

10-19-1967

The Wellesley News (10-19-1967)

Wellesley College

Follow this and additional works at: <http://repository.wellesley.edu/wcnews>

Recommended Citation

Wellesley College, "The Wellesley News (10-19-1967)" (1967). *The Wellesley News (1949-)*. Book 187.
<http://repository.wellesley.edu/wcnews/187>

This Book is brought to you for free and open access by the Archives at Wellesley College Digital Scholarship and Archive. It has been accepted for inclusion in The Wellesley News (1949-) by an authorized administrator of Wellesley College Digital Scholarship and Archive. For more information, please contact ir@wellesley.edu.

Lutist Julian Bream To Perform At Alum



Julian Bream, English guitarist and lutenist, will perform at Wellesley on Oct. 31. His Alumnae Hall performance, subsidized by the Rebecca Bacharach Treves Fund, will be open only to members of the Wellesley College community. It will be his one concert in the Boston area this year.

"Julian Bream is a great musical interpreter of our time," according to the New York Times. "A thorough scholar, he nevertheless infuses all music with his strong personality. . . . Mr. Bream's virtuosity is of the sort that deflects attention from itself."

"He constantly focuses attention upon the music itself, judging not by pathos, humor, vivacity, dignity, or whatever it may have to express."

Varied Selections

Bream will perform 16th century lute compositions by Jean Baptiste Besard, John Dowland,

Robert Johnson, and William Byrd for his Wellesley audience.

Following the intermission, he will play selections on his guitar from Robert de Vissee, Sylvius Weiss, Anton Diabelli, Enrique Granados, and Emilio Pujol.

Acoustical Shell

Bream's will be the first to use the new concert shell designed for Wellesley by Christopher Jaffe and Associates, Inc. This symphonic shell was developed to blend and balance musical performances so as to obtain optimum acoustical values in Alumnae Hall.

Began at Home

Bream first played the guitar at home, where he was a member of his father's jazz band. Classical music soon captured his attention and he began to study the cello.

He studied intensively with the disciplinarian Dr. Boris Perrot, who introduced Bream to Segovia. (Continued on Page 6)

WELLESLEY NEWS

Vol. LXI

OCTOBER 19, 1967

No. 6

Students Attend Pre-Mobilization Rally In Preparation for Washington Activities

by Susan Foster '68

Nearly 200 students gathered in the academic quad Tuesday noon to protest the administration's policy in Vietnam. Speakers and folksingers led the rally.

Gary Goodman '70 began the protest by singing with guitar accompaniment. Jerome Regnier of the geology department gave a report on the draft resistance gathering in Boston on Monday. He reported that estimates of the number who participated run from 2000 to 5000. About 60 men turned their draft cards and nearly 200 gave their cards to clergymen.

Negroes and the War

Abby van Alostyne '69, active in SDS and civil rights, spoke of the world's hunger in relation to the amount of money being spent in Vietnam. She cited the "rebels" in 56 U.S. cities this summer, which caused \$523 million damage. These cries for freedom, she said, were unheard by a country which has 40 percent of its front lines composed of Afro-Americans. Her appeal to conscience included reading a poem which hinted that the U.S. is killing "two birds with one stone" by drafting Negroes and putting them in the front lines.

Johathan Anis, a C.O. and student at Brandeis, spoke of the position of girls in anti-war efforts. He suggested personal support of young men opposing the draft, draft counselling, and marching in Washington. Vicki Erenstein '70, member of SDS, gave information about the bus to Washington for the march.

Nation Killing

Sigmund Abeles, resident artist, expressed hope that bombing and "nation killing" would cease, emphasizing the paranoid and racist elements of the war. To him the killing of soldiers and civilians is reminiscent of the genocide of Nazi Germany.

Jerry Rifkin of the Fletcher School of Law and Diplomacy asked for personal commitments against the war. He noted that many people in Nazi Germany questioned the policy of their government but justified their inaction by saying that they could not do anything or that their leaders must know best. Folksinging ended the rally.

Bus to Washington

For students who are interested in marching on Washington this weekend, a bus will leave Founders parking lot at 11 p.m. Friday and will return Saturday night. Checks for \$16 should be made payable to Greater Boston Mobilization Committee. Students interested in going should contact Deane Kurz, 237-9008, or Vicki Erenstein, 235-0585.



COLUMBUS DAY PARADE in Boston had militaristic overtones. Helmeted, rifle-bearing VFW's vied with Boston majority candidates and "hup hupping" high school bands for the crowd's attention. Ten-year-olds went wild. But the event of the day was Mrs. Louise Day Hicks, whose charismatic smile outshone even candidate-at-large Herb Connelly's brace of motor cars.

College Court Distributes Judicial Guide

by Barbara Furne '69

Recently distributed throughout the dormitories, the Wellesley College Judicial Guide is another of the "new side", the innovative, at Wellesley this year. In the past, the Judicial Guide was given only to the heads of house, the house presidents, the VII Juniors, and members of the Court.

This year, however, the student body received copies of the Judicial Guide "to acquaint every student with Wellesley's judicial system, its structure and functions." As chief justice Bunny Lowe '68 said: "The purpose of the Guide is to know what's going on, to know Court members, and to appreciate what jobs they do." She stressed the emphasis made in the booklet that the court and judicial committees welcome, and are open to, suggestions and changes.

Some Changes

Some quite obvious changes in

the Judicial Guide are the elimination of "reasons for regulations," and the elimination of "standard irregularities and warnings warranted by various violations."

Honor and Rules

The section on reasons for regulations in the former Judicial Guide was included to "help to explain that these rules grow out of a need for some system of regulation for a college community." Each rule was assigned a particular reason for existing: for health, safety, or administrative purposes. The detailed explanations ranged from: halls close at 11 p.m. because "the house must be quiet for sleep and study"; to 1 a.m. set as limit for return with escort because of "general family standards and health"; to the necessity for not having access to an automobile on campus for "preservation of a residential community."

Instead of compiling an up-dated set of reasons for rules, the new Judicial Guide devotes a paragraph to the problem of the co-existence of an honor system and the practical means the community must use to deal with violations. The Grey Book discusses the responsibility a student should have for herself, for others, and for the system. The set of regulations can exist in the environment of an honor system because we must "not only insure our own adherence to the regulations, but also endeavor to assure the adherence of each other for the common good."

Additions

The role of House Council has been reworked and expanded. Since House Council forms the basic unit of the court system, it is important to know why the judicial house council convenes, who serves on the house council

ex officio, and how the individual dormitories, by meeting together, try to standardize treatment of cases.

Bunny added that, on a more general level, the chief justice will be reporting to Senate on cases that the General Court has handled in terms that will show "similar cases may require different penalties, and different cases, the same penalties." The emphasis on "discussing problems and questions of judicial policy" will be sustained by

(Continued on Page 7)

URGENT

Student and faculty are strongly encouraged to write letters to the Ad Hoc Committee about generals. Letters should be sent to Miss Padykula, biology department, in the resident mail, and should be received before Oct. 28.

Generalities

During these last few weeks, *News* has witnessed, gleefully, the meetings which majors in art, biology, economics, English, French, history and political science have organized to discuss their departments' senior major examinations.

News is especially pleased to see that a consensus is forming among students as a result of these meetings. Majors from every department are beginning to agree that the senior major examination, as presently constituted in academic legislation, is not realizing its goals.

The senior major examination has two goals: It is supposed to provide a basis for faculty to judge whether a student has learned enough to merit a B.A. It is also supposed to help the student draw to some meaningful conclusion four years of study in her major.

However, students are rightfully skeptical of the validity of judging one's performance on a single exam, taken as the sole indicator of four year's achievement. It seems unfair for Wellesley to withhold the B.A. from a student who has maintained diploma grade standing in her major because she failed on one exam at the last moment.

Ideally, 340 is a rewarding and inspiring conclusion to a student's undergraduate major; and for some, an introduction to further research in her chosen field. Unfortunately, cramming for her unknown and obscure general questions interferes with most student's 340 work, so that few seniors can realize such an ideal.

In view of this, we urge Academic Council to revise its curricular legislation this year by dropping the requirement that departments must administer a "senior major examination" which seniors must pass in order to receive their diplomas. Receiving a Bachelor of Arts degree should not hinge on a single day's performance on a single exam.

In short, we advocate abolishing generals, or at least, demoting them to the status of a final exam or final paper for 340.

Faculty and majors within each department could then decide if some 340 program is need-

ed to replace generals, and, if so, devise one that would suit the particular characteristics of their field.

For instance, departments which continue requiring "340" might structure it as a seminar. Faculty might take turns sitting in on this seminar, while seniors would have the responsibility of conducting discussions. During the term, each senior could have the opportunity to report on an area of special interest in her major and to lead discussion during one meeting.

Such a program would have the advantage of not unduly increasing the teaching load of professors. In addition, every major would have a chance to benefit from communicating with her fellow majors about specific problems in their common field. By the end of the term, the range of reports presented would have given students a broad, yet detailed, review of the content and methods of their field.

If a department deemed it necessary, a final exam could be given at the end of 340. *But unlike the present "general", a passing performance on the exam would not be required to receive a B.A.* The exam grade would only be counted into the final grade for that course, which would also be influenced by a student's work during the term. Furthermore, if a student fails her 340 exam, or the whole course, she should still be allowed to graduate (provided she maintains her diploma grade standing and has the required number of course credits).

We would hope, also, that 340 would continue to be graded on a pass-fail basis.

As there is considerable student support for action this year, we hope that the Ad Hoc Committee will promptly recommend adoption of such a change to Academic Council.

In the meantime, we urge senior majors in every department to work out with the faculty what kind of 340 program, if any, they would like to have replace generals. *If Academic Council does abolish generals as a prerequisite for a B.A., departments should have already decided if any how they wish to restructure their 340 program so that the change can be implemented this year.*

Judicial Guiding

The appearance of the *College Judicial Guide* which was distributed by the College Court last week, was a welcome addition to the usual barrage of dormitory flyers. For the first time, all the student members of the College community had their own guides to the court system, its functions and composition.

We were pleased to see the Court take the initiative in fulfilling this platform from last year's campaign for chief justice. By making this *Guide* public, the Court has finally dispelled the sacred aura surrounding its format and procedure. The *Guide* outlines the structure and membership of the Court and differentiates between cases handled by the General Court and by disciplinary committees. It also states what the penalties have been for past infractions of rules.

More significantly, the *Guide* describes the court procedures for students who must appear

before Court. It states that the Court will question a student only on facts relevant to her particular case. It will not attempt to evaluate the girl's "character or disposition." Particularly commendable is the explicit statement that a student appearing before Court is "innocent until proven guilty."

The Court attempts to relate the "honor system" to the practical terms of court procedure. The *Guide* stresses the difficulty of translating the Grey Book's definition of responsibility into "specific practical terms," and emphasizes the Court's willingness to be flexible in regard to interpretation of its role.

We share chief justice Bunny Lowe's hope that the *Guide* will be updated each year. An annual re-evaluation of Court procedure, and redefinition of purpose, should insure the continued flexibility of the College's disciplinary function.

SEC Wants You

Senate's vote last week on a new system of representation for the Student Education Committee now formally democratizes the group. Girls who have proven their interest in SEC by attending at least four SEC meetings will be able to volunteer to run as representatives in dorm elections (see story, p. 8).

The elections serve a number of expedient purposes. Functionally, a single permanent contact in each dorm will facilitate the job of the SEC chairman. Furthermore, a popular mandate will tend to formalize the representative's commitment, whereas now a volunteer might attend only meetings of special concern to her.

More significantly, in exercising their right of franchise, students will become aware of the existence of SEC and of a member in their immediate vicinity to whom they can bring ideas.

Late in October SEC will meet with the Ad Hoc Committee to discuss distribution requirements. In the meantime they will sponsor a variety of meetings, including one tonight, to encourage students to voice their views on curricular issues. This is a year of flux and academic innovation. If students interested in educational reform will make use now of SEC's potential influence, they can accelerate the currently creative trend and forestall a relapse into inertia.

SDS Calls for More Flexibility, Experiments from Educators

by the SDS Education Policy Committee

Concern about the quality of Wellesley education has recently been manifested by SEC discussions about a liberal arts education at Wellesley, the Ad Hoc Committee requests for opinions about course requirements, and student concerns and majors meetings directed to the subject of generals.

SDS, as an organization concerned about the inequitable distribution of power within the context of American society, is naturally concerned with an attempt on the part of students to determine the quality of their own education.

Wellesley College, like any other similar institution, finds itself polarized between two sets of interests, the administrative and the educational. The administrative interest requires a stable, smooth-functioning structure, one which develops its own inner dynamics and becomes self-propelling. This means a relatively fixed curriculum, an education offered in an uninterrupted four-year framework, and a lack of departmental autonomy.

Administration Supercedes

In contrast, the educational interests of a college are best served by a system that is primarily responsive to the need of those who are being educated. A small liberal arts college is particularly structured to fulfill this function. By definition, the university exists to educate. But at the American college in general, and at Wellesley in particular, priorities have been reversed and the administrative interest has come to supercede the educational. So we find that our own education is first of all a smooth one, and only secondarily an excellent one. Planning for education should be a cooperative enterprise involving both students and faculty, with the administration facilitating this cooperation at every point.

In the following plan we assume that teachers are educators rather than administrators, that their interests lie in finding new responses rather than perpetuating the old ones. A teacher with an undated and rigid syllabus rather than an open-ended reading list and independent projects is an administrator, working for smoothness rather than enlightenment.

Abolish Rigidity

To our knowledge it is in the interests of education that the rigidity of the four years system be abolished, and that students be able to take terms or years off, to graduate in mid-year, and to take heavy or light course loads readily. This flexibility would facilitate testing of academic concepts, course-related practical work, and

itate testing of academic concepts, decisions.

Because independence is essential to education, we support the idea of an ungraded freshman year, freshman independent work and colloquia. Such plans will acquaint freshman with critical independent methods, rather than act as an extension of high school. Relevant to such independence is the abolition of many 100-level introductory courses. Substitutions for present introductory courses may include a general lecture course in each of the three major disciplines, with accompanying seminars treating problems in specific perspectives.

We are not in favor of distribution requirements and vehemently object to requirements involving present introductory courses. Removal of distribution requirements frees courses and teachers for areas where they are demanded.

Departmental Flexibility

Departmental flexibility also serves the interest of education rather than administration. More interdepartmental teachers and majors are needed, regardless of ensuing administrative problems. Students must be free to float between disciplines to find their own contexts for meaningful work. Departmental flexibility is also aided by removal of general examinations as a degree requirement.

To be assumed under our plan is more and better academic information for freshmen before they register; a student-published course guide, faculty counselors rather than class deans, and correspondence with present students. As students, we have an interest in education rather than administration and have the right to demand a flexible and responsive framework.

Public Administration Fellowships

Students interested in a career in public administration in national, state or local government are offered an opportunity to apply for a fellowship at three universities. Candidates must be American citizens who have completed or will complete a bachelor's degree by June 1968. Each fellowship for single fellows has a total value of \$1,300, with a stipend of \$3,300 for married fellows, a total value of \$1,700 with a stipend of \$3,700; the remainder of the grant in each case consisting of remission of fees at the university.

Beginning in June, fellows will serve a three-months' internship with a government agency in Alabama, Kentucky, or Tennessee, and will then take graduate courses in public administration during the academic year at the universities of these states. Completion of the year will bring a certificate in public administration. For information and applications, students should write to Coleman B. Ransone, educational director, Southern Regional Training Program in Public Administration, Drawer 1, University, Alabama 354-86. The deadline for applications is March 1, 1968.

MINDBENDERS

"Some places are subject to strange and fatal influences by reason of diverse winds and violent heats, some by waters; or angular from the character of the field, which not only affects the bodies of men for good or evil, but produces similar results in their souls."

—Plato

WELLESLEY NEWS

Owned, operated, and published weekly on Thursday, September through May to include except during Christmas and spring vacation and during examination periods by the Wellesley College News, office in Green Hall, Wellesley College, Wellesley, Mass. 02181. Telephone 234-0943 and 234-0320, extension 270. Circulation 2500 to students (included in tuition) and to faculty, plus 500 subscriptions, 500 office copies. Subscriptions \$4.75 per annum; Second class postage paid at Boston, Mass., under the act of March 3, 1879. Registered for National Advertising by National Advertising Service Inc. The opinions expressed in this newspaper are not necessarily those of the Administration.

- | | | | |
|--------------------------|---------------------|---------------------|----------------------|
| Editor-in-Chief | Susan Sprau '68 | Copy Editor | Sue Black '68 |
| Assistant Editor | Wendy Moonan '68 | Photography Editor | Nancy Eyerl '68 |
| Feature Editor | Jane Carter '68 | Reporter | Ann Carter '68 |
| Managing Editors | Anne Marlin '68 | | Thea Devine '68 |
| | Susan Foster '68 | | Mary Enright '70 |
| | Tracy Thompson '68 | | Chris Franz '69 |
| | Wendy Wyse '68 | | Susan Heineman '70 |
| News Editor | Barbara Furne '69 | | Helen Lynum '70 |
| Juvenile Editorial Board | Betsy Denny '68 | | Lee Malibew '68 |
| | Penny Oriner '69 | | Susan Shapiro '68 |
| | Nancy Ross '69 | Business Manager | Suzanne Cox '68 |
| | Barbara Schlan '69 | Circulation Manager | Rhea Kemble '68 |
| | Ann Sherwood '69 | Advertising Mgrs. | Cheryl H. Poiran '68 |
| | Kathleen Thomas '69 | | Constance M... '68 |

Over the Horizon New Look for Tomorrow's City

by Monia Buegelesen '68

The American Institute of Planners celebrated its 50th anniversary this year with a week-long conference held in Washington, D.C.

In 1917, AIP had 52 charter members: landscape architects, engineers, architects, lawyers, publishers, realtors and others "variously engaged in community affairs." This year's conclave attracted 2500 members and non-members who spent the first week in October in an almost continuous seminar, examining "The Next 50 Years."

The basic topic of the conference was the creation of the future environment. Emphasis was placed on the culture of cities, the role of technology in social change, the individual in the future (and the future of the individual) and the co-ordination of planning and government action. Specific issues were also considered: minorities, leisure, health, education, housing, transportation and urban form. One day was devoted to an outing in which the conferees toured the new towns of Columbia and Reston.

Unstable World

All the speakers and many of the panel members who contributed to the discussions had prepared extensive papers for the conference. The problem which they all faced was that of time, as they had to condense their speeches into short lectures. Because of this the sessions all tended to deal with the philosophy of change as it applied to various disciplines. Emmanuel C. Mesthene, executive director of the Harvard University program on technology and society, and former senior staff member of the Rand Corporation, pointed out that social changes are consequences, and not innovations in themselves. Technology is only one of the causes of social change. However, technological advances multiply and diversify the opportunities among which society must choose. As these advances come more quickly, so must choices and values change rapidly. The world can no longer be seen as stable by nature, and in the future emphasis must not be placed on holding specific values, but rather on the process of valuing.

A social critic, David T. Bazelon, opened his speech with the dramatic remark, "Technology does not change society, it destroys it."

However, his views were not diametrically opposed to those of Mesthene. His thesis was that technology is not a society in itself, and that man must see it as a tool. Man must see himself as more than a part of a machine; technology sustains man, but cannot define him. It is a man who gives purpose to the system. The problem of man versus machine is an on-going process.

The question of process was perhaps the unifying theme of the conference. Carl Oglesby stated that the world at which the New Left aims is a process, not a result. Planning and values in the past have been established as answers to crises. Bayard Rustin agreed, and pointed out that a distinction has been made between individual morality and social ethics. What the individual needs is not merely a conscience, but a sense of social responsibility. Rustin was concerned with the urgency of the problems presently facing society, and stated that the circumstances

which exist in alums today will set off future riots. The only way to deal with tomorrow's problems is to start solving them now.

Anticipate Solutions

John R. Platt, a biophysicist, and acting director of the Mental Health Research Institute at the University of Michigan, echoed this point. Now that we are at the beginning of biological control by humans, we must solve problems by anticipation. Relationships must be studied either before or while they occur, and in this way we can learn how to solve conflict problems.

The other main point of the conference was the importance of working with the people in communities which are to be affected by change. Planners for Equal Opportunity, a splinter group which held meetings at the same time as AIP, drew up a resolution encouraging city planners to establish close liaisons with minority groups in order to consult them to determine their needs. Other speakers

advocated the importance of politics in planning, stating the obvious consideration that planning can achieve nothing without action. However, this did bring up the important point that national priorities must be examined. As urban historian John E. Burchard put it, "It is more important to save Cleveland than Saigon."

Exclusively Yours

- ★ for Antique Engagement Rings
- ★ for Custom Designing
- ★ for Pierced Earrings
- ★ for Gifts of Distinction

RICHARD M. DANA, Inc.
JEWELERS



81 Charles Street
Boston
523-1274

43 Central Street
Wellesley
237-2730

If Mexico and Bermuda send you, we'll send you posters of Mexico and Bermuda. 3 for \$1.50.

The diver of Acapulco. The tarera of Mexico. The sleek racing craft of Bermuda.

All three 30" x 40" posters are beautifully reproduced in color. And they're all yours for only \$1.50.

We think you'll like them so much, you'll

want to go to Mexico and Bermuda some day.

And when you do, we hope you'll go on Eastern.

So don't just sit there staring at four blank walls. Fill in the coupon below and send for your colorful posters now.



EASTERN

We want everyone to fly.

To: Eastern Airlines, Inc., Poster Offer, Box 4211, Grand Central Station, New York, N.Y. 10017

Please send me the Bermuda, Acapulco, and Mexico posters, for which I enclose a \$1.50 money order or check (payable to Eastern Air Lines, Inc. Poster Offer).

Name _____ Address _____

City _____ State _____ Zip Code _____

I would also be interested in receiving a Youth Fare Application.



PEACE CORPS COLLEGE DEGREE PROGRAM

Peace Corps training and service has been made an integral part of both undergraduate and graduate curricula, announced a Peace Corps College Degree Program representative.

Prospective mathematics and science majors who will be completing their sophomore or junior year this June, if selected, will be able to earn an A.B. or B.S. degree. They will be eligible for a Peace Corps assignment in one academic year flanked by two summers of fully subsidized and integrated academic courses and Peace Corps training.

The graduates, as Peace Corps volunteers, will join the staffs of teacher training institutions or become consultants to secondary teachers of mathematics or science in Latin America. During their two-year stay they will have the opportunity to earn up to 12 semester hours graduate credit.

Anyone desiring more information about the program should call or write:

Dr. John C. Crandall, Director
Peace Corps/College Degree Program
State University College at Brockport
Brockport, New York 14420

Educators Meet in Washington; Format, Aim of Senior Major Exam Vary Among Different Departments

WASHINGTON (CPS)—The nation's leading educators are beginning to accept the idea that students should be actively involved in the decisions which affect their education.

But they are undecided about just how far this involvement should be extended and worried about its effects on such practical matters as relations with trustees, legislators, the public, and the very education which their institutions provide. Student involvement in academic decision-making was a frequent topic as some 1,700 administrators of colleges and universities across the country gathered here last week for the 50th annual meeting of the American Council on Education.

Undercurrent of Fear
And although most of the college presidents and other executives who participated in the program endorsed significant student participation in the governing of academic institutions, there nevertheless seemed to be an undercurrent of fear of the student activist movement and of the cries for student power.

This fear and concern about the future was evident from the very start of the conference when Dr. Samuel B. Gould, chancellor at the State University of New York, warned in his keynote address that the "power of student activism cannot be minimized nor can its potential for creating and maintaining unrest be taken lightly."

Dr. Allen Wallis, president of the University of Rochester, said

in a paper prepared for the conference that the student activist movement has undermined the freedom to present controversial views on campus. Administrators cannot take steps to preserve genuine freedom of speech for unpopular speakers "without incurring the charge of suppressing free speech," Wallis said.

Students Should Play Role
Despite these reservations, the overall sentiment among the educators was that students should play a role in the decision-making process. But there were few definite answers as to just how students should be involved, and no one came forth with a formula to define how much actual authority students should have.

"I'm not prepared to say how far we should go with student involvement, but I can tell you that we are going to get more and more of the student voice," said David Fellman, professor of political science at the University of Wisconsin and past president of the American Association of University Professors, in a background paper on "The Academic Community: Who Decides What?" "Students should be admitted into policy-making wherever they can make a contribution, but not beyond that point."

The students on the ACEU program responded with calls for more student power and student rights. There were frequent student criticisms of the present leadership in today's colleges and universities.

The leadership in academic institutions was criticized by Robert

Passing the senior major exam (SME), more commonly known as "generals", has been a prerequisite for receiving a Wellesley diploma since 1928.

With the years generals have acquired a sacrosanct status at Wellesley. Yet this year senior majors and professors in several departments are asking each other what the purpose of generals actually is, and if alternative programs of study might better accomplish this purpose. Further discussion of generals is slated for an Ad Hoc Committee meeting late this month.

The Exam
Academic Council's legislation requires that every department administer an exam of three hours or more. "Intended to test the accuracy, extent, and depth of a student's knowledge of one subject (or field); her intellectual initiative and independence in analyzing, organizing, and relating the material of that subject; her

S. Powell Jr., former student body president of the University of North Carolina. "The crisis in higher education in 1967 springs from the lack of strong and purposeful leadership within our institutions," he said. "The cause of this crisis lies within our institutions in the inability or unwillingness of those now making decisions to confront and answer the question: 'What is this place for?' Our institutions have truly lost any real sense of educational purpose."

knowledge of and ability to apply leading ideas met in that subject." Seniors must pass this exam in order to be awarded their diploma and to receive credit for 340, preparation for the general, which counts as one unit of course work during Term III.

It seems that some departments have developed a highly structured 340 and general, while others have kept structure to a minimum. Some departments' exams concentrate on comprehensively testing specific factual knowledge while others emphasize research or critical analysis in a chosen area of their field. Professors from the departments of French, history, and biological sciences pointed out these variations in the July 1967 issue of the Alumnae Magazine, Humanities.

Carlo Francis, professor of French, described the SME in the Humanities and outlined his department's general:

"Part I: Morning—three hours
An essay on some specific aspect of a general topic which the student has prepared with some assistance from an advisor. This essay is judged on the way in which the candidate interprets and develops a specific problem in the framework of her general topic, and also on the quality of her French.

"Part II: Afternoon—15 minutes
a) a brief explication of a text chosen from the Minimal Reading List for French Majors. (The title of this text is communicated to the students on the Thursday preceding the SME.)
b) A few questions on French literary history; identify four of the following eight quotations; comment briefly on l'amour courtois, la precosite, l'ame sensible, le spleen de Baudelaire, etc."

Several other humanities departments prefer to use the general to find out how well a student can apply her four years of training to solving specific research problems in her major rather than treating the general as a "comprehensive" test of the amount and detail of the knowledge a student has acquired. Mr. Francois also reported.

Social Sciences
Most of the social science departments consider 340 to be independent study, according to Mrs.

Allee Colburn, associate professor of history. While a few departments assign advisors to their majors, others only hold a generals meeting for senior majors in the spring.

Mrs. Colburn outlined some recent changes in the format of the history department's exam: "This year the history department converted from a three question, morning and afternoon examination, to a two-question morning - only with each part counting equally."

"Part I deals with methodological and other questions of general concern to historians. Part II questions are more specific, yet not to be answered as 'course questions.' Science and Math

Miss Virginia Fiske, professor of biology, reported that a majority of faculty in the science and math departments see the value of 340 and generals as an opportunity to "synthesize material previously covered in a variety of courses" and to provide "greater overall appreciation of the field of the major."

She described the biology department's program, which gave a general composed entirely of prepared questions last spring.

Early in the year the faculty members of this department voted to eliminate, as far as possible, the element of surprise. This action was based on their feeling that coping with the unexpected is not one objective of the SME. In February all of their senior majors were sent a complete description of the examination and a meeting with these students was arranged. It was explained that the first two hours of the examination were to be used to test their ability to apply the scientific method to an unsolved problem in biology. To do this they were asked to select such a problem and 1) to prepare a summary of present knowledge in the area selected, emphasizing major contributions, 2) to present a concrete experimental plan for further investigation with techniques from several fields of biology, and 3) to predict the results that might be obtained from the experiment suggested and, on the basis of these results, indicate future pathways of research.

(Continued on Page 6)



Newest High Quality Stereo Recordings From Crossroads



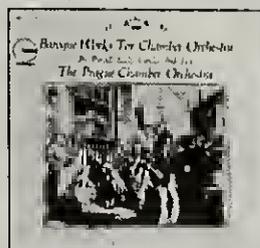
22 16 0154



22 26 0012 (A 2-Record Set)



22 16 0142



22 16 0158

OLD ENGLISH VOCAL MUSIC—Works by Byrd, Tallis, Ounstable, Morley, Oowland, and others—The Prague Madrigal Singers. 22 16 0144

FRENCH ORCHESTRAL SHOWPIECES—BERLIOZ: Le Corsaire; Benvenuto Cellini Overture/D'INDY: La Mort de Wallenstein; Istár—Zollán Fekete, The Prague Symphony Orchestra. 22 16 0180

DVOŘÁK: Symphony No. 6 in G Major—Karel Ančerl, The Czech Philharmonic Orchestra. 22 16 0146

DVOŘÁK: String Quintet in G Major—The Oveřák String Quartet, František Pořta, Double Bass. 22 16 0162

SCHUBERT: Piano Trio in B-Flat Major; Nollturno—The Suk Trio. 22 16 0148

CHORUS SCENES FROM GREAT OPERAS—Don Pasquale; Il Trovatore; Faust; The Bartered Bride; Tannhäuser; Cavalleria Rusticana; Pagliacci; Turandot—Jiri Pinkas, The Czech Philharmonic Chorus, The Prague Symphony Orchestra. 22 16 0164

Please send me my free copy of "POOF II—For The Advanced Expert," so I can be as lull of it (musical information) as you are.
NAME _____
ADDRESS _____
CITY _____
STATE _____ ZIP CODE _____
CROSSROADS RECORDS
P.O. BOX 371
Post Washington, New York 11050
CAL.

*A MEMBER OF COLUMBIA BROADCASTING SYSTEM, INC.

Students Here Getting Better Course Grades

For some members of Wellesley it may be a surprise to learn that students are getting higher grades at this period than in any other period of Wellesley's past. This conclusion was the result of a study of the college's grading system in the period 1960-65 conducted by Rodney Morrison, professor of economics.

During this period more students received a "B" grade than any other; 22% of grades were in the "B" category. 20% of grades were B-, 15.1% were C+ 14.8% were B+, and only a much smaller percentage were either very high or very low grades. It is significant to note that nearly half the grades given (48.6%) were of "B" grade or higher. It is also interesting to note that more higher grades were obtained in upper level courses than in introductory courses and that this composition of grades within a specific level had shifted further in this direction since the 1955-60 study.

Not Random Variation
However, the report says nothing about the number of students affected by this upward trend. The fact that more A and B grades are being recorded does not necessarily

prove that the number of students receiving them has changed by the same percentage, although it is known that the percentage of Wellesley students receiving honors has risen within this time span.

Mr. Morrison concluded from the empirical data that "the differences between these grade and group distributions (comparing 1955-60 to 1960-65) cannot be attributed to random variation . . . This is the sole conclusion which can be supported statistically."

Function of Many Variables
"Unfortunately the data which form the basis of these reports do not point to which factor, or factors, account for the change in the distribution of marks. These marks are a function of many variables, perhaps the most significant being student caliber, quality of instruction, and grading standards. The distributions exhibited above are generated by an interaction of these variables, an interaction which may involve both changes in sign and magnitude. The data used in this report, however, provide no information as to which of these variables has changed, the sign of that change, nor the order of magnitude of the change."

Faculty Assess Required Bible 104 Course Want to Retain Course, Drop Requirement

by Tolise Maclean '69

A large number of faculty members doubt that Bible 104 should be required at Wellesley under any circumstances.

Interviews with several professors show strong liberal sentiment about abolishing the requirement and retaining the course as a "staple" in the curriculum.

This is despite the fact that Wellesley's Bible department is outstanding in the country and that 104 is a highly developed and widely imitated approach to the Judaeo-Christian tradition in literature.

A Required Course

"One-oh-four" — two required units of Biblical history in the sophomore year — has fallen un-

der the so-called "Christian purpose clause" in the College By-laws. This clause has been challenged by *News*, and leaves open the question of further grounds for retaining the requirement.

Biblical studies have been required since 1875, when the curriculum demanded four years of Bible at least twice a week. Today's controversy involves factors distinct from those surrounding distribution requirements because 104 is a specific course requirement.

Comprehensive View?

Moreover, from the standpoint of Mrs. Ellen Haring, professor of philosophy, philosophy students often "become aware in 104 of the difference between philosophy evolved and religiously evolved claims," in addition to "getting a comprehensive view of the historical development of specific ideas." Students, she notes, "confront possibly familiar points of view" in 104 "at a mature level of thought."

But, "at present, 104 is not lit-

erary criticism . . . does not teach something applicable (to other disciplines) . . . neither does it teach a unique, professional competence in one area," in the opinion of E. Duncan Aswell, assistant professor of English. "I have yet to meet a student with an awareness of Biblical language or modes of thinking," he attests.

Introduction Elsewhere

"The history department offers just as good an introduction," according to history professor Eugene L. Cox. "Every introductory course that is respectably taught should introduce the students to a critical technique, and if you don't learn all knowledge, why should students be forced to learn any specific knowledge?"

"Your approach is more important than your conclusions," agrees Francois. "Mr. Cox's history 210 and 211 uses some of the same techniques, discipline and materials."

"In the sophomore year, when you have to choose your major," he continues, "it may seem like a waste of time. I think it is a good requirement if we're going to have requirements because the Judaeo-Christian tradition is such an integral part of our civilization. But why any specific year and why have requirements at all?"

Aswell sees "no criterion for requiring this course."

And, as Stratton puts it: "I would guess that you could be rigorous in the Biblical history department and be a real slob in something else."

If It Were Abolished

If the requirement were abolished, the Bible department would have to revamp its curriculum.

Background

The political science faculty has found it useful for students to have Bible and philosophy courses as "background," according to Phillip Phibbs, assistant professor. And that the Bible department "has a reputation for running a really outstanding course" is admired by professor Owen Stratton, though he has "never been aware of anything helpful to poli-sei students that I can directly attribute to Bible 104."

Carlos Francois, professor of French, who once audited the course, says that "in the first week the impact (on French literature study) came through."

"French writers," he pointed out, "have been influenced by *Ecclesiastes* and the *Book of Job*." Furthermore, "it may pay off later" in grad schools, where, he says, a wide background is important.

Associate professor of chemistry Elizabeth Rock recognizes the difficulties of evaluating this course "when it is taught by so many different professors."

Necessary for All?

Whether the stated functions of the course are absolutely necessary in every student's program is also questioned.

"While there is a place for particular traditions in a pluralistic society, I think the era of Christendom is past," says Green, "and this will be a factor in making curricular decisions."

"I don't think 104 is the only course which serves the function of making students re-evaluate their beliefs today," says Stratton, and Phibbs suspects that "any thinking student does re-evaluations in any course."

"If 104 went, other courses which build on this could no longer assume the students' familiarity with the impact of modern Biblical scholarship. Nevertheless, one should be able to handle this problem," according to Green.

Johnson remarks that "it would reduce the potential quality of the department . . . which is read in the names that have been established by senior members of the department and in the potentials of the younger men."

Noting that "reduction would occur among the junior ranks," he reflects that "we like to have space for turnover and for fresh approach."

What Could Replace It? As for another course which would be a broad introduction to technique and literary heritage, Aswell offers one alternative: "a humanities course would give background," he says. "This could cover from the Iliad to the Old Testament in Term I and from the

New Testament to Shakespeare in Term II."

Others would tailor introductions to the needs of individual students.

"The needs of individual students are what need attention," Phibbs believes. He would begin by re-evaluating Wellesley's philosophy of education and then consider a flexible advising procedure for maximum individual benefit.

"I would like to see . . . an ideal advising system," says Miss Rock, who strongly believes in a broad liberal arts background, "if we're going to have requirements, they should be categories of courses, not specifics."

"I think you ought to have broad requirements," suggests Stratton. "In the first two years take courses in a certain number of departments."

And Francois thinks that "even now, Bible could be reduced to one unit."

**What function has Bible 104 meant to serve in recent years?
Does this function justify compulsory election of the course by every student?**

der the so-called "Christian purpose clause" in the College By-laws. This clause has been challenged by *News*, and leaves open the question of further grounds for retaining the requirement.

Biblical studies have been required since 1875, when the curriculum demanded four years of Bible at least twice a week. Today's controversy involves factors distinct from those surrounding distribution requirements because 104 is a specific course requirement.

Justification of the requirement has raised at least three questions: 1) what function has 104 meant to serve recently; 2) does this function justify compulsory election of the course by every student, and 3) are there alternatives to requiring the course?

Bible Professor's Views

Roger Johnson, assistant professor of Biblical history, believes 104 serves a function at Wellesley. It introduces every student to the rigorous study of literature in the cultural heritage of the West and it asks the student to question her own value and belief systems. "This is part of a liberal arts education and in many schools is taken care of in a course such as Western civilization," he says.

As to how these goals are approached in class, Johnson says that ideas and methods evolve constantly within the department. "Today's students are more active and do not want to scribble down bits of wisdom from me." His and "other 104 classes" learn "from each other through papers." And as a result of new discoveries theological interpretation is changing, he says, and "some of us are teaching a more secular approach where we used to see only religion."

"The critical method," however, has been the one norm of the course since the beginning of this century, Johnson states. "At that time, the implicit encouragement of specific religious beliefs became a dead issue. We would encourage even more diversity of opinion within the department than

Have You Ever Had A Bailey's Kiss?

Boiley's delicious sandwiches!
Boiley's delicious sodwiches!
The Boiley's Sundoe!

Stores open every evening at CAMBRIDGE — [Harvard Square, 21 Brattle Street | CHESTNUT HILL — [Route 9, opposite R. M. Stearns] WILMINGTON — [Center Street, near College Gate.]

DON'T MISS . . .
TUSSY Real Girl
Free Consultations

S.S. PIERCE

Miss Ann Aldrich, Tussy Cosmetic Consultant, will be at 82 Central Street, Wellesley from 10:00 AM to 5:00 PM. Come in for a free consultation. Stop in! Meet the Real Girl! She's You! . . . wearing mere hints of color on your lips, while dazzling, frank, shading contours your Real Girl eyes.

Retake of Vietnam Questionnaire Shows Marked Rise In Anti-Administration Sentiments on Campus Since 1965

by Penny Ortner '69

The results of last week's survey of student opinion on Vietnam reveals a considerable change in opinion since the survey was run two years ago.

While only 210 girls completed the questionnaire, which compares to 559 in 1965, the percentage statistics provide a valid comparison. (The outstanding statistic, resulting from the fact that so few questionnaires were filled out, is that of 87% apathy among students concerning the war in Vietnam.)

Anti-Administration Increase

Analysis of the survey results indicates that two years of continued fighting without peace talks have heightened anti-administration feelings. The first question does not differentiate, however, between hawks who feel that the administration should further escalate and doves who favor complete withdrawal.

It appears that the three issues which are most often submitted as reasons for the war (the honor of our commitment to Vietnam, the threat of Communist expansion, and our national security) are now accepted by approximately half as many people as they were two years ago.

New Morals?

The continuation of the present war has caused an interesting change in response to the abstract statement that war is morally wrong, indicating that there is a relativism in the morality concerned.

It is difficult to determine the overall legitimacy of a poll that

Last week News asked students to complete the following survey on Vietnam in order to compare the results to those of an identical survey made in November, 1965. The compared percentage results appear below.

	1965	1967
● Do you support the administrations current policy in Vietnam?	82%	29%
	18%	63%
	20%	17%
● I feel that one should always support the President's policy.	4%	3%
● I think that the U.S. must honor its commitment to South Vietnam.	62%	37%
● I think that the U.S. must stop Communist expansion, and that Vietnam is a test case.	66%	23%
● I believe that war is morally wrong.	27%	59%
● I do not think that bombing North Vietnam will bring the U.S. any closer to the conference table.	28%	65%
● I do not think that the defense of South Vietnam is vital to our national security.	23%	57%
● Do you think that complete withdrawal by the U.S. from Vietnam is a feasible solution to the war?	Yes 8%	36%
	No 91%	63%
● Would you be willing to fight in Vietnam?	Yes 48%	38%
	No 44%	54%
	No answer 10%	8%
● Would you go to jail in protest against the war?	Yes 5%	22%
	No 90%	69%
	No answer 5%	8%
● Do you approve of peaceful demonstrations to protest against Administration policy?	Yes 88%	89%
	No 27%	19%
	No answer 5%	1%
● Do you approve of teach-ins to educate students on controversial issues?	Yes 86%	88%
	No 19%	12%
	No answer 4%	2%

was completed by such a small percentage of students. However, those opposed to present policy will be more inclined to answer the argument that asserts that the questionnaire should not be drawn from the comparison with the previous poll, as the same should have been equally true in 1965.

Bream . . .

(Continued from page 1)
a source of later inspiration and guidance.

After the Second World War, Bream attended the Royal College of Music and began staging benefit concerts. Since then, he has been performing Elizabethan music all over the world. His artistry has inspired such a distinguished modern composer as Benjamin Britten to write pieces especially for his classical guitar. In 1964, Bream was awarded the O.B.E. by Queen Elizabeth for his services to music. The next year, he founded an international summer school for guitarists in Wiltshire, England.

"Mr. Bream is a great artist, an exceptional musician, who is able to recreate a whole era with his playing," praised the New York Herald Tribune.

"In phraseology, in tone, in rhythmic rightness and in color, he is a champion in the art of communication. Hearing him is to sit in the presence of a complete artist."

Student may obtain free tickets for the concert from their heads of house on Thurs., Oct. 19. The coordinator of special events will distribute tickets to other members of the College community on a first-come, first-served basis on Thurs., Fri., and Mon., Oct. 19, 20, and 23.

Generals . . .

(Continued from Page 4)

"These students were also told to bring to the exam a copy of the bibliography of the articles and books to which they would refer in their introduction and discussion of the problem.

"Part II, or the second two hours of the examination, was used to test overall knowledge of certain fundamental topics in biology. The students were given a list of five of these and were told that any two of them would appear on the final exam. The topics ranged from 'Discuss the factors which affect the flow of energy through either a cell or an ecosystem,' to 'What is the importance of membranes to living organisms?'"

Entertainment With An Education

Girls interested in playing a TV game similar to the diplomacy game of political science 321 fame last year will be able to participate in "The Most Dangerous Game" every Thursday night for seven weeks along with townspeople from Wellesley. Sponsored by the Massachusetts Council of Churches, 30 churches in eastern Massachusetts, including St. Andrew's on Washington street in Wellesley, will participate in a game for persons interested in relating Christian ethics to foreign policy. The game is designed to stimulate interest in and knowledge on issues of foreign policy decision-making.

Decision Making on TV

On successive Thursday nights at 8 p.m. Boston's new educational television station, WGBX, or Channel 44, will show simulated world crises for an hour. Viewers, in groups representing five fictitious nations, respond to the crises by choosing one of four alternative strategies outlined by the television moderator. The nations must defend their choices on the basis of economic and military power, internal politics, and other criteria within their country. Groups then work out a brief essay and call it in to the stations with their decision. The team with the best defended strategy wins the game and is asked to appear on one of the telecasts to defend its choice verbally.

Abt Creation

Created by the Abt Associates, this is a frankly experimental but entertaining game. Interested students should contact Mr. Ward Smith at St. Andrew's Church in Wellesley to express their interest in participating in this project of the town by calling 235-9314.

Faculty to Play Piano Trios

A concert of piano trios will be presented by members of the Wellesley College music faculty at Jewett Auditorium on Sun., Oct. 22, at 8 p.m. Phyllis Moss will perform at the piano; Ayrton Pinto on the violin; and Alfred Zighera will play the cello.

The program will include Haydn's Trio in C Major, Beethoven's Trio in B-flat Major, and Schubert's Trio in B-flat Major. Admission is free.

Miss Moss: Child prodigy
Miss Moss, a new Wellesley faculty member, was born in Philadelphia. At 11 she was awarded

a scholarship to the Curtis Institute of Music and made her debut a year later at a concert of the Philadelphia Symphonietta under Sevltsky. When only 15 she played as a soloist with the Federal Symphony.

She has toured with Philadelphia Orchestra, the Boston Pops Orchestra, Bamberger Symphony and many others. During the past few years, she and two men from the Boston Symphony have given concerts as the Boston Trio.

Distinguished Performers

Alfred Zighera, a member of the Wellesley faculty since 1944, is one

of the best-known musicians in the Boston area. He was a cellist with the Boston Symphony Orchestra from 1925 to his retirement in 1963.

Ayrton Pinto, a Brazilian violinist, is also a master of the piano and celesta. He entered the Brazilian Conservatory of Music in Rio de Janeiro at the age of 9, and was later awarded a full scholarship by the Institute of National Education to the New England Conservatory of Music in Boston. There he studied with Richard Burgin, concertmaster and associate conductor of the Boston Symphony Orchestra. He made his debut in Jordan Hall in 1957 and joined the Boston Symphony Orchestra.

Anyone can

GOOF.

With Eaton's Corrasable Bond Typewriter Paper, you can erase that goof without a trace.

Not a telltale smudge remains. A special surface permits quick and easy erasing with an ordinary pencil eraser. For perfect papers every time, get Corrasable. In light, medium, heavy weights and Onion Skin. In handy 100-sheet packets and 500-sheet ream boxes. At Stationery Departments.



Only Eaton makes Corrasable.

EATON PAPER CORPORATION, PITTSFIELD, MASSACHUSETTS

POW



Despite fiendish torture dynamic Bic Duo writes first time, every time!

me's rugged pair of stick pens wins again in mauling war against ball-point skip, clog and smear. Despite horrible punishment by mad scientists, me still writes first time, every time. And no wonder, me's "Dynamite" Ball is the hardest metal made, encased in a solid brass nose cone. Will not skip, clog or smear no matter what devilish abuse is devised for them by satanic students. Get the dynamic me Duo at your campus store now.



BIC Medium Point 192

BIC Fine Point 236

NEW - FIND SCHOLARSHIPS BY COMPUTER

Last year \$30 million in college scholarships went unclaimed - because no qualified persons applied . . . because no qualified persons knew of them. Now ECS engineers and educators have programmed a high-speed computer with 700,000 items of scholastic aid, worth over \$500 million, to permit students to easily and quickly locate scholarships for which they qualify. The student fills out a detailed, confidential questionnaire and returns it to ECS, with a one-time computer-processing fee of \$15. In seconds the computer compares his qualifications against requirements of grants set up by foundations, business, civic, fraternal, religious, and government organizations, and prints a personalized report to the student telling him where and when to apply for grants for which he qualifies. Thousands of these do not depend on scholastic standing or financial need.

FREE INFORMATION AND SAMPLE QUESTIONNAIRE

ECS NORTH AMERICAN EDUCATIONAL COMPUTER SERVICES, INC. 100 NASSAU STREET PRINCETON, NEW JERSEY

Send _____ Questionnaires

_____ qty

name _____ (print)

address _____

zip _____

Judicial Guide . . .

ing of the flexibility and the reasons behind the Court decisions.

(Continued from Page 1)
a new Court procedure of meeting after each case has been heard. This will increase an understand-

Annual Rewriting
By including the names of the people who would meet for a "full" court session, "which handles ser-

ious violations of the Wellesley community standards and rules in the Grey Book", the Judicial Guide forces its own revision each year to bring names, members and information up-to-date.

Bunny was particularly pleased with the information on Court procedure, found on pages three and four of the guide. Up till now, the Court procedure had been either a "mystery" or very con-

fusing to members of the College community. By writing out a theoretical example of "student A" and the procedure that forms her Court case, many vague misunderstandings and misrepresentations of the court have been removed.

Pamela wore a mini skirt, sweater, white go-go boots and 4 union labels.



Her skirt may be mini or full.
Her neckline may be turtle or plunging.
Her feet may be in boots or ballet slippers.
But Pamela is always in fashion.
And so are the union labels in

her clothes.
No matter what the occasion, Pamela—like most American women—wears union labels wherever she goes.
The union label in women's and children's garments is the signature

of 450,000 members of the International Ladies' Garment Workers' Union.
It is a symbol of decency, fair labor standards, and the American way of life.
Look for it when you shop.



Former BRA Chief Ed Logue To Lecture on Redevelopment

"Politics and Redevelopment" will be the topic of a lecture by Edward J. Logue, Boston's former Redevelopment Authority chief, Tues., Oct. 24, at 7:45 p.m. in Alumnac Hall.

Experience in Politics

Most recently in the news as a candidate in the Boston mayoralty primary this September, Logue has long been interested in both politics and redevelopment. He graduated from Yale ('42) and from Yale Law School, where he organized the maintenance and service workers of Yale into a CIO union. After graduation Logue served Chester Bowles, a liberal reformer, first as a legal advisor when Bowles was governor of Connecticut and then as chief administrative assistant after Bowles was appointed ambassador to India.

New Haven's Redevelopment
In 1953, Logue returned to New Haven, began a law practice, and

became Mayor Richard Lee's redevelopment administrator. In this position Logue coordinated the physical transportation of the city and was responsible for causing urban redevelopment to hurry into a major activity of the mayor and his staff.

In 1961 Logue left New Haven to head Mayor Collins' Boston redevelopment program. He can take credit for much of Boston's soaring skyline built during his seven years with the Boston Redevelopment Authority and for the preservation of historic Old Boston's monuments as the "New Boston" grew.

Candidate in Primary
Logue's recent campaign, pitched to the theme, "One Man Stands Out," was aimed to succeed Mayor Collins at City Hall in order to keep the urban renewal program running. However, Logue finished a close fourth out of eleven candidates in the race, lacking adequate "currycove" support.

Overnights Can Return Early

A student can sign out for an overnight and return to her dormitory after 2 a.m. without penalty, according to Connie Stowe '68, chairman of House Presidents' Council.

Although not many students circumvent the College curfew in this manner, the Council is presently working on the issue because, says Connie, it is "inconsistent" with the present regulations. According to Connie, Mrs. Asa Tenney, director of residence, is concerned about early returns from overnight sign-outs. However, the Council has not yet reached a consensus about the solution of the problem, and the possibility of early evening enrollment.

The Council is also discussing the heavy loss of funds from de-

partmental libraries late last year. House presidents considered searching student rooms at the end of the year to find the missing volumes, Connie reported.

The possibility of initiating a checkout system in all libraries was considered, but the Council de-

clined against such a program, feeling that the responsibility of keeping track of books was up to the libraries in question. The Council does, however, feel responsible for student attitudes about the use or misuse of library books, she added.

Connecticut Wins, Wheaton Comes 2nd At New England College Tennis Tourney

Susan Mabrey, a senior at Connecticut College, defeated her sister Sally, a junior at Wheaton, 6-2, 6-3, for the New England collegiate women's tennis championship Sunday at the Longwood Cricket Club, Longwood, Mass.

In the doubles final, Ann Frazeltine and Pam Ellis of Pine Manor Junior College took the measure of Pat Mead and Laurie Graybeal of Wheaton, 6-0, 6-3.

Malo Paul '71 and Nancy Sletsoff '71 represented Wellesley in the singles tournament with 64 competing.

Malo was defeated in the semi-finals by the defending champion, Kathie Winslow '68 and Melissa Dempsey '71 were defeated in the doubles semi-finals by Pine Manor.

Also in the doubles tournament were Kalle Osborne '68 and Sue Terry '68 who defaulted in the semi-finals due to illness. There were 32 doubles entries.

SEC Chairman Jane Oliver Describes Organization's Structure, Goals to Senate

A week ago, Senate had session on the issue of representation on the Student Education Committee by setting up direct representative election procedures.

At the meeting, Jane Oliver '68, SEC chairman, delivered a report to Senate re-evaluating the purpose and structure of SEC. During the diffuse and disorienting debate that followed the reading of the Senate report, Jane proposed a succinct definition of the role of her committee: "It is an interest group. It's interest is education, and interest is the criterion which is most important in its members."

Therefore, a Senate motion was judiciously weighted to influence the essential criterion of interest with the aim of generating widespread familiarity with and participation in the group. As a result of the meeting, a representative is to be

elected in each dorm from a body of self-appointed volunteers. Any student may achieve membership of equal status with the representatives simply by attending four SEC meetings.

SAILING TESTS

This sailing skipper test will be given Oct. 23-24 from 2:45 to 3 p.m. at the boat house. The test is open to students and faculty. Sallors must have passed the skipper test in order to use College sailboats.

SYMPHONY TICKETS

A limited number of tickets to the Saturday evening performances of the Boston Symphony Orchestra are on sale the week of each concert at the Info Bureau. The tickets, priced at \$3.25, are sold on Mondays to music students; on Tuesdays to other Wellesley students; and on Wednesdays to students, outside guests, and faculty members.

EHRENSTROM LECTURE

The Lutheran Clergy of the Greater Boston area and the Protestant ministry at MIT will sponsor a public lecture by Dr. Nils Ehrenstrom on Tues., Oct. 24. Dr. Ehrenstrom, professor of ecumenics at the Boston University School of Theology and author of numerous books and articles on ecumenical and socio-ethical subjects, will speak on "The Two Reformations: Lutheran and Ecumenical." The complete program for the morning includes worship in the MIT chapel at 9:30 a.m., coffee at 9:45 a.m. in the Kresge Lobby, and Dr. Ehrenstrom's lecture at 10:15 a.m. in the Stratton Student Center mezzanine lounge.

A. A. SAILING REGATTA RESULTS

Lake Waban
Sat., Oct. 14
First Place Pine Matur
Second Place Whenbu
Third Place Wellesley
Opening New England Women's Intercollegiate Sailing Association (NEWISA) regattas in which Wellesley will compete: October 20, at Rattlesiff October 28-29 at MIT

Metered Radio Equipped
TOWN TAXI
— 237-1323 —
Wellesley's ONLY Metered Taxi Co.
NTA - BOSTON - LOGAN

STAMP IT!
IT'S THE MOST REGULAR MODEL ANY \$2
3 LINE TEXT
The finest INDESTRUCTIBLE METAL POCKET RUBBER STAMP, 1 1/2" x 2". Send check or money order. Be sure to include your Zip Code. No postage or handling charges. Add sales tax. Prompt shipment. Satisfaction Guaranteed.
THE MOFF CO.
P. O. Box 1823 Lower South Station
ATLANTA, GA. 30328

Skin and Scuba Diving Lessons
Indoor heated pool
All Equipment furnished
Qualified instructors
Lessons run 9 to 10 P.M.
The Nat'l Health Club
653-0880 655-3534

Parentals Questionnaire

Following are the results of Senate questionnaire concerning parentals. The first number in each column is the tabulation of those in favor of extending parentals; the second number is those against.

	Seniors	Juniors	Sophomores	Freshmen
Severence	14-2	8-4	3-2	7-1
Munger	14-0	15-0	11-1	7-6
Stone	8-1	14-2	18-3	10-0
Shafer	18-0	15-2	10-2	11-2
Claffin	14-1	6-7	17-0	16-2
Cazenove	8-0	10-0	12-5	13-0
Tower Court	17-2	20-6	30-1	24-4
Beebe	18-2	9-4	24-3	11-1
Davis	5-0	9-0	13-0	7-1
Freeman	8-8	24-0	15-1	20-0
Bates	6-7	15-8	10-10	24-0
McAfee	11-8	11-4	15-4	16-3
Pomeroy	15-3	17-3	10-3	21-2
	132-34	173-10	221-35	202-32
		Total:	728-141	

Washington Mobilization Discussion
Tues., Oct. 24
Room 1 at 8 p.m.

COMING EVENTS IN ENGLISH
Thurs., Oct. 19
Open poetry Read-In and Discussion
Room 1 at 8 p.m.
Mon., Oct. 23
Discussion with English majors and faculty about general exams
Room 1 at 4:15 p.m.
All students and faculty welcome.

CLOTHES CUPBOARD
The Boston Wellesley Club is again sponsoring a Clothes Cupboard Sale in Alumnac Hall. The sale will be open to the College community on Wed., Oct. 25, from 12:30 p.m. to 5 p.m., and will continue on Thurs., Oct. 26, 10 a.m. to 5 p.m. and Fri., Oct. 27, 10 a.m. to 1 p.m. Used clothing will be the main attraction, but shoppers will also find a new and elegant boutique featuring silver and china, as well as a wide elegant table, books, toys, and household items. The entire proceeds of the sale go to the Wellesley College Development Fund.

Jimmy's RESTAURANT
79 Central St.
Wellesley, Mass.
Tel. 235-9875
deliveries

TYPEWRITER REPAIRS
20 yrs. repair service for Wellesley College girls.
WELLESLEY BUSINESS SERVICE
10 Church Street
CE 5-1045
We sell: HERMES, Smith-Corona portables; ribbons

FLMS HOUSE
657 Washington St.
young men (dates) one night \$5.00; two nights \$8.00 plus tax
CE 5-2274
(formerly used as a dormitory)

MARK STEVENS
famous-name shoes
Featuring Dexter Leathers
Attractively Low-Priced
604A Washington St.
Wellesley Sq. CE 5-3603
Across from the South Shore Nat'l Bank
Open Friday night 'til 9 P.M.

Wellesley Florist And Fruiterer
Flowers for All Occasions
40 CENTRAL STREET
237-8200

CRATINO and PAKINO
Bicycles, Books, Hi-Fis
Everything & Anything
CALL
College Taxi Co.
285-2200
Efficient Taxi Service

THE WELLESLEY COLLEGE THEATRE SEASON TICKET IS FOR YOU! YES!
To: Miss Candy Loomis, Shaler Hall
Wellesley. Please rush me my 1967-68 SEASON TICKETS!
I enclose student rate \$1.00 (Wellesley)
adult rate \$2.00 (regular)
In a check made payable to "Wellesley Police Theatre".
Name _____
Address _____

OPEN FRIDAY NIGHTS FOR DINNER
WELLESLEY GOURMET
27 Grove Street
237-1450

Community Playhouse
Wellesley Hills Cedar 5-0047
Even at 7:45 — Mat, Sat. at 2
NOW! Ends Tues., Oct. 24
Elizabeth Taylor & Richard Burton in "THE TAMING OF THE SHREW"
7 Days Beg. Wed., Oct. 25
Jack Lemmon and Elaine May in "LUV" also
Lynn Redgrave in "GEORGY GIRL"

ROUGE REFLEX
Made of copper-alloy, gold-plated, Diamond cut design. Fits any lip-stick case. Nearly 1 1/2 in. long, 3/4 in. wide. Mirrors full mouth.
Always ready when needed. Lasts a life time. That feminine touch obtained by market analysis, and artistic inspiration. A PRIDE gadget of women's and girl's handbags. Attractively gift packed. Price \$2.98 PPD. Order from:
QUALITY GIFT SHOPPE
BOX 2973
GRAND CENTRAL STATION
NEW YORK 17, NEW YORK

Cinema & II SHOPPERS' WORLD FRAMINGHAM
1:30 3:20 5:15 7:00 9:30
IN COLOR
2nd Big Week
"POINT BLANK"
Angle Dickinson, For Mature Audiences
3rd Big Week
"BONNIE & CLYDE"
Warren Beatty Faye Dunaway In Color
GENERAL CINEMA CORPORATION
ART GALLERY * PUSHBACK STAIRS * GIANT SCREEN * ACRES OF FREE PARKING