered. In one striking example, British police detoured rush hour traffic from an often-used bridge so that it could be filmed without the interference of reminders of the modern world.

Despite such cooperation, the women ran into extremely difficult and unanticipated technical problems. Potential scenes were marred by telephone wires, drainpipes, and other modern additions that had been forgotten in planning. At the other end of the scale, one small church near Canterbury, perfect for filming, had no electricity for the filming equipment and lights.

One Anachronism Remaining

Only one sign of modern life remains in the finished film. Miss Diamond told of a day on which she and Mrs. Kirby were filming the West Gate to Canterbury, only to discover the Flag of the United Nations waving from the top of the gate. Finding it somewhat appropriate and moving, they decided not to cut it from the movie.

The film itself is an interesting document of 12th century customs and conditions. It includes no costumed figures dramatizing events, but works instead from buildings, tapestries, and old manuscript illustrations and maps. In film clips of countryside, brides, and buildings which are well shot and well organized, it traces the path of Chaucer's pilgrims from the north of England to Canterbury. To add more integration and organization to the film, the women started it with scenes of a Beckett reliquary and ended it with views of the windows of the cathedral at Canterbury which portray events from the saint's life. The commentary was clear and well-written, although it suffered from poor recording or acoustics, and was interlaced with twelfth century music, including Gregorian chants and haunting airs played on instruments of the time.

Through its subtle weaving of various techniques and methods of expression, the film succeeds in becoming an integrated whole, maintaining the mood and charm of the time it portrays.



Poetry and

photo by Lin Tucker '71

Harvard Organization Focuses On Wellesley in Search for Staff

FOCUS, a Harvard student-originated organization to place Upward Bound participants in college, is looking for a qualified staff for the coming summer. Bill Strauss '69 described the program as "one to develop leadership rather than just place students in college per se."

Working in four regional teams in the South, Midwest and West, field representatives visit Upward Bound and talent search projects for up to a week, with follow-up on individual students by separate college placement officers. College placement involves trying to arrange for a guaranteed open admissions program at a college, matching students to colleges, and coordinating scholarship and host-family arrangements.

One of the main functions of the program is to encourage the Upward Bound students to go to college by making the admissions procedure lose some of its formidable character. In choosing FOCUS students, general maturity, social awareness and intellectual curiosity carry more weight than academic factors.

Successful Project

Hoping to place as many as 300 students in college next fall, last summer a smaller staff was able to place 86 students from 23 different Upward Bound projects. Of this group, only two have dropped out and two have transferred, indicating a high degree of satisfaction with the FOCUS placement program. Approximately 90 per cent of the host family arrangements have also been successful.

FOCUS is interested in recruiting summer staff from Radcliffe and Wellesley to increase its effectiveness among girls in Upward Bound. Last summer, an all-male staff encountered communication problems; female staff members

would be able to live with the girls in the residential Upward Bound programs as the men now do with the boys. Dorm hall sessions and non-classroom encounters make successful placement an easier task.

Experience Desirable

"The job of field representative involves a lot of traveling, but the positions are salaried in addition to covering expenses for transportation, food and lodging around the state. FOCUS is looking for staffers who have had previous experience in the realms of education or social action, with preference for sophomores and juniors. A car is desirable, although not necessary. Among this summer's staff will be students who were placed in college last summer by the FOCUS program.

Although the program deals primarily with black students, there were last summer some low-income whites and Mexican Americans. This summer, efforts to recruit American Indians will be strengthened.

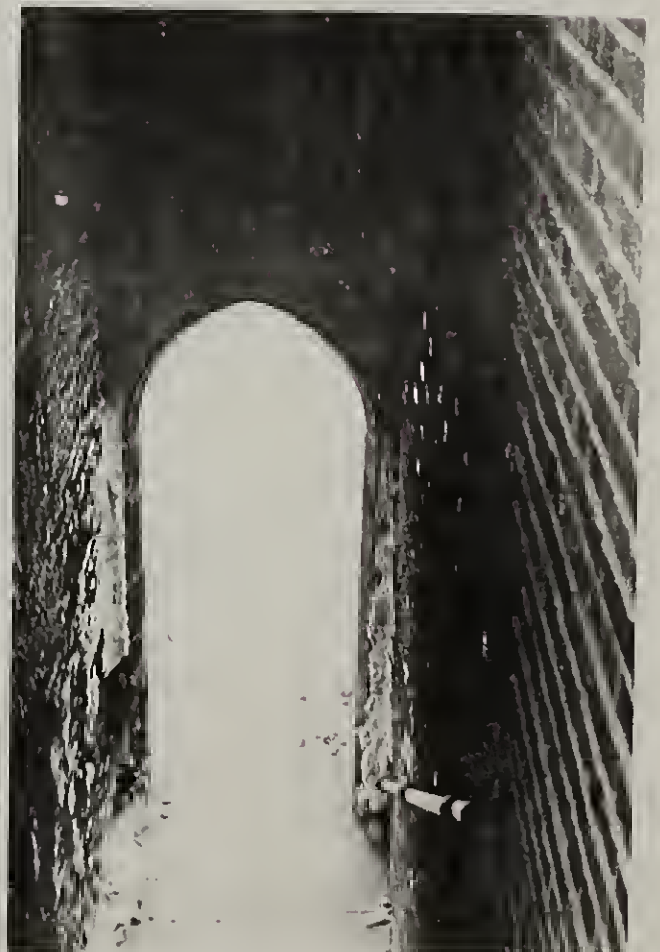
Strauss mentioned one instance of particular success in California. At Contra Costa College, several black students were placed with black host families, while at Napa College, blacks lived in white homes. Both groups were pleased with the arrangements, demonstrating, he said, "that this program can work in many different kinds of communities and environments."

For girls interested in joining FOCUS next summer as paid field reps or placement officers, a meeting is planned for next Thurs., Mar. 6 at Wellesley (details in next issue). There is also a meeting at Harvard Mon., Mar. 3 at 7:30 p.m., in Leverett 30. Application forms and further information are available at the Placement Office.



photos by Lin Tucker and I

[1969]



J Marty Brand, both '71
photo by Lin Tucker '71

[1968]

Speakers Consider Policies, Reject "In Loco Parentis" Role

by Betty Bowman '71

Wellesley students may cherish their freedom, but their knitting needles and interest in the second of this year's marriage lecture series created a somewhat domestic air in Pendleton last Thursday night. This second lecture-discussion was concerned with the role of the administration in determining college policy on sex. Should the college act in loco parentis? The program featured a short lecture by Dr. Harrison P. Eddy, a psychiatrist at Columbia and one of the authors of Sex and the College Student, and a panel format composed of Mrs. G. Scott Gillespie, Head of House for Tower Court, Dr. Thomas J. Keighly, director of Health Services, Dr. Harold D. Stalvey, consulting psychiatrist for the College, H. Poul Santmire, chaplain of the College, and Ward J. Cromer, assistant professor of psychology.

Ann Landsberg '69, chairman of the program, explained that the purpose of the program was to investigate the areas college policy affects such as the infirmary and the dorm. She had found that many of the rules students think unreasonable are grounded in reason and fact. Last Thursday's program was designed to allow the administration and students a chance to see the other side's role, hopefully easing some tension and dissolving some myths.

Students interviewed Dr. Eddy had conducted interviews with Wellesley students throughout that day and shared what he had discovered with the audience. He found that students with rigid parents tended to see the administration as right too. Some students felt the need for a counseling service, believing that the College psychiatrists were a "one way pipe line to the Dean's office", a myth which was completely destroyed by the end of the program. The psychiatrists only give out information with the student's permission or when some one's life is involved. Other students stated that they would not consider going to the infirmary for help if they were pregnant. Dr. Eddy stated, "I'd be startled if you couldn't go there to get an objective statement if you were pregnant." Another student stated that she would "certainly not go to the infirmary and would rather die in the dorm." Seeing the psychiatrist for the very sick and the chaplain for the very religious, students felt the need for an adult to talk to who would be concerned, but slow to advise. Others felt guilty using the time of the "very busy" psychiatrists. Dr. Eddy pointed out that discussion won't remove "this difference of opinion, but that the 'rank error' should be eliminated (for example, about the confidentiality of the psychiatrists).

He found that most of the students interviewed were very concerned about who they might talk to if pregnant. He saw the noise about differences with the administration as a front for conflict between students' behavior and what their parents would expect. Explaining that students can't remain "continuously aging children", he stressed the fact that some turmoil about moral values is normal. He concluded his lecture by stating that he believed that young women should know many more before marriage to gain some clear idea of what kind of woman she is and what kind of man she wants. "I'm one who is prejudiced in the direction that young woman should be selfish this way," Dr. Eddy added.

Questions and Answers

After a brief intermission, the panel members answered written questions from the audience. Dr. Keighly spoke of the role of the infirmary, explaining that there were many misconceptions about the College's medical services, the biggest one being the question of confidentiality. He revealed that the infirmary does pregnancy tests all the time, notifying others only with the patient's permission. The infirmary gives advice to students about birth control and pills, but does not give

out THE PILL, because it is against Massachusetts state law and because it is not a drug for the treatment of illness. Distribution would place the infirmary in a precarious legal position. Certain harmful medical side effects of the pill are another reason for the infirmary's non-distribution policy. Asked about the possibility of having a gynecologist come in part-time, Dr. Keighly said that this was a good suggestion. He added that they will refer girls to gynecologists who will distribute contraceptives even though it is illegal for them to do so. Another student asked why students are not aware of these infirmary services. Dr. Keighly said that he found it "a little distasteful" to distribute a list of services and felt that students should assume that a good doctor could do all these things. Explaining the recent distribution of venereal disease pamphlets, he explained that gonorrhea is reaching epidemic proportions in the U.S. and it is very difficult to find in women.

Dr. Stalvey answered questions about the psychiatric services on campus. He explained that there are three College psychiatrists with 35-40 hours of appointment time a week. He discusses many small problems, but felt that many students are still afraid of coming in. He said that they can give out information about sex and need to send out more. Students can make appointments or just "walk in" and wait. They are willing to talk to everyone and assure a complete "cloak of confidence." A joint student and infirmary committee is in the process of producing a booklet of complete infirmary services for next year which should help clear up some of the infirmary "myths." He added that while he tried not to be a "mommy", he is not an "immoralist." He asked that students who suspect that certain things are reported should come check with the infirmary.

Community Welfare

Mrs. Gillespie spoke about the role of the dorm in legalizing marriage. She stated that the college is not acting in loco parentis, but a student's behavior must in no way impinge on her neighbor's rights. Wellesley's standards are uniform for women's residences anywhere she felt, using the example of the Barlizon Hotel in New York City. Students should be able to study or go to bed without worrying about other people's dates. She stressed that there was no way in normal society that

a girl would meet men between her bedroom and bathroom unless she wants to. Commenting on the "living room behavior" rule, Mrs. Gillespie pointed out that the dorm rooms are not soundproof. Students should not have standards of behavior forced upon them at college if they would have not part of them elsewhere. She felt that in effect the college's policy was "not thou shalt not have intercourse, but thou shalt not have it here."

Claiming that he had "no wares to sell," Mr. Cromer felt that communication was most important in the area of college policy. But he pointed out that too much clarification of the administration's feelings about sex might result in structured rules that students wouldn't want. Students know the administration's view of sex; they are better off to use the available medical and psychological services offered at the College. He took some issue with Mrs. Gillespie's point about the dorms. He felt that what goes on within a student's room should be her own business and at this point the College should admit that it no longer has any jurisdiction. Mrs. Gillespie responded that a student still should not disturb her neighbor. Mr. Cromer concluded by suggesting that students encourage a dialogue with the administration to determine controls on college policy.

"Deus Ex Machina"

Dr. Eddy pointed out that students seem to fear some "deus ex machina" appearing while they are in their rooms with dates. Mrs. Gillespie translated this into "a vision of me pissing/going around" the halls. One student pointed out that basically students want to be reassured that what they are doing is all right. Mrs. Gillespie answered that an OK on sex from the College would not be issued and suggested that students stay out of the College's business of running dorms for a community.

Ann Landsberg felt that since the College has not issued any of the "three feet on the floor" parietals rulings, why should it be expected to state the other extreme? Dr. Stalvey felt that the entire discussion revolved around the question of premarital sex. Rev. Santmire concluded the program by asking that students not be "heroes" and that they talk to some one of the available people if it is necessary.

The next lecture in the series on March 10, will be concerned with contraception and venereal disease.

MIT Seminars Initiate New Courses

by Anne Treblecock '70

"The Black Experience," "Atheism and Communal Living," and a number of other new offerings will be the Wellesley cross-registrants to MIT. Where do ideas for such courses originate and how do they become part of the regular curriculum? One answer is the MIT Seminars and Social Inquiry, begun last October on a total non-credit basis.

The group, which split into a number of sub-groups to study a variety of issues, has also been responsible for the creation of a humanities department major in Social Inquiry, to begin in the fall of 1969. The shape of such a major is still being determined.

Student-faculty Plans

Of the courses newly introduced into the curriculum, most reflect a large amount of student initiative. "The Black Experience" was planned by MIT black students working with Roxbury leaders who will help teach it. Listed under "special topics in philosophy" is "Atheism and Communal Living," coordinated by instructor in humanities Alan Graubard and student Aaron Tovsh.

A seminar on "Representation, Advocacy and Art in Fiction, Film and Social Science" is taught by Lisa Peattie, lecturer in the department of city and regional plan-

ning. She hopes to explore the handling of social issues by different media, examining relations between reality-fiction, esthetic quality, values and social reform.

For graduate students in political science, there is an opportunity to participate in a "Seminar on Noam Chomsky," member of the MIT linguistics division and well-known "radical." The group hopes to do a critical analysis of Chomsky's "radical" treatises.

There were also attempts to organize a Radical Rerogatory Theatre; at last report this would be non-credit group. Students interested in this theatrical venture should call Susan Pasner, MIT ext. 5987, or Marc Miller, 864-3561.

Interested?

Other activities begun in October will continue as before, examining topics specifically relevant to MIT. Group 3 is studying ROTC at MIT, with plans for a forthcoming booklet. The group has also heard weekly reports of individual problems into MIT research defense contracts. Their meetings are on Tuesday evenings at 8 p.m. in room 14N-325.

Social Inquiry projects deal with other topics as well, and further information on participation by Wellesley students is available through the Social Inquiry office, at MIT ext. 6341.

Students to Unite For South End

by Sue Wing '71

"Nothing I can say by way of painting a picture can equal the experience of really being there. There's paint, there's plaster all over the place . . . I've seen rat holes in some of those places that are big enough to drop a baseball into . . . Oh, and be prepared to clean at least one bathroom." With these words, Ed Schwartz gave fourteen local college students the preview of an ambitious plan for student action.

This Sunday afternoon, student government presidents from eight colleges in the Boston area will hold a news conference from the headquarters of the South End Tenants' Council. Representing Boston College, Boston University, Northeastern, Newton College, Harvard, Tufts, Brandeis, and Wellesley, the students will have spent the day working in the 19 apartment buildings now sustaining a rent strike against landlord Ira Mendick.

Statement of the Problem

Speaking last Sunday to a group of local students, including seven Wellesley representatives, assembled at Philip Brooks House at Harvard, Ed discussed the causes and effects of the current South End housing crisis. Past NSA president and presently a student at the Florence Heller School for social work at Brandeis, Ed has been working part-time since October for the South End Tenants' Council.

The South End, an area between Washington Street and Tremont Street, north of Massachusetts Ave., has a racially mixed population, mostly blacks, Puerto Ricans, and poor whites. Victims of substandard housing, they have not substantially benefited from urban renewal projects, whose goal of "making Boston a better place to live," Ed suggested, has usually implied, "making it the kind of place to which middle class people would return." Furthermore, the observed tendency of renewal projects to tear down condemned apartments before building new ones, has displaced many South End residents into hostile neighborhoods and unsatisfactory housing conditions.

Self-assertion

Residents of the South End, however, have recently begun to assert themselves. Under the direction of Ted Parrish, they have formed building councils and the area-wide Tenants' Council. As sources of indigenous agitation, suggested Schwartz, these councils offer great possibilities, and a potential for community self-assertion which is just beginning to be realized.

CAUSE, a coalition of South End residents and white radicals last summer channeled local discontent into several demonstrations against the Boston Redevelopment Authority. This past fall, city councilman Tom Atkins "took their cause as his own," Ed recalled, "and received from the mayor's office a promise to act."—But "when you're talking about city government, you're talking about things taking a long time," Schwartz pointed to particular obstacles to action in the South End: the power of real estate forces in the city, the financial and administrative tangles of the Housing Authority, the extreme difficulty of bringing a landlord, especially a powerful one, to court.—Mr. Mendick is the largest property owner in the

South End, where but a small number of individuals own all the housing.

State of Crisis

"The situation, therefore, is obviously serious," Ed insisted. The buildings are in need of repair; the rents, he said, are unreasonable. He went on to explain, "There are landlords in the South End who own property there for the purpose of kicking the people out eventually and rehabilitating the buildings for middle class dwellers.—Ira Mendick is one of the more extreme examples."

The South End Tenants' Council

The South End Tenants' Council, Ed explained, finally persuaded the local rabbinical court to take Mr. Mendick's case. "Mendick is an Orthodox Jew, and they practically read him out of the faith, on the basis of what he'd done as a landlord." Mr. Mendick subsequently signed an agreement to make the necessary repairs, but "he has not lived up to his agreements at all," Ed concluded. As a result, residents of all 19 of his buildings have stopped paying rent; the situation, at present, has reached a stalemate.

Hope in Action

Despite the legal complexity and political inaction which have Tenants' Council, Ed sees great potential in frustrated efforts of the abilities in tenant-student cooperation, in the "theory of parallel action." As far as the student role is concerned, he stressed, "we're not asking for anything unreasonable; we're asking for the enforcement of laws already on the books. Also, the situation is 'obvious'—Mendick's buildings are clearly substandard."—"That's another reason we have a chance."

"This Sunday, we will undertake the old-time volunteer work that students have been doing for years," with a difference, Ed explained, "On this whole thing, I've worked closely with Ted Parrish . . . who has no hang-ups about whites coming down to do certain jobs . . . That's an important thing to remember—Anything we do will be done with the approval of the Tenants' Council; they'll get the press for Sunday . . . all along the pike, they will call the shots." For many years of community organization, he suggested, "no useful new strategy has emerged—this could be it . . . What we need is a new kind of exposure so that the public can see how really bad things are down there."

Taking the First Step

Sunday's news conference may provide such exposure, but it will, evidently, be only the first step in a potentially long-term process. "First," ask Ed, "we will in effect be asking the question of why students, working with tenants, should have to do something the landlord is supposed to be doing." The second step, which is "crucial," will involve the circulation of a petition on all the college campuses in the Boston area. This step, designed to consolidate student sympathy for the South End residents now on strike, may lead to a more active commitment, perhaps for a subsequent, more comprehensive canvas of residents in the Greater Boston area.

Moral pressure may not always work, Ed admitted, "but let's not forget that Mayor White is up for re-election this year . . . You never know exactly how things are going to turn out . . . We may be able to build a canvas that may affect the entire community."

Airlines, College Students Fight CAB Youth Fare Grounding

by Woodl Belsor '72

Students across the nation may soon be compelled to find new modes of transportation. A Civil Aeronautics Board examiner ruled last month that airline youth-fare discounts should be abolished. The decision, which was to become effective on Feb. 20, is being contested by both the airlines and many of the several hundred thou-

sand college students who hold Airline Youth Fare Cards.

The discounts of from 33 1/2 to 50 per cent off regular jet coach fares, offered to persons between 12 and 21 years of age, were judged "unjustly discriminatory." Examiner Arthur S. Present said airline passengers "having the same characteristics as youth except for their

(Continued on page 11)

Universities Battle With ROTC, Move to End Academic Credit

by Betsy Bowman '71

On campuses across the country, war is being waged against the Reserve Officers' Training Corps. Faculty members and students are examining the role of ROTC on the college campus. At most schools, student radicals are leading the attack, but moderate students and faculty members have also stated their objections to programs as they have existed for many years.

Attacks on ROTC are not a phenomenon of the 1960's. Twenty years ago, members of the corps were heckled as they paraded at City College of New York. In the late 1950's, Dartmouth men were hurling eggs at marching student soldiers. But as student disdain for the war in Vietnam has grown, resentment of ROTC programs has also increased.

Right to Exist?

The more radical students argue that ROTC trains students to kill and in their moral judgment, it should not be allowed to exist on campus. The view of the moderate students has been more widely accepted and acted upon. They believe that military courses should not receive credit at a liberal arts institution and that teachers hired by the military, and not by the school, should not have faculty status. Most of them agree that ROTC should be allowed to exist on campus, but only as an extra-curricular, non-credit activity. The college itself should be distinctly separated from corps programs. Many students feel that ROTC courses lack academic value and classify them as "guts." In a recent survey they felt ROTC courses were less difficult than other Harvard courses.

College newspaper editorials advertising a non-credit status for ROTC courses have been a catalyst for action on many campuses. A Nov. 8, 1968 editorial in the Michigan Daily (University of Michigan) stressed the lack of academic value in the courses and pointed out that the administration rarely exercised its option to veto appointments of officers teaching there. The Uni-

versity had ignored the low caliber of teaching officers. The editorial urged the abolition of ROTC credit, which would only make official the university's attitude toward ROTC — it is "treated pretty much the same as physical education" in academic evaluation.

Campus Action

At Brown, an ad hoc ROTC committee has prepared a complete report on the corps which will probably reach the conclusion that many other schools have come to: ROTC courses do not deserve academic credit. Other groups at Brown, such as the sophomore class council, have issued resolutions asking for faculty action to this effect.

Last fall, the freshman class at the University of Wisconsin vigorously protested a compulsory two week ROTC orientation program. A faculty-administration committee was set up to study the program. At Stanford, 13 students (6 of them women), members of anti-war organizations signed up for a ROTC program as "infiltrators." The women were not allowed to join. At Tulane, black-hooded demonstrators joined a Navy ROTC parade. Police maintained a two day vigil guarding the corps' building at Boston University after students threatened occupation of the offices. The same objections to the programs are present at Tufts and Dartmouth; faculty committees are currently studying ROTC's position at both schools.

Widespread publicity has followed the anti-ROTC movements at Yale and Harvard. Recently both schools have decided to withdraw credit for ROTC courses. At Yale, the head of the faculty study committee, Arthur W. Galston insisted that the decision was based on the (lack of) academic merits of the program. "ROTC is like singing in the wilderness — a perfectly fine activity, but one that we don't think merits any academic standing," stated the committee members. Others saw the program as an example of trade school type education. But some ROTC members

feel that the "academic" reasoning is only a cover-up for political feelings. Hewitt Chapman '70 pointed out that "there are plenty of other courses that don't deserve credit."

Prevented from meeting in December by an SDS sit-in the faculty at Harvard met again on Feb. 4, 1969, and voted to withdraw academic credit for ROTC course at Harvard and to end the corps' free use of Harvard buildings. Earlier in the same meeting, the faculty defeated by a 7-1 ratio an SDS-backed proposal to expel ROTC from the campus. Another proposal allowing ROTC courses to re-apply for credit individually was also voted down. However, Harvard's contract with the Defense Department requires a one year's notice before any changes can be made in the program, so the faculty action will not take effect till next spring. The Defense Department must establish a new contract with Harvard to permit ROTC to even continue as an extracurricular activity. Colonel Robert H. Pell, professor of military science in Army ROTC, stated after the decision that he would recommend that Harvard's program be discontinued. He felt that withdrawing credit would severely hurt ROTC programs.

However, other ROTC leaders at Harvard thought that some agreeable arrangements could be made. As Captain Thomas J. Moriarty, head of the Naval ROTC unit, explained in an article in the Feb. 8, 1969, Harvard Crimson: "There are three prerequisites to the existence of the Navy unit at Harvard: Harvard must want it, the arrangements must be sanctioned by a contract, and the contract must be consistent with the law . . . We are here by invitation; it is unlikely that we will overstay our welcome." The fate of ROTC may depend on the Pentagon, but ROTC leaders have indicated that they will work to continue the training programs for Harvard students desiring them, whether or not they are conducted on campus.

Wellesley SDS Maps Strategy Against Racism, Plans to Leaflet

by Anne Trebilcock '70

In what had promised to be a polemical SDS meeting on tactics, the group met in Room 1 Monday afternoon to map out consensus plans for a campaign against racism. Despite emphasis that divergent opinions were desirable, most members and visitors remained quiet as Vicki Erenstein '70 and Ellen Doyle '71 led the discussion.

Ellen read a prepared statement on racism, including condemnation, exploration of manifestations, causes, and its propagation in various aspects of American life. She referred to its presence at Wellesley, which "serves the interests . . . of the ruling class."

To combat racism on this campus, Ellen proposed dorm discussions and a leaflet on the issues. Vicki then reiterated these ideas, with added detail and scope.

The Leaflet

Feeling that the leaflet should treat racism in terms of the awareness of the class nature of the university, Vicki suggested a number of areas for exploration: the function of the college, course content and quality, demands to the Board of Admissions by Ethos, broadening scholarship opportunities, more paid recruiters for blacks and other minority groups, a look at who controls the college, and recognition of the blacks' right to self-determination without isolation at

Wellesley as well as elsewhere.

There should also be discussion on the anti-working class bias of colleges, toward both whites and blacks. Out of this, Vicki hoped, could come ideas for making Wellesley serve the needs of the people.

She also suggested the possibility of calling for class cancellations on April 4, the anniversary of the assassination of Martin Luther King, a day to serve more as a focus for discussion than as a memorial.

Working with Ethos

Before any concrete action on the leaflets and dorm discussions, however, Ellen and Vicki agreed that the group should first talk with Ethos members. Ellen questioned the wisdom of SDS making its own separate demands, with Ethos proposals already in existence from last spring.

Vicki countered this with the thought that their discussions must go beyond those demands to an examination of broader considerations. "To challenge racism in not all of its aspects is racist," she stated.

"We have been capitalizing on the guilt feelings of white students," she continued; "I feel it's our responsibility to go further than that." A leaflet generating a look at the reasons for black oppression, then, will serve "as a means of education leading to action."

Freedom for Cubans

The National Liberation Front of South Vietnam is not in Paris negotiating an end to the war. Rather, explains Stuart Singer, member of the Boston Young Socialist Alliance, they are sitting at the "peace" table to arrange the withdrawal of United States troops and support from Vietnam. Such were the insights that Singer picked up in a meeting with NFL leaders in Cuba in January, and later shared at a Harvard press conference, Feb. 13.

Singer, along with 13 other YSA members, was the guest of the Cuban government for the celebration of the Tenth Anniversary of the Cuban Revolution last month. Free to speak with anyone they wished, the group toured the island.

Strong Consciousness

"The most remarkable thing to me was seeing the consciousness that's been developed among the Cuban people," Singer declared. He described their revolutionary consciousness which includes feelings of solidarity with the anti-war and black liberation movements in the U.S.

Despite his description of Cuba as still a very poor country, he sensed "a general feeling of freedom among the population," in "a very comfortable country to live in." As a socialist, Singer feels the only way an individual has the opportunity to express his individuality is in a socialist society, where medical care, education and other areas of human need are satisfied by the state.

Need for Dissent

"By the same token, Singer criticized Cuba along with other socialist-communist countries for their "lack of freedom of expression within the Revolution." There are three national papers, with no real method for expressing dissenting opinions.

Also active are the Committees for the Defense of the Revolution (CDR), present on every block, which were responsible for the distribution of arms during the Bay of Pigs invasion. "Voluntary" work programs also exist, although intense social pressure makes them almost compulsory, Singer asserts.

Despite the presence of many armed guards on hand to protect the factories from saboteurs, Singer emphasized that the feeling in Cuba is one of freedom, definitely not one of a police state. Discipline, work, and the compulsory two-year military service gain support through the people's continu-

ing belief and enthusiasm for the revolution, according to him.

There is tremendous emphasis in Cuba on education, he asserts. Worker-peasant schools, adult education, and massive illiteracy eradication campaigns have placed Cuba extremely high on the United Nations minimum literacy lists. Singer described the arts in Cuba as being fairly well developed, particularly in literature and film.

While acknowledging Cuba's continuing poverty, he pointed out real advances in overall economic welfare. With a population that is half black, racial discrimination once existed. Now, with free education, free medical care and guaranteed jobs, much of the poverty caused by working on the sugar plantations for three months of the year, only to starve during the other nine, has been eliminated.

Contrary to American propaganda, Singer says, people who want to leave Cuba are encouraged to do so by Castro; it is only the restrictions on flights to the mainland that keep the number of defectors a trickle. Castro himself estimates that 20,000 "gusanos," or "worms," wish to leave, most in quest of an easier life.

Cho a Hero

While there is widespread admiration of such figures as Che Guevara and Stokely Carmichael, there are no personality cults such as those of the Chinese Cultural Revolution. Fidel is popular, but falls under a law which prevents statues and popularization of living leaders.

When asked about highjackings of airliners to Cuba, Singer said that delays in returns of U.S. nationals were due to safety considerations at the smaller Cuban airports. Expatriates wishing to make Cuba their home were treated well and given lessons in Spanish.

Highjacking

One remedy for the highjackings would be the establishment of regular air service between Cuba and the U.S., he said. The YSA group, for instance, had to return to the States via Canada on a freighter, as Mexico will not allow Americans to land from Cuba.

Singer remarked further that there will be a demonstration on April 6, in six cities, with New York serving Boston contingents. A joint GI-civilian gathering, it will protest the war in Vietnam in a legal way, he concluded. With Cuban solidarity in mind from the January trip, the YSA plans to come out in full force.

SEC Returns Course Evaluations to Faculty; Opinions Favor New Format of Questionnaires

by Pat Nicely '71

Four thousand new course-evaluation questionnaires were distributed by SEC last term in the hopes that their new format of many short, specific questions would better enable a teacher to get immediate information on students' response to his course.

"Certainly not all 4,000 were filled out," said Cathy Raphael '70, who directed the writing of the questionnaires, but she and Leah Otis '70, agreed that more questionnaires were handed in this year than last. "We didn't bother to count them," said Leah, co-chairman of SEC, "but there are definitely more than last year."

SEC feels that the questionnaire is better now because it provides a focus for evaluation yet touches on many specific aspects of the teaching of a course. Cathy said she felt it had a value for students who attached comments as well as for those who merely answered the existing objective questions. "The old questionnaire was too vague," she said.

No Formal Feedback

"We have no formal channels for feedback from the faculty," said Leah, but she added that many students and teachers have told her they found the new form more helpful than last year's. "More specific questions get people to think more critically," she added.

Some teachers have not yet received their questionnaires. Mrs. Bernice Auslander, assistant professor of mathematics, complained that in over three years of teach-

ing at Wellesley she has received a total of three questionnaires. She said she is "disillusioned" with the course-evaluation process, and does not know whether she will receive any questionnaires this year.

Contradictory Nature

H. Jon Rosenbaum, assistant professor of political science, told one of his classes that he received five questionnaires from 60 students he had taught last term. He complained that the contradictory nature of comments among students over the years limit the value of the forms.

Mrs. Ingrid Stadler, associate professor of philosophy, argued that the number of questionnaires a teacher receives really isn't important since "the ones that come through are obviously from students who care." She said that this year, however, she is "just enormously frustrated about the whole thing," because she hasn't received any questionnaires yet from last term.

Format Better

"If students knew how much teachers used the questionnaires, perhaps they'd return more of them," was the opinion of Mrs. Mary Lefkowitz, assistant professor of Greek and Latin. She agreed with SEC that the new format was better because it "directed students' thoughts better, and specific criticisms are the ones that help." She complained, however, that the questionnaire implied that most classes were lecture-oriented, while she feels it should "encourage the faculty not to lecture" and should help

evaluate the teacher as a discussion-leader, too.

Mrs. Lefkowitz also suggested that faculty members who have specific questions distribute their own questionnaires, as she did in some of her classes last term.

Distinct Improvement

Like most faculty who had been returned some questionnaires, David Ferry, professor of English, called the forms "a distinct improvement" over last year's "just because they suggested a wide range of things to say." He suggested that perhaps the ease with which one could fill out the questionnaire helped increase the responses this year.

In his first year at Wellesley, Ernest E. Wallwork, Jr., instructor in religion and Biblical studies, said he was "delighted" to receive responses and found them "useful about the future" of his courses. He said that while he taught at Harvard Divinity School students there compiled and published a course critique which he found "quite unsatisfactory" because of its overall negative bias and the fact that it did not allow direct student questionnaires to ever reach the faculty. But here, said Mr. Wallwork, he "was astonished at the positive nature of the responses."

News will print all letters to the Editor which are 11 typed, double-spaced, with margins at 10 and 80, 21 signed in ink by the sender, and 31 received at the News office (1308 Billings) by 10 a.m. Monday.

Students Want Holland Rehired, Hobart's Loss, Wellesley's Gain

Ed. note: The following article appeared in the Jan. 10, 1969, issue of The Herald of Hobart and William Smith Colleges. On Dec. 6, 1968, The Herald had stated in an editorial, "Albert E. Holland must be rehired as President of Hobart and William Smith. He is an educator and a humanist. He brought the Colleges . . . into a new and creative era. This trend has been temporarily halted, and it is more than coincidental that Holland is no longer around."

"You can't keep a good man down" goes the ancient adage. Many Hobart and William Smith students will certainly agree that this perfectly sums up the recent development in the life of our former president, Dr. Albert E. Holland: he has just been hired as a vice-president of Wellesley College.

Dr. Holland's official title at the girl's school in suburban Wellesley, Massachusetts, is "Vice-President in charge of resources." In comments to a Democrat and Chronicle

reporter, Holland explained that his primary function will be fundraising.

There has been a growing movement at Hobart and William Smith during the past month or two to get Dr. Holland rehired as President. Ex-Board Chairman Merle Gulick must have suspected what the student reaction would be, because, as Holland now reveals, Gulick asked him to leave last summer "before the students return."

Showing no ill-feeling, Dr. Holland had this to say regarding Mr. Gulick and the Board of Trustees: "Back in the late 40's and 50's, Mr. Gulick and other Trustees went to work for these colleges when they were down and out. They worked hard and they deserve the thanks of everyone connected with the colleges."

"Changing times have passed them by. Whereas their job had been to enable the colleges to exist, the job today is to enable the colleges to live."

Defense Spending . . .

(Continued from Page 8) dned at outside corporations and universities. In 1960, 18% of the army CBW funds went to these outside agencies. Early that year, Major-General Marshall Stubbs told Congress that 'in fiscal year 1961, we expect this effort to rise to approximately 33% of the total program . . . We plan to approach the level of approximately 55%-60% in fiscal years beyond 1962.' More recent figures are classified . . .

"In addition to contracts and grants to assist government laboratories in maintaining a dynamic program, the Defense Department set a pace for its agencies with a plan called Project Themis. This plan is intended to strengthen the scientific and engineering capabilities of the nation's higher academic institutions and, thereby, enhance the research capability relating to the national defense." (Defense Industry Bulletin, June 1968) . . .

"The Defense Department works in many other ways as well. Thus, in 1956, the Institute for Defense Analysis was formed as a membership corporation including MIT, Cal Tech, Case Institute of Technology, Stanford and Tulane. Since then, the corporation has expanded to include the universities of Chicago, Illinois, Michigan, California, Princeton, Penn State and Columbia . . .

"George Washington University's Human Resources Research Office and American University's Center for Research in Social Systems each conduct about \$3 million of research annually in psychological warfare . . .

"The Center for International Studies which until recently has been partly subsidized by the CIA Department with a means for it (about 20%) provides the Defense training social scientists, political scientists and mathematicians to work on defense projects at MIT . . .

"MIT is, and should continue to be, a student-centered institution of learning." (from the Report of the Presidential 1968)

"According to the same report, MIT's total expenses were \$202,851,000 of which 50% or \$100,675,000 constituted the direct expenses of Lincoln and Instrumentation Labs. Only 25% or \$54,652,000 was spent on 'educational and general expenses.' . . .

"According to Professor Jack Ruina, Vice-President in charge of Special Laboratories, 60% of the work at Lincoln and Instrumentation Labs is classified including a few of the graduate theses that might be done there. The Instrumentation Lab has played an active role in the development of the Poseidon missile, the Apollo mooncraft and an advanced missile system for the Air Force."

Lecturer Speaks On African Hurry

by Martha Wasson '71

Emphasizing the "distorted, undervalued" picture of African Culture in conventional history and the "deformed" view of its impact in the New World, Miss Cecile McHardy, scholar at the Radcliffe Institute, spoke here last week on African American, the topic of her nearly-completed book, *In an African Hurry*.

She explained that part of the significance of Africans as cultural agents is indicated by sheer numbers: one third of the total population of the New World is of African descent; by 1800 every country in America was peopled by Africans.

Jamaican-Born

Born in Jamaica, Miss McHardy is related by marriage to emigre Brazilian families who returned to Africa in 1803. Having lived in West Africa since 1952, she has travelled to the Sudan, Ethiopia, UAR, and on a UNESCO Fellowship to Latin America. Before joining the Radcliffe Institute last September, she served on the editorial staff of *Presence Africaine*, a journal of the Societe Africaine de Culture.

Her approach in reassessing African cultural impact is of singular importance. Having confined her analysis to the people of African descent in the entire New World, not simply to blacks in the United States, she spoke of the New World slave society without distinguishing between American, Portuguese, French, and Spanish slave institutions.

Phases of African Resistance

She delineated the three phases of African confrontation against the slave society in the New World. First, Africans used the act of desertion of maroonage as a way to stop slave trade and exploitation. Then, conflicts amounting to armed guerrilla warfare occurred between cimarron communities and surrounding free societies. Finally, full-scale revolutions, such as the struggle for independence in Haiti in 1795, were staged.

Since free societies of cimarrons existed as early as the sixteenth century peoples with an idea of freedom and desire to lead rebellions thus preceded Nat Turner and Denmark Vasey. Not only were the fugitive settlements able to resist being recaptured and able to consolidate power, but they also possessed islands and formed alliances with the Eilzaethan sailors and pirates.

Cultural Dynamism

In fielding several questions, Miss McHardy placed greater importance on cultural values than on cultural institutions. She cited several African cultural values such as games that do not stress competition and the concept of family which includes not only the living but also the spirits of ancestors and those yet to be born. "Eighty million Africans have made a contribution here to the total civilization and are part of the epic of great American. In order to understand the cultural dynamism in music, dance, song, and so on, you must get closer to some of the people that can help you," she concluded.

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Youth Fare Fight, Wilson Scholars ... SRC Member Condemns ...

(Continued from page 8)

age, are injured by being required to pay a regular fare."

Bus Companies Challenge

The current youth fare case was triggered by complaints from several bus companies. At first the CAB, once again upholding the youth fares as a legitimate way to promote airline traffic, refused to hear the complaints.

Last year, however, National Trailways Bus System, a trade association of bus companies, and TCO Industries, Inc., formerly Transcontinental Bus System Inc., again challenged the youth fares. This time, the bus companies won a court order requiring the CAB to investigate the fares.

Could Affect Other Fares

Mr. President's decision to recommend an abolition of the youth fares followed closely the opinion of the Federal court that ordered the CAB investigation. According to Mr. Present, the courts have made it "plain that the rule of equality is paramount."

The examiner's decision is subject to review by the board. "Within several days, the CAB in Washington will issue a statement to the airlines of their final ruling," Thomas O'Connell, spokesman for American Airlines said on Tuesday. If the full board upholds the proposal, the action could eventually affect other discount fares, such as those offered to families and to the military.

Airlines Defend Fares

At the long examination leading up to Mr. Present's 83-page decision, U.S. airlines were split on the issue. Of the 24 carriers offering the youth discounts, 14 supported them and 10 either opposed them or didn't take a position.

American Airlines, which originated the youth fare in Jan. 1966, has fought to retain the standby discount rates. American believes such rates are constructive and should be continued. Mr. O'Connell said that American has "filed an exception against the decision and will file another one soon giving the reasons American upholds the fares."

According to Don Phelps, Public Relations for Eastern Airlines which has renewed its policy of youth discounts for another year, "this case may be taken all the way up to the Supreme Court."

Students Can Help

Students are urged to rise to protect their youth fares. "Whenever one communicates with one's official representatives, some good can be done," said Mr. Phelps of Eastern Airlines.

To voice their protest against this decision, students can contact the Civil Aeronautics Board, 1825 Connecticut Avenue, N.W., Washington, D.C. 20009. Congressmen, the President, and the Vice President can be alerted by a new 15-word opinion telegram from Western Union which, for 90 cents charged to a student's telephone, can be sent anywhere in the U.S.

(Continued from page 1)

Fifteen regional selection committees chose the Woodrow Wilson Designates, all of whom originally were nominated by their college professors last October. After being nominated, candidates were invited to submit their credentials, including college transcripts, letters of recommendation, and a 1,000-word statement of their intellectual interests.

Committees read the completed dossiers and selected the strongest candidates to be invited for interviews. After the interviews the committees selected by quota, (based on the proportion of liberal arts degrees awarded by colleges in each region) the Woodrow Wilson Designates and those to be given Honorable Mention.

EPC...

(Continued from page 1)
Initiative isn't lost."

Finally, as a distillation of varied opinions and appraisals, plans were formulated for a multi-level, campus-wide study of the feasibility of education. Nothing had "happened" to EPC, but in EPC, a lot seemed to be happening.

(Continued from page 3)

But I do hope that the groups requested to act on our proposals will respect the extensive deliberations and sincere efforts which have characterized this committee's work and realize its commitment to the continuation of the whole community on a more highly interactive level.

One parting shot — DON'T LET SRC OR ANYTHING LIKE IT (e.g. the new committee to study the future of Wellesley College) BE A STOP-GAP MEASURE TO ACTUALLY IMPEDE PROGRESSIVE CHANGE — don't expect or wait for anyone else to act. The worst thing that could happen would be if every-

Nevertheless, we cannot legislate involvement, participation or other action dependent on attitudes. We can only try to eliminate the obstacles. While, on the one hand, the committee should never have the absolute power to remake the present state of affairs at Wellesley, it is unfortunate that we are limited to a purely suggestive function. This was one of my early misgivings about SRC, and it remains to trouble me as I write reports for total revisions of crucial committees. If SRC becomes Wellesley's version of the Kerner Commission, only to have its recommendations "considered" and subsequently shelved, it will lead to a final disillusionment with conventional modes to resolve conflicts in vested interests. Not that I would want members of the college community to enthusiastically adopt a package deal handed to them by this committee — that would be total disaster in light of our goals of full community responsibility and self-government.

one rooted to the spot anticipating the catalyst of the SRC report. The most encouraging outcome of this year would be if our report serves to enlighten and reinforce efforts already begun. It is incumbent on the committee to maintain close contact with leaders anxious to direct improvement of now-less-than-ideal arrangements. We should be working complementarily in informed concert, not to a discordance of cross-purposes.

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Vassar, Williams Go "Co-ed"; Students React to New Worlds

With the Coed Weeks of Princeton, Dartmouth and Yale now relics of the past, a number of colleges continue their nascent explorations into the realm of coeducation. As Vassar reacts in its new-found term exchanges with Williams, Trinity and Colgate, it looks ahead to a coeducated fall 1969.

"After one week at Williams they're going to have to drag me back by my hair to Vassar," quoted the Williams Record of one new transferee. In a Feb. 11 article, the paper reported widespread satisfaction with the new coed situation.

"Being a coed at Williams, though, is a strange and new experience," the girls say. One explained, "It's really funny to be here without a suitcase." Others are amused by the change they are making in Williams life, saying, "It's funny to see how boys react."

Classes More Exciting

"One sophomore enrolled in three English courses and one Religion course said she finds the 'classroom situation here has much more enthusiasm and interaction between pupils and professors. Learning is much more enjoyable and exciting."

The article continues, "One member of the exchange said, 'I resent the fact that some boys think we're here for partying.' . . . Most of the girls agree that 'it is important that we get to know boys as friends.'"

"There is a feeling expressed by some girls that life at Williams so far is not what real coeducational life is like. One junior explained, 'there are so few of us, and everyone is making such an effort to be outgoing.'"

Vassar's Men

Meanwhile, the male invasion of Poughkeepsie elicits corresponding responses. "Why am I here? Don't ask me; ask the guys at Williams why they aren't," responded one "coed" when asked by the Vassar Miscellany News (Feb. 7). The men had come to Vassar for the same reasons that Vassarites had ventured to the men's schools.

While they were satisfied with classes, they found, in the words of a Trinity junior, "the bureaucracy of the dormitories and the campus obnoxious." The crucial issue now is parietals; a strong movement (over 95% of the college in a recent poll) demands the abolishing of restrictive visitation rules. With men now living in the dormitories, on the same floors as girls, students feel it a travesty to have to converse in public rooms after 7 p.m. on weekdays.

Livelier Atmosphere

"From the women's point of view," says the Misc, "the presence of men in the houses and in classes has added excitement to the atmosphere at Vassar. Many girls have made comments similar to . . . 'The school seems more alive since the guys came.' Most wish they had more men in their classes in order to get the male point of view in more realistic quantity." Approximately 80 men are at Vassar this term on the exchange; next fall a larger number will join the Vassar community under the regular admissions plan.

A new director of admissions, Richard D. Stephenson, explains that uniform standards will be maintained. "He will be considering 'how imaginative, vigorous and virile' the new male applicants are." With about 100 letters already received, Stephenson said that the important factor will be "not how good these applicants are, but how many of them will decide to come here."

Nonetheless, "This favorable response is indicative, Mr. Stephenson feels, that Vassar's excellent education is just as appropriate for men as it has always been for women."

Students Ask Why, Get Answer

by Martha Wasson '71

"Miss Fleming and I believe in answering our mail — fan mail or otherwise," said Phillip M. Phibbs, executive assistant to the President, explaining their visit to Cazenove's living room last Tuesday. Fifty-seven students of Cazenove in a letter to the editor of News, Feb. 20 had asked them why many of our upper level course shave well above 25 students.

"Our problem is largely one of outgussing students early enough to hire competent faculty," explained Mr. Phibbs. The difficulty in detecting lasting from transient shifts in student interest leads to a time-lag during which many courses are overcrowded, he explained.

Conditions in Specific Departments

In addition to sharing with students statistics compiled by Gwendyth M. Rhome, Recorder, Miss Fleming explained the problems of fall course and section changes which lead to minor changes for next year including nine sections of popular courses, offering them both semesters.

A shift of interest has caused a shortage of staff in American studies in the History, Political Science, and Sociology Departments. The Psychology Department has added three staff members for next year; the Sociology Department is interviewing anthropology professors.

Complaints and Possible Solutions

Students registered complaints concerning the impediments to discussion in large classes, as well as against the abundance of classes scheduled at 10:00 a.m. and 1:30

p.m. "The time-lag is just too great," remarked one student, striking at what Miss Fleming and Mr. Phibbs consider to be the essential issue.

"Should we ask departments to limit the size of their courses?" asked Miss Fleming. More rigid prerequisites, separate sections for majors and non-majors, the posting of the size of classes were suggested as possible ways to alleviate the situation. Greater attention to the scheduling of classes between departments, especially in the social sciences, was offered as a means to eliminate persistent schedule conflicts.

Two of my good professors didn't get tenure. What is the pol-

ley?" asked one student. Miss Fleming explained that the departments consider the professor's teaching, research, efforts to keep abreast of current developments in his specialty, and the way in which his field of interest fits the needs of the department, and his position in the college community as a whole. Tenured members of the department comprise the final vote. "Faculty members are also extremely sensitive to student opinion," concluded Miss Fleming.

DAILY CHAPEL
The Daily Chapel Committee wishes to announce that beginning Mon., March 3, the time of Daily Chapel will again be in the morning, 8:15 a.m., with the exception of the Wednesday Communion Service which will begin at 8:30 a.m. as previously announced.

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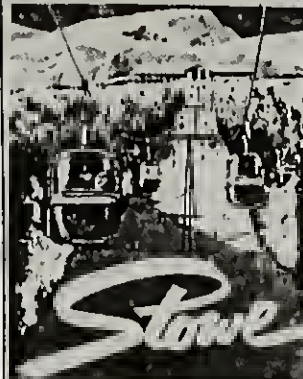
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