

WELLESLEY NEWS

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No. 14

Connor, A Major Voice in British Poetry, To Present Contemporary Poetic Works



Tony Connor

Tony Connor, an English poet currently serving as visiting lecturer at Amherst College, will read from his work in the Pope Room Tues., Jan. 23, at 4:15 p.m.

Born in Manchester, England, in 1930, Connor left school at 14 to become a textile designer. In 1948 he was drafted into the Fifth Royal Inniskilling Dragoon Guards, and spent two years as a tank driver with this regiment. After more years in industry he became a teacher, acting as lecturer in drawing and painting in a school of design, later teaching liberal studies in a technical college. In 1964 he entered Manchester University to work for an M.A.

When Tony Connor's first book, *With Love Somehow*, appeared in

1962, the *Times Literary Supplement* observed, "The author looks like being a major poet in the making." The *Virgin Quarterly Review* commented of his second volume, *Ladders*, that it established "Tony Connor as one of the major voices of contemporary British poetry." A forthcoming book of his poems, *Ken in Springtime*, has been made the spring recommendation of the Poetry Book Society in England.

Connor's poetry is vivid, sensual, direct, and often funny. The poet is an accomplished reader of his own work; he remarks of himself that he "takes pains to illuminate the background and origins of his poems whenever he reads them in public."

Senate Deliberates Freedom of Speech

by Ann Sherwood '69

The Senate meeting of Jan. 15, with an agenda opened to issues and discussion, was marked by accomplishment and action.

Stoney Wiske '68 acted as chairman in the absence of CG president Belle Huang. Libby Anderson '68, chairman of elections, presented additional proposed changes for CG election procedures. Senate action on the proposals provides for (1) Nominations to all offices by the vote, either of five people, or of three people representing three different departments; (2) Use of a preferential ballot in the general election, and (3) the election of the president and vice-president to be simultaneous with that of other CG officers. Through these changes, the number of candidates in the primary election will be limited to some extent. According to the Senate vote, a preferential ballot will be used in the general election allowing, in the case of the president and vice-president, for the candidate with the most votes to become president, and the girl with the second highest number of votes to be vice-president. All other officers will be elected on individual ballots tabulated preferentially.

Issues and Answers

The meeting was then opened to issues and complaints from Senate members and from the floor. The purpose, Stoney stressed, was not to resolve the issues, but to direct the problems to the proper authorities and through effective channels.

Questions concerning the inflexible deadline for term registration, freshman curfews, and extended library hours were answered by references to the committees responsible for the decisions. Chief Justice Bunny Lowe was informed that a faculty committee of Academic Council determines the stringency of the term-return requirement. Freshman curfews will be reviewed by the VII Juniors in their Grey Book revisions. And, Miss Helen M. Brown heads a library committee currently studying the feasibility of extending library hours.

What's Going On?

"What's going on in Academic Council?" seemed to be the central question. Pused by a sophomore Senate rep, the question voiced a sense of some legitimate expectation on the part of the students to know the contents of the Ad Hoc Committee report, as all members of the community will be affected by the changes. The student membership on the Committee, it was pointed out, added to the legitimacy of this expectation. Senate voted to re-

quest that the members of Academic Council present introduce a motion in Council's next meeting that the Ad Hoc Committee report be released to the students.

Ideas For Sale

The issue of Free Speech was advanced by Tracy Thompson and Roz Hayhurst '68, who reported their efforts to obtain permission to sell Avator on the Wellesley campus. Discussion centered, not on the particular issue of Avator, but upon the freedom to express and communicate ideas in an intellectual community. The proposals of Senate submitted to Miss Ruth Adams, College President (see article p. 1) underlined this fundamental belief in the freedom of expression on campus.

A report of the VII Junior Selection Committee completed Monday's agenda. The proposed change, favorable to Senate members, involves an amendment to the By-Laws of the Constitution and must therefore be posted publicly one week prior to action. The proposal (see text, p. 2) will be acted upon at Senate's next meeting Tuesday, Jan. 23.

Avatar Sale Incites Reactions, Students Give Away Papers

Avatar, Boston's underground newspaper, is being distributed free on campus.

Sale of the publication, which has been causing a controversy in Massachusetts courts, has recently been prohibited on the Wellesley campus as well as in Boston and Cambridge. College president, Miss Ruth M. Adams, denied the request of two college students, Roz Hayhurst and Tracy Thompson, both '68, to sell the paper on campus.

Permission Denied

"The College has always reserved the right to determine what shall be sold on college property, and commercial enterprises are permitted only when they serve the convenience of the college community. The sale of the publication Avatar serves no need of the College. Furthermore, this publication violates the accepted standards of decency," stated Miss Adams in a Jan. 12 memorandum to the Placement Office.

Feeling this to be an issue of free speech, Roz and Tracy contacted Avatar editors, and have decided to give the paper away to members of the college community. In a letter to Miss Adams informing her of this decision, they stated: "The issues of freedom of the press are vital ones. Any attempt to curtail these constitutional rights threatens not only those

immediately involved but also the whole community. The continued persecution of Avator by Boston and Cambridge officials poses just such a threat. To cede these officials the right to determine what is "fit" to be read by the public, to allow governmental censorship to proceed unchecked, would be an abdication of our responsibility as citizens."

"We believe it should be up to each individual to decide whether Avator is offensive," Tracy told News, "and that's why we're making it readily available to everyone at Wellesley."

As News goes to press, there has been no response from the president's office.

However, in its Monday night meeting, Senate passed a resolution reaffirming its fundamental belief in the propriety of freedom of speech and in the importance of free expression of ideas to an academic community.

It was hoped that Miss Adams would take this resolution into consideration upon reviewing the question of distribution of Avator on campus. In addition, Senate resolved to ask Miss Adams to formulate some form of mechanism, possible a student-faculty committee, to rule on similar issues involving the free expression of ideas on campus.

Religious Forum Investigates Involvement In Black Power

"Confrontation: The Church and Black Power in the Inner City" was the topic for discussion at Religious Forum, held Jan. 12-13 at Wellesley College.

Friday's night's speaker, the Rev. James Breeden, said that, in the inner city, the sense of community has been broken down, and the only way to combat the problems there is through direct confrontation. Such a direct confrontation, he continued must include the whole ghetto as a focus. In Breeden's opinion, the relevant question today is no longer civil rights but human rights. Concerning the church's role in working with the inner-city community, Breeden stressed that the appearance of a condescending attitude on the part of the church must be avoided. He considers the problem more acute if the church that is attempting to help in the inner city is a suburban-oriented church. Breeden expressed pessimism

about the future equilibria of cities if the direct confrontation is not made. He foresees the possibility of a day in which ghettos would be surrounded by armed guards, and he looks for the possibility of a second civil war if something is not done about inner-city problems.

Father Paul Rynne's talk Saturday morning dealt with specifics. He told of his experiences working with Father Gropfi in Milwaukee and explained parts of the organization of the civil rights movement in that city. Rynne also commented upon tolerance problems in Boston, a city of ethnic divisions in the white race that emphasize white-black relationships. Rynne expressed discouragement about the current lack of confrontation between church and the inner city; he feels that such confrontation does not really exist at this time because of general apathy among church members.

Panel on Violence

The panel discussion which followed on Saturday afternoon considered the motif of violence as it compares with the ideology of the church. Also discussed was the

Sign-Away Dinner

The Civil Rights Group is sponsoring a sign-away dinner to benefit the C. D. G. M., Child Development Group of Massachusetts, a Head-Start program. Those who sign-away their dinner on Thurs., Jan. 25, will be donating \$.50 to the program.

separation between church laymen and their clergy. Roger A. Johnson, assistant professor of Biblical history, and panel member, advocated a "creative tension" between people and minister through which the minister chooses neither to go so far ahead in his ideas that he leaves his congregation, nor to succumb to its pressures upon him. Instead he chooses to walk a tight-rope between the two extremes in order to try to bring his congregation to a better understanding of the question about which there is disagreement. Later discussion brought an examination of the problems that the differently structured protestant and Catholic churches must meet in working toward direct confrontation with the crisis in the inner city.

Swim Show 'Reflections' Dives into Imagination; 'Winnie the Pooh' to Highlight Production

Dedicated Wellesley swimmers have been shedding their woollies for tank suits these cold days in preparation for the Swim-Club-sponsored Swim Show, to be held at the Recreation Building swimming pool Jan. 19 and 20 at 8 p.m.

This year's show, "Reflections," is a composite of varied selections. According to Miss Sarah Eeles, instructor in physical education and advisor for Swim Club, none of the numbers are completely standard examples of synchronized swimming. Among the features of the program is an interpretation of

schizophrenia by two swimmers, each of whom will convey one part of a split personality. The program also includes a number performed to a reading of Walt Whitman's "Song of Myself." New to Miss Eeles' experience is the show's use of songs with their lyrics for background music to synchronized swimming. Among these songs is the Beatles' "A Day in the Life."

Selection from Past Shows

The swimmers have reworked for the show two numbers performed in past years which were particularly well received by audiences. One such number "Pole

Patterns," was done two years ago. It involves the maneuvering of 13-foot poles by swimmers to create a figure. The other number is the reworking of a selection from last year's Swim Show, a swimmer's interpretation of Van Gogh's painting "Starry Night."

Sue Hodge '68, president of Swim Club, says that the club looks for a Swim Show theme that is "loose enough so that we can write whatever numbers we want." "Reflections" will come to a finale in the swimmers' presentation of characters from A.A. Milne's Winnie the Pooh.

Robert Bryan, director of non-medical affairs for Grenfell Mission, will discuss their summer program at 4:15 on Thurs., Jan. 25, in the Pope Room. The Mission was organized in the late 19th century by Sir Wilfred Grenfell to serve the medical needs of Eskimos, Indians, and white settlers in Labrador and Newfoundland. Some 100 college-goers volunteer help each summer in the nursing stations and in children's camps.

Releasing the Report

News takes an extreme step this week in publishing the Ad Hoc Committee report. We have acted because we firmly believe that all members of the community have a right to know the contents of the report before the final vote of Academic Council, and because all previous attempts to effect this through established channels have failed. Furthermore, we feel that our journalistic responsibility demands that we not withhold from our readers information which is vital to them.

Last Monday, in response to student queries about Academic Council's debate and the sale of *Avatar* on campus, Senate expressed its fundamental belief in the necessity of a free flow of information and ideas in Wellesley's academic community. News has consistently attempted to realize this goal, with regard to curricular issues, through such recognized channels as weekly editorials and informal discussion with faculty. However, as the doors of Academic Council swung shut with the presentation of the Ad Hoc report, curricular debate went and we realized that our pleas for community discussion on the specific proposals had been ignored.

In a final attempt to make public the discussion of curricular issues, News wrote a letter to Academic Council requesting the release of the Ad Hoc report (see letter, this page). It was with shock and disappointment that we learned that President Adams did not inform Council that the letter had been sent, even when the issue was raised independently by a Council member. A vote was taken and the motion to release the report was tabled, presumably for fear that discussion of the matter would sidetrack Council from its more immediate task of taking action on the report before the January 24 deadline for implementing curricular changes for next year.

This blow to student-faculty relations destroyed all hope that Council, out of respect for the students' rights to the report, would release the information before voting. Whereas we too would like to see a new curriculum instituted next year, we cannot, in good conscience, sacrifice the more basic issue of openness between students and faculty.

Thus, after serious consideration, we have published the Ad Hoc report in hopes of wedging open the rapidly closing door between faculty and students. We leave it now to students to make use of the little time left by studying the proposals and conveying their opinions to faculty members before Council meets Saturday morning. Since the report has already been released, we urge that the faculty not waste time in discussing a fait accompli but instead focus their attention on revamping the curriculum. After Academic Council has taken its final vote, we hope that faculty will join us in re-establishing mutual respect and communication between all segments of the community.

In the Heat of the Night

Szene: One of twelve bell desks.
 Time: 1 a.m. Friday night.
 Girl 1: Who's there?
 Girl 2: Nay, answer me. Stand and unfold yourself.
 Girl 1: Long live the Ad Hoc Committee.
 Girl 2: Oh, it's you. Are you ready?
 Girl 1: Ready . . . I think someone's knocking.
 Girl 2: Why don't they ring the bell?
 Girl 1: It doesn't work.
 Girl 2: Why don't they fix it?
 Girl 1: Why don't they get a night watchman?
 Voice: Hey, it's cold out here.
 Girl 2: Okay, I'll go. (She buckles on her holster, checks to see if the gun is loaded, grasps a switchblade, and shuffles downstairs, while Girl 1 pines, ready for action, one hand on house phone and one on sign-out book.)
 Girl 1: Careful, remember the Sev!
 Girl 2: Who goes there?
 Voice: Winifred Wellesley.
 Girl 1: Yeah, she's signed out.
 Girl 2: Okay, what's the password?
 Voice: What?
 Girl 2: You know, the second cheer of the class of 1969?
 Voice: Oh. (Performs cheer with spirit.)
 (Girl 2 opens door a crack, breathes a sigh of relief and admits her.)

Thanks to the administration, this real-life scene is now a matter of past history. A simple reshuffling of watchmen's schedules, relieving them of non-dormitory duties, has made possible their presence during the hour of the misnamed "Midnight Watch," without any additional pull on the purse strings of the College. News believes it voices the sentiments of the entire community in breathing a collective sigh of gratitude and relief.

Slacks

(To be sung to the tune of the Wellesley Alma Mater)

To all young maidens, Wellesley's daughters,
 All together you may wear,
 Through winter months, and icy waters,
 Woolly slacks, if you care.

In ev'ry changing climate and scene,
 To week-end suppers you may bring,
 Not those shorts or battered blue-jeans,
 But woolly slacks, that's the thing.

We'll sing your praises now and ever,
 Blessed fount of truth and warmth,
 Our comfort's devotion, may it never
 Stop slacks at supper in our dorms.

We'll give our lives and hopes to serve her,
 Humblest, highest, noblest one.
 A stainless name we will preserve her,
 Wearing slacks, Fri., Sat., and Sun. (suppers, only).

The Reader Writes

News Writes

Ed. Note: This letter was sent to Academic Council to care of President Adams on Wednesday, Jan. 9, 1968. This letter was not read in Academic Council. President Adams' reply follows.
 To the Members of Academic Council:

Despite the officially confidential nature of Council proceedings, numerous versions of the Ad Hoc Committee report on the calendar and curriculum, presently under discussion by Council, are circulating among the student body.

For two years students have actively promoted curricular and calendar changes: from the Founders Forum of last year to student representation on the Ad Hoc Committee itself. Just as it is the responsibility of the students to make known their opinions and to contribute time and effort to bring about the changes they demand, it is their right to be reliably informed of the changes proposed to Academic Council. All segments of the community should be fully apprised of the issues at hand, even at the risk of slightly delaying change, so that the making of the new curriculum will be understood and accepted by students as well as faculty and administrators.

As the College's newspaper, News feels a conflicting responsibility in this matter: on the one hand to inform its student readers of the content of the Ad Hoc report; and on the other, to respect the confidentiality traditionally maintained by Academic Council. Rather than print an unauthorized report, we have decided to continue to publish only those facts substantiated by the Council. It is to this end that we ask that the report of the Ad Hoc Committee be made available to the community at large, and that the members of Council be permitted to discuss with students the issues presently on the floor of the Council. This

would be in keeping, we believe, with the trend toward candid communication among the various groups of the community.
 sincerely yours,
 The senior editors for News' staff

President Replies

To the senior editors of the Wellesley News
 I am happy to be able to tell you that Academic Council at its

meeting on January 11 discussed the advisability of releasing copies of the Ad Hoc Committee's report to the students. The Council was unable to come to a decision on this question at that time. The question will, however, be part of their continuing deliberations at their meeting on Friday, January 12, and possibly at their meeting on Thursday, January 18.

Yours sincerely
 Ruth M. Adams

Vil Junior Proposal

To the editor:

Through our personal experiences and discussions with other students, we have come to a definition of the role and potential of the Vil Junior. She has responsibilities in three areas — as a source of information for the freshmen, as a participant in the college community acting as a link between the freshmen, House Council, and the College Government and last, as a counselor. In this last capacity we have become increasingly aware of our inability to handle serious problems should they arise. Therefore, the third area of the Vil Junior's role needs examination. We feel an urgent need for an extended, campus-wide counseling system including faculty advisors, clinical psychologists, and resident counselors available to all four classes. There should be an opportunity for students to seek advice from a greater variety of people. Peer counseling, such as that which the Vil Junior offer to the freshmen, should be maintained but only as a part of this greater system.

With these thoughts in mind, the method of choosing the Vil Junior becomes a problem. At present, one main reason for selection rather than election for the office is the importance of the Vil Juniors as a counselor, someone who often handles serious and intimate problems. If her advisory role is de-emphasized, the current method of selection by the Selection Committee with the recommendations of the House Council and individual letters is perhaps unnecessary and could be replaced by a dormitory election. However we feel that such an election should only take place if a new and more extensive counseling system is instituted. We understand from a meeting with Miss Adams that plans for such a system are

under consideration by the administration, but until action is taken, we feel some sort of a selection process should remain with modifications aimed at this goal. Therefore we propose the following:

(1) Self-nomination by all sophomores who would indicate their candidacy to the present Vil Junior.

(2) An all dorm vote in which each dormitory member would indicate her top three choices from the list of self-nominations. The result would represent more honestly the opinion of the dormitory to the Selection Committee than the closed door House Council discussions of previous years.

(3) Letters from the house president, Vil Junior, and head of house from anyone else who wishes to express in more detail her choice for the office.

(4) The final decision will be made by the selection committee consisting of the president of CG, the chairman of Vil Juniors, the chief justice, the dean of students, and the dean of sophomores.

Consistent with this modified selection process, we suggest two other changes. Contrary to the current method in which the new Vil Junior appoints a head of Big and Little Sisters for the dorm, we feel she should be elected by upcoming Juniors. Also, the selection of ask-meets might be changed to an election by members of their class rather than by the present selection process. We feel that these changes, along with a modified selection process for the Vil Junior would eliminate some of the "mystery" associated with the Vil Juniors job. More importantly, however, is the greater goal toward which these suggestions aim: a more effective and extensive advisory system available to the members of the Wellesley College community.

The 1968-69 Vil Juniors

Chapel Grappling

To the editor:

What do you do when people don't seem to be interested in something you feel is important? My only answer is to call it to their attention and ask them to think about it.

The Chapel Board tried an experiment this year with morning Chapel. A member from each of the seven cellgious groups on campus and three individual students or faculty members spoke on a two-week rotating schedule. Our intention was to end general non-descript talks and present specifically religious discussions or hort denominational services.

It didn't work. The religious groups needed to spend the time on their individual services and activities. And attendance was, frankly, lousy.

We have since stopped any set routine. All sorts of people have been speaking about issues which

concern them. Or sometimes someone leads a worship service. Only the format, a hymn at the beginning and end of the 15 minute period, has remained constant.

What is the problem? The time is 8:15 to 8:30 in the morning, and you can't always know how interesting the speaker will be. (We are asking the speakers from now on to index the subject of their talk the day before they speak.)

But these are people who attend every-so-often, and people who attend regularly. Morning chapel must mean something to them. Certainly much of the College community will not care about it. How many are these who have never thought about it?

I only go to chapel when I feel like it, or when someone whom I especially want to hear is speaking. I have found many talks this year stimulating to my thinking.

(Continued on page 8)

STUDY EXCHANGE TO RUSSIA

The Citizen Exchange Corps of 10 West 46 St., N.Y.C., is offering \$200 scholarships for students or faculty members who wish to participate in the Corps' 1968 three-week study program in Russia. Proficiency in the Russian language is not required.

The program has sent 969 Americans to the Soviet Union and hosted over 200 Soviet visitors to the U.S. since August 1965. Its goal is to improve East-West relations through a massive exchange of ordinary citizens. Each visit includes an extensive 30-hour program of lectures and seminar sessions by a joint American-Soviet faculty.

Approximately one-third of the participants are students and educators.

The total cost for a non-scholarship participant traveling with the CEC is \$1068. This includes round-trip jet transportation from New York. For those meeting CEC in the USSR, the total cost for a non-scholarship participant is \$738.

Applications for participation and scholarships will be judged not only on background and recommendations, but on the participant's belief in the CEC principles of citizen diplomacy as a step toward reaching mutual understanding between people.

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Report from Ad Hoc Committee to Academic Council

Editor's note: The following copy of the Ad Hoc Committee's report to Academic Council has come into NEWS' hands, and after considerable debate we have decided to take the responsibility of releasing it to the student body. Although the text as printed below is both complete and accurate, we wish to stress that this is the report as it was presented to Council on December 7, 1967; IT IS IN NO WAY TO BE INTERPRETED AS THE FINAL FORM FOR THE CURRICULUM AND CALENDAR FOR NEXT YEAR. Council is still in the process of discussing the recommendations made by the Ad Hoc Committee. To date, there have been no final votes taken, and it is highly possible that modifications will be made.

The Ad Hoc Committee presents to Academic Council the following recommendations concerning the academic calendar and required studies:

Academic Calendar - Proposal
The academic calendar will be based on a 2 semester system. Each student will take 4 courses with the option of electing a 5th course in each semester with no additional fee.

In each semester, there will be a reading period of 8 or 9 days, immediately preceding the examination period. Classes will not meet during the reading period. However, an exception may be made for certain courses (such as 100 level mathematics or introductory languages) upon recommendation of the department and with approval from the Curriculum Committee.

For example, in 1968-69, the calendar would have the following design:

Semester 1	
Freshman Orientation	Sept. 13-18
Classes	Sept. 19-Nov. 27
Thanksgiving	Nov. 28-Dec. 1
Classes	Dec. 2-23
Christmas vacation	Dec. 24-Jan. 5
Reading period	Jan. 6-14
Term papers due	Jan. 10
Examination period	Jan. 15-22
Winter vacation	Jan. 23-28
Semester 2	
Classes	Jan. 29-Mar. 21
Spring vacation	Mar. 22-30
Classes	Mar. 31-May 6
Reading period	May 7-16
Term papers due	May 13
Examination period	May 19-26
Commencement	May 31

There will be no change in the schedule of classes.

Academic Calendar-Explanation
The recent questionnaires on the calendar (returned by 116 faculty members, 227 seniors and 220 juniors) indicated the following first choices:

	Current Term	4-yr. term	5-yr. term	6-yr. term	Other
Faculty	21%	5%	60%	14%	0%
Seniors	43%	10%	37%	2%	8%
Juniors	70%	7%	18%	1%	3%

These results suggest a strong faculty sentiment in favor of a return to the semester plan but with 4 courses instead of 5. Juniors, who have known only the present calendar, are well satisfied with it. Although seniors, who worked under the semester plan in their freshman year, generally favor a 3-term system, they show a more divided opinion than the juniors.

The current calendar is recognized to have certain unique advantages. The academic year is divided by the natural breaks at Christmas and Spring recess, so that students can enjoy vacation without the worry of uncompleted work. The short spring term with only 2 courses provides a change of pace toward the end of the year and allows for independent work (290) and for a review of the major (340). On the other hand, it has real disadvantages. Many faculty members have felt it puts them under a seemingly relentless pressure. Not only do they go through the process of organizing courses three times a year, but vacations must include correcting of examinations and preparation for new courses - especially difficult at Christmas when so many are attending professional meetings. The third term presents a special curricular problem since not all courses are equally well adapted to this shorter and more compressed period.

The calendar which is proposed will allow 13 full weeks of classwork in each semester, compared to 12 in the present Term I and Term II. Classes will be completed before vacation, avoiding the "dead period" after Christmas which some people disliked in the former semester system. Although some students may wish to review or write papers during vacation, the pressure to do so will be removed

by the fact that they will return to College to a reading period. The institution of this reading period, the postponement of examinations, and the lengthening of the examination period will, it is hoped, encourage the incubation and growth of ideas, will allow for more thoughtful preparation of papers, and will increase opportunity for reflection and serious discussion for both students and faculty. While we regret that 290 and 340 cannot be retained in their present form, we believe that many of their values will be preserved in the proposed Senior Major Colloquium (see below).

The faculty questionnaires showed an overwhelming preference for 4 rather than 5 courses in each semester. A 4-course program should mean less fragmentation of time and should allow a deeper study of each subject. The possibility of an optional 5th course allows for flexibility in individual programs.

Distribution Requirements-Proposal
Each student elects 3 units from each of the following 3 groups:
Group A: Art, English, Music, Chinese, French, German, Greek, Latin, Italian, Russian, Spanish
Group B: Section 1: Biblical History, History, Philosophy; Section 2: Economics, Political Science, Psychology, Sociology, and Anthropology
Group C: Astronomy, Biological Sciences, Chemistry, Geology, Mathematics, and Physics

The student is free to select the courses that will fulfill the distribution requirements, except for the following specifications:
(1) In Group B, at least one unit must be elected in Section 1 and one unit in section 2. (2) In Group C, one unit must be taken in laboratory science.

Distribution Requirements-Explanation
Overall opinion of the faculty and students (class of 1967) heavily favored the retention of distribution requirements in some form, although some interest was expressed in a system of voluntary guidelines.

A division (necessarily somewhat arbitrary) of the curriculum into 3 broad groups with minimal requirements in each group received considerable support, and is recommended here because it offers a simple, flexible device for insuring exposure to different intellectual approaches. Although the distribution requirements proposed here (9 out of 32 units) represent approximately the same percentage of the student's program as in the present system of requirements (12 out of 40 units), they allow for much greater freedom of choice.

Specific Requirements-Proposal
The following specific requirements should be removed: (1) English 100, 1 unit; (2) Biblical History 104, 2 units; (3) Special Extradepartmental Lecture Courses, 2 units; (4) *Independent study, 290, 1 unit; (5) *Preparation for the senior major exam, 340, 1 unit; (6) *Senior major examination. (*See Senior Major Colloquium). We are recommending no change in language requirement.

Specific Requirements-Explanation
We recommend the removal of certain specific course requirements. Faculty opinion, as expressed in questionnaires, suggested a growing reluctance to single out by specific requirement a few individual courses from the large number of significant offerings in the curriculum.

English 100: Faculty and student (Class of 1967) opinion strongly favored retention of this requirement, yet considerable dissatisfaction centered around it. The dissatisfaction was greatest among the faculty members of the Department of English itself. Because a fairly high percentage of fresh-

men are exempting English 100, this course, in a sense, not a requirement at all. The high rate of exemption casts a remedial aspect on the course. Furthermore, the validity of current standards for exemption is questioned.

Removal of this requirement would place courses in English composition on an elective basis, and improve student and faculty attitudes toward this most basic educational experience. Our discussions indicated that it would be important to offer during both semesters a number of elective writing courses based on different kinds of subject matter.

Biblical History 104: This course has a long tradition and reputation for academic excellence. Nevertheless, there was considerable sentiment among faculty and students toward elimination or reduction of this requirement. The Department of Biblical History considered reduction to one unit unfeasible, and so this possibility was discarded.

We find this requirement difficult to justify, when other courses could be equally well singled out as basic to an understanding of Western civilization.

Extradepartmental Lecture Courses: The requirement of a lecture course per se is rejected by both students and faculty, although the courses themselves are regarded as valuable. Students argue that they already have the large lecture experience in other courses. The requirement should be removed, and the courses should be retained as electives. See below.

Language requirement: Faculty and students strongly favored retention of the language requirement. The language department chairman expressed himself as satisfied with the present stipulation (SAT 610 or AP 3 or two units of second-year college work).

Senior Major Colloquium Proposal
We recommend the institution of a new course, the Senior Major Colloquium, which will combine certain features of the current 290, 340, and Senior Major Examination.

The Senior Major Colloquium will be required of all seniors. It will be a one unit course in the major department taken in the second semester of the senior year. It is recommended that the Colloquium include approximately one week of orientation, 6 weeks of independent study, and 6 weeks of group discussion. The group discussion should integrate the results of the independent study with a review of important ideas in the major field and should culminate in a final examination (written or oral) covering the material of the course. The examination will be given on the last day of the reading period. The course will be graded *passed*, *not passed*, or *passed with distinction*.

Students doing honors work will use the time allotted for independent study in the Senior Major Colloquium as an additional opportunity to pursue their honors research.

Senior Major Colloquium Explanation

Under the present curriculum, each student is required to do 6 weeks of independent study (290) in her junior year, and to devote 6 weeks to preparation for the senior major examination (340). Both 290 and 340 were considered valuable, but there was considerable dissatisfaction with the Senior Major Examination itself. The examination generated a great deal of tension, and was not always a meaningful educational experience.

The Committee was anxious to preserve - and, in fact, to reinforce - the values inherent in 290 and 340. Because 290 and 340 seemed to be tied to the short third term we were reluctant to adopt another calendar unless provisions could be made for independent study and major review.

It is felt that the Senior Major Colloquium will achieve these purposes and will, in addition, provide certain opportunities not available

under the present curriculum. The first week of the Colloquium is designated an orientation period. This time may be used to clarify the direction and techniques of independent study and the scope of the review.

During the next 6 weeks, the student will work independently just as she does now in the junior year under 290. In many cases, this experience may be more valuable in the senior year, as by this time the student will have additional experience in her major and related fields.

The last 6 weeks of the Colloquium are intended for group discussion of important ideas in the major field. It is hoped that this review discussion will draw on the independent work just completed. The opportunity for the student to present the results of her independent work to the group should also make this more rewarding. At the same time, the discussion in the Colloquium can only serve to support the review which each senior now ordinarily undertakes alone.

The final examination in the Senior Major Colloquium will cover the material discussed in the course. This integrating examination is intended to fulfill some of the constructive educational purposes of the present senior major examination, but without the disadvantages of the present arrangement. As this is simply a final course examination it will presumably not cause any more pressures or tensions that are now associated with any final examination. Unlike most course examinations, however, this one will integrate material from the various important aspects of the major which have been reviewed.

Like the present 290 and 340, the work in the Senior Major Colloquium does not seem to lend itself to evaluation by a letter grade, and we therefore recommend that it be evaluated as *passed*, *not passed* or *passed with distinction*.

Juniors may still pursue independent study through 350. A senior who wishes more independent study than is provided for in the Senior Major Colloquium may elect 350 and with her department's approval may coordinate this independent work with that done in the Senior Major Colloquium.

The Senior Major Colloquium provides approximately the same number of weeks for independent study and review of the major as are now provided by 290 and 340. By placing the independent study and review one after the other in the Colloquium, it is hoped that each may be even more valuable than it is at present. We believe that the final examination in the Colloquium will be a constructive alternative to the present Senior Major Examination.

The relation of the Senior Major Colloquium to honors work is discussed in the following section.

Honors Work (370) - Proposal

A senior doing honors work will in Semester 1 elect one unit of 370 and in Semester 2 one unit of 370 and one unit of Senior Major Colloquium. She will pursue her independent study through Semester 1 and approximately the first 7 weeks of Semester 2, using the time allotted for independent study in the Senior Major Colloquium for additional work on her honors thesis. The honors thesis will ordinarily be submitted at the end of the 7th week of Semester 2. The honors student will then participate in the discussion of the last 6 weeks of the Senior Major Colloquium, will take the final examination, and will receive one unit of credit upon successful completion of this course. The usual honors oral examination will be scheduled at a convenient time near the end of Semester 2.

365 (related independent study) will be discontinued.

Honors Work-Explanation

The proposal continues to provide for two units of honors research (370) in the senior year,

The time available for this work will be expanded, because of the time provided for independent study in the Senior Major Colloquium.

In the second term of her senior year, the honors student will elect the Senior Major Colloquium, the second term of 370, and two other courses, but she will not join the Colloquium until the beginning of the discussion period. She will participate with the other majors in the group discussion and the final examination. By joining the other majors in the last 6 weeks of the Senior Major Colloquium, the honors student will be in a position to make a special contribution to the group discussion. During the final 6 weeks of 370, the honors student will have the time to discuss her completed thesis with her advisers and to prepare for her oral examination.

The Major Field - Proposal

Of the 32 units required for graduation, at least 8 but not more than 14 (including the Senior Major Colloquium), are to be elected in the major department.

Regulations concerning related work will be removed. Departments will advise their majors in related studies.

The Major Field - Explanation

Under the present curriculum a student may elect as many as 14 units in her major in addition to 290 and 340. This represents 16 out of a total of 40 units or 40% of her total program. Under this proposal a student may elect up to 14 units (including the Senior Major Colloquium) out of 32 or 44% of her total program.

Passed and Not-Passed - Proposal

Of the 32 units required for graduation, at least 27 shall be taken for a letter grade. These shall include at least 7 units in the major department. In addition to the Senior Major Colloquium which does not receive a letter grade, a student is free to elect any 4 courses on a *passed-not passed* basis. In each semester, a student must elect at least 2 units for a letter grade.

P-N-P Explanation

The option to elect 2 courses as *passed-not passed* which was adopted for the current year has not yet been evaluated. We propose a continuation of the experiment, but in view of the proposed reduction in number of courses from 40 to 32 and the proposed reduction in required studies, we have limited to 5 the number of *passed-not passed* grades allowed in the 32 required units. Of these 5, 4 are elective and the 5th is the Senior Major Colloquium. This arrangement should allow a student sufficient leeway to explore new fields which she might otherwise omit for fear of lowering her grade average.

Fifth Course - Explanation

While a student will ordinarily elect 4 courses in any given semester, she will have the option of electing a 5th course with no additional fee.

Units elected beyond the 32 required for the degree may be chosen without restriction as to field and may be elected for either a letter grade or on a *passed-not passed* basis.

Seminar-Type and Extradepartmental Courses

During the course of our deliberations, we have repeatedly emphasized the value of extradepartmental and seminar-type approaches to learning. We believe that extradepartmental courses, including those presently offered to fulfill the lecture courses requirement, are an important part of the curriculum, and as such should not only be retained as electives, but that extradepartmental studies should be encouraged. We are also impressed by the value of freshmen colloquia such as those presently offered by the History Department, and hope that other departments will consider introducing similar colloquia into their course offerings. We have referred these questions to the Curriculum

Doves Prevail Among Wellesley Voters

Poll Indicates Dissent Over LBJ's War Policy

A sizable segment of Wellesley's academic community rejects the U.S. Administration's arguments and policies on Vietnam, according to the results of the New England Universities Referendum on Vietnam (NEURV) which was held on campus last November 29 and 30.

The referendum showed widespread disagreement with the Administration's policies in Vietnam, backed up with a strong orientation towards active protest at all 23 of the colleges which were polled. These included Harvard, Yale, Radcliffe, Princeton, Cornell, Trinity, Brown, Pembroke, Rutgers, Douglas, Swarthmore, Suffolk, Bryn Mawr, Simmons, Emmanuel, Connecticut College, Skidmore, and Mt. Holyoke.

Open Voting

The referendum was open to students, graduate students, faculty and all university staff. Of a total reachable electorate of between 40,000 and 60,000, 20,600 filled out the NEURV questionnaires, the great majority of them undergraduates.

Eight hundred-seventy-five persons voted at Wellesley, almost half of the College community. Turnout at other colleges ranged from 70% at Emmanuel to 50% of the undergraduates at Harvard and Radcliffe, to only 850 persons at Boston University.

Dual Goal

NEURV's aim was half descriptive and half political, organizer F. Kimbrough Marshall (Harvard '68) verified for News. It attempted not only to clarify the attitudes of academic communities about the war, but also to force apathetic and concerned, but confused, school arts to commit themselves on the war's issues.

The referendum was meant to be non-partisan. The questionnaire included moderate and extreme alternatives so that all political attitudes could be expressed. However, Marshall admits that quite a few voters (especially from Wellesley) felt the questionnaire favored critics of the Administration's policies.

Not Objective

Marshall emphasizes that the referendum should not be construed as a statistically objective poll, because voters were not randomly selected. He considers the referendum a "plebiscite of the concerned" and points out that "there was a tendency for those who are not concerned about the war not to vote and for those opposed to present policies (both by being too moderate and for not being moderate enough) to vote in large numbers." In support of his analysis is the fact that the pro-war voters mainly favored escalation over continuation of the war at its present levels.

Many Wellesley students complained about the simplification of the questionnaire's alternative answers. Marshall interprets such complaints as signs that the referendum successfully forced fence-straddlers to take a stand. In fact he was pleased to hear that one Smith undergraduate had protested, "What a lousy questionnaire. It forces you to commit yourself."

Widespread Dissent

Marshall, himself a critic of Administration war policies, was also pleased with the results of the questionnaire because it confirms that dissent from Administration war policy encompasses more persons than a radical, dissatisfied minority in academic communities.

Conceived by Marshall and Peter Rousmaniere, (Harvard '69) in the aftermath of the Dow Chemical incident at Harvard, NEURV considers itself a non-partisan, non-profit, unaffiliated ad hoc project. The referendum was financed by Time, Inc., National Student As-

sociation (NSA), and a number of private sources, including several Harvard professors and Cambridge and Boston businessmen.

Wellesley Confirms

As the accompanying table shows, those who filled out the questionnaire at Wellesley expressed a variety of views almost identical to the range and distribution of answers gathered from all the campuses. Seventy percent of Wellesley's voters lack confidence in Johnson's handling of the Vietnam conflict. The criticism reported that at Harvard, 90 percent of those who voted in the NEURV questionnaire objected to present U.S. policy in Vietnam and favored more dovish policies.

Cross-Tabulations

In cross-tabulating the answers of all the campuses, several interesting points emerged:

- Draft eligibility in the next three years had little or no impact on a person's opinions on the issues.
- Overall, sex was not a major factor although females were stronger than males in advocating stronger attempts at a negotiated settlement (question 12c) and less inclined than males to engage in violent civil disobedience (19).
- People who will be of voting age for next year's elections were more dovish and less hawkish than younger people.
- Those who took the position of accepting communist participation in the government of the South as an alternative to the continuation of the war (yes on 9) did so, for the most part, not because they thought communism was a better system, but because they thought communism a lesser evil than the war (4b).
- Those who advocated violent methods came almost as much from the hawkish right (14 percent of those who answered "a" on question 12) as from the dovish left (17 percent of those answered "g" on 12).
- The 665 persons who said they would use violent civil disobedience to express their opinions came mostly from the undergraduate body, mostly from draft eligible males, but there were some among the graduate students, faculty, and staff, and some among the females who answered the questionnaire. Overall, they were younger people (not of voting age) and in terms of numbers, came mostly from the extreme left. A majority of voters rejected the violent alternative, however.

New Wave director Jean-Luc Godard's third feature film, *Une Femme Est Une Femme*, will be shown Sat., Jan. 20, at 1:30 p.m. and Sun., Jan. 21 at 3:30 and 7:30 p.m. in Jewett Auditorium

The cinemascope color comedy, starring Anna Karina, Jean-Paul Belmondo, and Jean-Claude Brialy, concerns a young woman's maneuvers to recapture her lover's complete attention and make him give her a child by carrying on with his best friend. Beyond the plot, it is an expression of Godard's fascination with cinematic devices, and is a hymn of praise to Miss Karina, who is also Mrs. Jean-Luc Godard.

The film is presented by the Wellesley Film Society. Admission is 75c; members show tickets.

NEW ENGLAND UNIVERSITIES REFERENDUM ON VIETNAM GENERAL RESULTS

	Wellesley Number	Wellesley Percent	Total NEURV Percent
1. a. China is a threat to our security such that she must be contained by American military action in Vietnam.	202	23%	22%
b. Although the Chinese threat to South Vietnam endangers our security, a united Vietnam under Ho Chi Minh would be a more effective barrier against it than American military presence.	414	47%	43%
c. Chinese domination of South Vietnam would not be a threat to our security.	216	25%	30%
Blanks	41	5%	5%
2. a. The commitment we have made to South Vietnam is in the interests of its people and we must stand by it.	130	15%	14%
b. Although our commitment may not be in the interests of the people of South Vietnam, we are too involved now to back out.	171	20%	18%
c. Our commitment is not in the interests of the South Vietnamese and must therefore be reconsidered.	554	63%	66%
Blanks	20	2%	2%
3. a. Chinese communist expansionism is responsible for the war.	142	16%	13%
b. The war is the result of North Vietnam's desire to conquer South Vietnam.	140	16%	18%
c. The war is a civil war since the Viet Cong represent a genuine internal movement and since North and South Vietnam are one country by the 1954 Geneva accords.	548	63%	64%
Blanks	45	5%	5%
4. a. In the interests of the people of South Vietnam, we must help them defend their country against communism.	178	20%	20%
b. Although a communist government in South Vietnam would have destructive aspects, we should not fight a much more destructive war against it.	463	53%	49%
c. Communism is a better system for South Vietnam at this stage in her social and economic development than what we seek in establishment.	201	23%	26%
Blanks	33	4%	5%
5. a. If we do not stand firm, South Vietnam and most of the countries around it will fall in communism (the domino theory).	288	32%	27%
b. Our stand in Vietnam strengthens the domino theory by reinforcing the communist world and letting it appeal to the nationalist spirit.	157	18%	19%
c. The domino theory is not valid.	400	46%	49%
Blanks	32	4%	5%
6. a. Hanoi is responsible for blocking potential fruitful negotiations.	98	11%	14%
b. The U.S. is responsible for blocking such negotiations.	55	6%	7%
c. Both sides are responsible for impeding negotiations since at the moment neither thinks it can achieve its objectives through them.	711	81%	77%
Blanks	11	2%	2%
7. Do you think Americans who disagree with the Administration's policies should refrain from speaking out so as not to undermine the morale of our own troops and encourage the enemy?	36	4%	4%
Yes	52	6%	4%
Undecided etc.	783	90%	92%
No	4	-	-
Blanks	4	-	-
8. Are you opposed to all war?	195	22%	21%
Yes	161	18%	15%
Undecided etc.	516	60%	64%
No	3	-	-
Blanks	3	-	-
9. Would you accept communist participation in the government of South Vietnam as an alternative to the continuation of the war?	598	69%	72%
Yes	165	19%	14%
Undecided etc.	108	12%	14%
No	4	-	-
Blanks	4	-	-
10. Would you express confidence in President Johnson's handling of the Vietnam conflict?	69	8%	9%
Yes	190	22%	16%
Undecided etc.	816	70%	75%
No	0	0%	-
Blanks	0	0%	-
11. In general, do you think the war is worth it? i.e. do you think the objectives put forward by the Administration (containing China, preventing the spread of communism, securing a free choice of government for the South Vietnamese, repelling aggression, etc.) justify the damage it does (killing of soldiers and civilians, jeopardization of urban projects in this country, contribution to a climate of violence, etc.)	122	14%	15%
Yes	138	16%	12%
Undecided etc.	597	68%	71%
No	18	2%	2%
Blanks	18	2%	2%
12. Which of the following general policies comes closest to your idea of what the U.S. should do in Vietnam:			
a. Military action against China	1	-	1%
b. Invading North Vietnam	35	4%	4%
c. more bombing and ground activity short of invasion	51	6%	8%
d. continuing at present levels	37	4%	3%
e. stronger attempts at a negotiated settlement (through unconditional cessation of the bombing of North Vietnam, control with the Viet Cong, use of the United Nations)	563	64%	58%
f. a gradual, phased withdrawal without negotiations	107	12%	14%
g. immediate unconditional negotiations	78	9%	12%
What action would you take (mark one or more) to voice your support of or dissent from present policies?			
13. signing petitions	703	89%	75%
14. writing letters to public officials	588	67%	66%
15. marching, picketing, demonstrating	335	38%	44%
16. voting in elections, referenda	806	92%	92%
17. making monetary contributions	322	37%	40%
18. moderate civil disobedience (sit-ins, draft card burning, draft resistance)	164	19%	24%
19. violent civil disobedience (sabotage, etc.)	26	3%	3%
20. working in organizations, committees	369	42%	36%
21. attending debates, teach-ins	685	78%	74%
22. Sex:			
Males	34	-	-
Females	841	-	-
23. Status:			
Undergrad	812	-	-
Grad	4	-	-
Faculty	51	-	-
Other staff	4	-	-
Blanks	4	-	-
24. Are you likely to be draft eligible in the next three years?			
Yes	8	-	-
No	854	-	-
Blanks	13	-	-
25. Will you be of voting age for next year's elections?			
Yes	402	-	-
No	417	-	-
Blanks	2	-	-

Experimental Theatre to Enact Nightmare-Comedy by Saroyan

by Ginny Hammonds '60

William Saroyan's *The Cave Dwellers* is now in rehearsal at Wellesley College Experimental Theatre for production January 26 and 27. It is a haunting work, evoking the elusive half forgotten moments of joy, sorrow, exaltation, and defeat common to creatures of the human race.

An old clown and an aged leading lady, both past the days of their success, find refuge on the same day on the stage of an old theater in a condemned section of the city. She calls him King; he calls her Queen. Later a battered prizefighter finds the place; they call him Duke. As the noises of the wrecking crew come closer, the three live in hiding from the world, huddled together in their "cave" against the bitterly cold winter.

Human Action

The action of the play begins as their hiding place is discovered by the Girl, a frightened wife. She too is taken into the theater family. Later they are found by another poverty-stricken family which includes a Mother, a Father, a newborn infant, and a trained bear called Gorky. In the end, the little group is found by the wrecking crew and so must leave. The most significant action of the play, however, takes place not within the framework of the story but rather in the dynamic of human relationships expressed in the simple eloquence of Saroyan's dialogue. As in a folk song, the meaning is not something which can be analyzed or separated from the whole but rather something which one feels when a gentle rhythmical melody is joined by the graceful unconscious poetry of the folk lyric.

The play is not realistic. It is perhaps closer to being surrealist. On the question of realism, Saroyan says that *The Cave Dwellers* presents a "real" rather than the "real." The particular "real" that Saroyan presents here is one in which human beings are profoundly aware of each other as human beings. They are thus able to communicate with each other with a passionate directness and without the complication of subconscious motives. For them, in

feel in some way is to act accordingly. As a result, the actors, rather than appearing as superman inhabitants of some other than real world, appear as very human inhabitants of our real world as it should be.

Came Nightmare

Saroyan's expression of the themes of love, pride in the humanity of humankind, and loneliness make this a play which is on a wavelength with the most urgent feelings of our generation. Yet, with all of its suffering and poignancy, *The Cave Dwellers* is essentially a rather dreamlike, bitter-sweet, Chaplinesque comedy; a nightmare-come dream in stage dimensions.

As an Experimental Theatre production, *The Cave Dwellers* is student directed, designed and executed. Direction is by Virginia Hammonds '69, head of the Experimental Theatre. Sets, designed by Gina Burns '69, and lights by

Jeannie Garrison '70 will emphasize and compliment the core ideas of the play.

The cast is large and, in the opinion of the director, of unusual merit as an ensemble. Wayne Scott, Harvard '67, an actor familiar to Wellesley audiences, portrays the King with a deft sense of the melancholy inherent in all comedy. Marey Barrack '71, brings to the role of the aged Queen a measured dignity and an indomitable theatricality. Roger Barnaby, also a veteran of the Wellesley stage, captures the endearing simplicity and the noble spirit of the Duke, while Billy Boyer '68 brings a coltish, shy quality to the role of the gentle Girl.

Stanley Jaros plays the Father; Grace Boynton '70, the Mother; Star Black '68, the bear Gorky; John Murnane, the Construction Crew Boss; Steve Marx, the Silent Boy; Robert Marth, Junior; and Allisa Bixon, the Young Queen.

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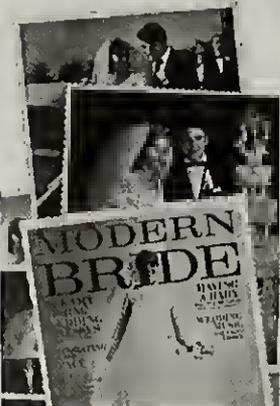
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Sigmund Abeles

Abeles Tells of Sabbatical, Experiments With Bronze Casting, Effects on His Work

by Betty Demy '69

A sabbatical, frustrated plans to study bronze casting in Italy, a move to a new home in Newton Center; that was how Sigmund Abeles, artist in residence, began his leave of absence from Wellesley last year.

Abeles' new studio soon became a miniature "foundry," but not for bronze casting. Realizing that the costs of bronze casting are prohibitive (\$2,000-3,000 for one piece) Abeles experimented with a less expensive technique. He began with a plaster negative mold, applied coats of polyester resins to the form and reinforced it with fiberglass. This process has several advantages, Abeles explained. "It costs only about \$20, the artist can do all his own work and thereby he avoids the risk of a craftsman's marring the piece. The statues have a definite bronze appearance and by using iron-filled polyester, I can control the rusting and achieve an effective patina."

Trip to Katamazoo

Still eager to work with bronze, Abeles accepted an invitation from Upjohn Pharmaceuticals in Kalamazoo, Michigan, where an ideal foundry for bronze casting has been built. Abeles, who left on Dec. 10 for this unique program, worked with two expert casters during a 10 day session. Each participant made four pieces, one of which ended he given to the Kalamazoo Ari Center.

How does an artist see things? How does he look at his own work? Abeles thinks that these questions are, in part, answered in a short movie made by Alvin Flering, who teaches filmmaking at Boston University. The film, which may be used on a channel 2 program, features Abeles and combines both graphics and work on a sculpture. "My graphics," said Abeles, "are night work, dark and dim, imaginative and expressive. My work from the model is somewhat classic and detached. I began to appreciate cool and detachment during last

year's work."

Where It Leads

An artist is not always wholly conscious of where his work might lead him. "I was very baroque," Abeles explained, "but during the last year I moved away from it to something more simple." Less involved with German art now, he describes his great interest in French 19th century art, especially Degas and Rodin, and a growing involvement with 20th century art as a paradox.

In his basic approach to drawing, Abeles also noted a difference and is trying to bring his approach to his students. He conducts weekly two-hour sessions during which the students do a series of one minute sketches of a model in various poses. "There is so much clever facility in art, where the artist can make anything work simply by facility. When speed becomes the important element, the artist must instead impart a firm structure and architecture to his subject."

Protest Medium

Art as a protest form can be important and Abeles is involved in numerous aspects of Vietnam and Civil Rights protests. Currently he has an exhibition at the New School in New York City entitled "Protest and Hope."

In February, six of Abeles' prints will be exhibited at a show in Amsterdam.

The Louis Comfort Tiffany Foundation has recently announced Abeles as a recipient of a grant to study graphics during the year 1967-68. Grants were awarded to 10 painters, six sculptors and six printmakers.

Said Abeles of his sabbatical, "an artist may never really change, but he may redirect his focal point and recognize a whole fresh point of view. What was really important was not accomplishment or actual work, but the long, free months which allowed introspection, far-out experiments, change in outlook and conception and rejection of much of my past efforts."

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Wellesley and Harvard have this Saturday in Waterville Valley, N.H. This leaves Waterville Parking Lot 6:30 a.m. Jan. 20, and returns at 7 p.m. \$10 check made out to Waterville Co. pays for both bus and lift tickets! You'll never do better. Send checks to Wendy Mooney in Mungler via campus mail to reserve seats. First 20 checks get the places; any later ones returned.

"Perhaps the most beautiful movie in history."—Brendan Gill, The New Yorker. "Exquisite is the only word that surges in my mind as an appropriate description of this exceptional film. Its color is absolutely gorgeous. The use of music and, equally eloquent, of silences and sounds is beyond verbal description. The performers are perfect—that is the only word."—Bosley Crowther, New York Times. "May well be the most beautiful movie ever made."—Newsweek. "Of such incomparable beauty of star and scene that one seeks in vain for its equal." —New York Post.



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Exeter Street Theatre

Film Society Plans Workshop

Members of Film Society's informal film workshop, designed for persons interested both in filmmaking and in film criticism, will be rolling their films soon. Jill Vickers '68, Film Society president, predicts interesting shots "of lens covers and such" for the first couple of weeks as people learn "by fumbling" how to operate their cameras.

However, she guarantees, "Seeing your own results is fun." A \$25 prize will be awarded for the

best Wellesley film at the Film Society's festival in April.

Time to Learn

Last year Film Society sponsored a similar workshop (third term); but as Jill comments, "There wasn't enough time to deal with your mistakes." Since the workshop lasts twelve weeks this year, the last half of the term can be devoted to screening and discussing student-made films.

This year's workshop also differs from last year's in that it has no permanent advisor. Thus students will be responsible for organizing the programs. A few guest lecturers will augment the student-run discussions of films.

Critics, Too

Fledgling film-critics may register for the classes for free. However, film-makers must each pay a registration fee of \$10 to cover the cost of the 30 super-eight movie cameras Film Society has rented. Two girls may share a camera, but Jill points out that they should expect to spend three to four dollars for each three-and-a-half minute role of film.

Film Society has accumulated sources of information and of films and acquired some editing equipment. It plans to establish a work room for workshop members. Any one interested in joining the course should immediately contact Jill in Tower Court West.

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HOMER ENTHUSIASTS
Richard Lattimore, Paul Shorey Professor of Greek at Bryn Mawr, will be the guest of the Greek department on January 24 at 4:15 in the Pope Room. A well-known poet, scholar, co-editor and translator of "The Complete Greek Tragedies" and the "Iliad", Lattimore will speak on his newest work, a modern verse translation of the "Odyssey."

Mike Nichols' Film Graduates With Honors Film Describing Voyage Of The Phoenix To Appear Soon For Wellesley Viewers

by Barb Schlein '69

The Graduate may well be the best film to emerge from Hollywood in several years, which is not necessarily saying very much.

Currently at the Paris Cinema, the film, directed by Mike Nichols and written by Calder Willingham and Mark Henry, concerns a solemn young man who has just graduated from an Eastern college and has returned to the affluent society of his California parents and their friends. Uncertain about his future ("I wanted to be different," he concludes lamely and eloquently), he is forced to run the gauntlet of suburban America's horrors, from cocktail party to scuba diving to outdoor barbecue (by the swimming pool, of course). He is eventually seduced by the wife of his father's partner and subsequently falls in love with her daughter, which, as might be expected, leads

to several complications.

The Affluent Society

The film rises above its potentially banal and tawdry elements to become a sensitive and provocative statement about alienated youth and the vapidly and rowdiness of the purportedly cultured and educated society from which they are estranged. Credit must be split between Mike Nichols and his excellent cast.

Nichols' genius propels the entire movie, insuring the proper balance of comedy and pathos. Aggressively inventive, he rapidly switches camera techniques with a breathtaking virtuosity, employing at times a stream of consciousness removal of temporal conventions, thereby blurring the line between reality, illusion, and memory.

Star Unearthed

Dusty Hoffman defies descrip-

tion as the hero, deadpanning his way through the rote and engaging the viewer in a double-edged irony. His utter stolidness serves as a mask for his emotions, at the same time testifying to their very intensity and reality in a world of empty effusiveness.

Anne Bancroft converts the potentially soap-opera role of the older woman into a complex human being. The depth, range, and subtlety of her emotion is remarkable; never once lapsing into bathos, she is alternately vivid with hatred, amazingly seductive, surprisingly humble, shrewdly perceptive, detachedly amused, and once or twice, when she looks back at her life, almost tragic.

Supporting Cast

Katherine Ross is also excellent as the confused and uncertain daughter. Murray Hamilton, Wil-

son and Elizabeth Williams are devastatingly recognizable as the other three parents. A largely familiar, and surprisingly appropriate, score, sung by Simon and Garfunkel, includes "Scarborough Fair," "April Come She Will," and, most importantly, "Sounds of Silence," for in his own medium, Mike Nichols has made a statement similar to, at least as effective as, and probably more pervasively chilling, than Paul Simon's.

to be used for relief of civilian casualties resulting from U.S. bombing. Sponsored by a Quaker organized group, the mission included a writer-director, Dick Faun, and a cameraman, William Helck, who recorded on film and tape a 60-minute documentary, "Voyage of the Phoenix".

The Wellesley Vietnam Peace Project (the winter version of the Wellesley Vietnam Summer) will sponsor two showings of the film: Sun., Jan. 21, at 8 p.m. at the Wellesley Friends Meeting House on Grove and Benvenuto streets, and Mon., Jan. 22, at 8 p.m. at the Wellesley Public Library on Washington Street. After the movie, there will be a discussion by Ivan Masser, a member of the poetist group on board the Phoenix.



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Experimental "Riot" Assails, Engulfs Audience

by Dorothy Devine '69

A crowd of people emerges from the big red brick building on to the frozen walk. They speak, if at all, in hushed tones. They clump, as if for protection, against something more than the chill air. Then, with what seems an especial effort the crowd pulls apart. They hurry away, clutching programs in their hands, programs that are perforated by bullet holes.

These people have just emerged from Riot, a production by the OM Players of Theater Workshop, Boston, presented at the Arlington Street Church, directed by Julie Portman. An experiment in environmental theatre, Riot uses the total space of the theatre as its stage, destroys the distinction between audience and performer, uses sound, color, light, gesture, voice, and movement, in addition to words. The object is to communicate by getting the audience involved emotionally, as well as intellectually in the play.

Audience Involvement

Riot succeeded in this object. The audience was involved, assailed, and then engulfed by the spiralling momentum of the production. The mediums of discussion, of mime, of modern dance and tableau, of burgeoning music, of the total darkness of blackouts and the arrested irrevocability of dancers trapped in strobe lights, and even of smell combined to convey the production's message.

The theatre evening begins with a panel discussion at the church. The topic is Black Power. The panelists include men whom we might label a "liberal", a "conservative", a radical, but their attitudes and emotions go beyond labels and we see different views of the fundamental nature of man and the fundamental quality of the American system as a whole.

It is likely that each of us holds views that fit roughly into one of these basic categories. There is, perhaps most seriously, a realization of the irrelevancy of rhetoric and, with this, of the irrelevancy of our own particular words and understandings. The Black moderator, skillfully and sensitively portrayed by Ray Payne, is faced with a dilemma as the panel, despite his "Now, gentlemen's", explodes into argument and, eventually, obscenity and violence, and his plight, a plight of emotionality and of identity, leads to the audience's closest identification with and feeling for a character in the entire evening.

The dissolution of the panel is punctuated by blackouts and flashes of the world behind the words. We see white city hoodlums chasing a young Negro boy through the streets, we hear a raving street organizer, sweaty-faced, screaming, screaming into his bullhorn the pride and the terror of Blackness. A discussion of slum conditions is cut by a lengthy blackout, then a needle of light pinpoints, center

stage, a ghastly humpbacked rat scurrying and biting at the bars of a metal cage, his sharp white pointed teeth making an eerie, horrible chewing sound. The direction of things is emphasized by a tableau in which an old Black man instructs a young boy in the making of Molotov cocktails, Senses Explode

A rising intensity of sound, of noise, demands some sort of break, and the break comes in an explosion. It is at this point that the power of environmental theatre is most aptly demonstrated. The audience, is in the middle of an urban riot. The gunfire, the stench of gasoline and of gunpowder, running looting figures, screaming which has a macabre gale, the horrible impersonality of war deaths, have trapped us. Heat blazes flicker and spread. Flying beer cans and bullets whiz by our heads. We are shaken and trapped, terrified and, despite the fact that we are in a crowd, each of us is very much alone.

Black Power? The American Why? Riot tells it like it is.

The Reader Writes More . . .

(Continued from page 2)

Often people complain that there isn't enough communication here at Wellesley. Could the problem be that we ignore the possibilities which exist?

Grapple with Chapel, Mary-Eliza McDaniell, president, Chapel Organization

ENGLISH 317 (3)

Correction of catalogue description: English 317 (3), AMERICAN LITERATURE Topic for 1967-68: The short stories of Hawthorne and Melville. Alex. Michael

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