

[May 2, 1968]

WELLESLEY NEWS

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Sophs To Welcome Fathers For Traditional Activities

By Mary Enterline '70

Wellesley College coed? That's right — Wellesley will admit men this Saturday. All have been carefully screened, and all share one outstanding trait. They each have a daughter in the class of 1970 and come as guests of the college for Sophomore Fathers' Day.

Under chairman Lois Feely, sophomores have planned their day around the theme "Dads and Dolls." Activities will generally follow a traditional schedule, although there are some innovations.

Frogs on Friday
For fathers who come a day early, Friday will offer the opportunity to attend classes with their daughters, an afternoon reception for fathers and daughters with Miss Ruth Adams, president of the college, at the College Club, and two performances of Aristophanes' Frogs by the Classical Club at 8 p.m. and 9:15 p.m. in the Recreation building.

Saturday's schedule will begin at 8:15 a.m. with senior hooprolling, followed by Chapel and a blotter demonstration. Then the fathers and daughters will have a choice between two pairs of student lectures at 9:30 a.m.

Seniors to Speak
Barbara Chotner '68 will speak to one group on "Future Diplomatic Relations between West Ger-

many and Czechoslovakia and Hungary," and then Barbara Stevens '68 will address them on "Adequate Housing in Boston — Is Urban Renewal Necessary." The other group will hear Liz Robbins '68 discuss "Music in the Art of Paul Klee," and Mary Cathorn '68 explain "The Use of the Electron Microscope in Biological Research; Protein Amino Acids in the Newborn Small Intestine."

After coffee with the daughter's major departments from 10:15 a.m. to 11:15 a.m., the "Dads and Dolls" will be able to hear either Miss Phyllis J. Fleming, professor of physics, speak on "Reflections on Space, Time and Change" or Miss Alona E. Evans, professor of political science, discuss "The International English and the Law."

Demonstrations Stated
After a luncheon for the fathers in Bates-Freeman, Swim Club and Dance Club will give demonstrations in the Recreation building and Jewett auditorium, respectively, at 3:15 p.m. At 4:15 p.m. there will be a crew demonstration on Lake Waban.

Following a "Fathers' Hour" at the College Club from 5 p.m. to 6 p.m., dinner will be held in each dormitory. Climaxing the evening will be a father-daughter dance from 8 to 11 p.m. in Alumnae Hall ballroom.



Janet MacDonald and Hillary Rodham, both '69, were two participants in this weekend's Student Leaders' Conference at Craigville. A report of the conference is not printed in this week's NEWS because the report has already been made available to all students, photo by Wendy Judge '69

and contains within its pages specific references to individuals in charge of the various committees and work forces being established. Hillary urges students to examine the report carefully, and to contact her with additional ideas and suggestions. (See editorial, page 2).

High School Conference Held Here on Racial Issues

by Susan Helnemann '70

"It is only by knowing the other race that we can stop prejudice." "We are going to have to live with prejudice to show how stupid it is."

White and black high school students from the Boston area inter-

acted and exchanged ideas at a conference on racial and educational problems held at the College last Saturday. Formally sponsored by the Massachusetts Advisory Council in the US Commission on Civil Rights, the conference was coordinated by Mrs. Ruth Boston,

head of the METCO program, and Mr. Stephen London, instructor in sociology.

Student Talk

Eight student groups, each with college students present to assist in any difficulties, discussed varied topics: black power, integration, interracial dating, model schools. At the end of the day, a recorder from each group summarized the dialogue.

Many felt that in a model high school classes should be more flexible, teachers should spend more time with individual students, the smarter pupils should help the slow learners and the curriculum should include courses on different cultures. "The white kids must be made to feel the importance of black history," commented a recorder. Other suggestions were a work-study program, more black teachers, more black guidance

counselors who would know the opportunities for black students, and ungraded independent research courses.

Black power was a controversial issue. One boy expressed concern over the lack of communication between whites and blacks on a definition of black power. "The black man wants things done now — not in five years, not in ten years, but now," he emphasized. An all black group concluded, "We have to selfishly, to unite ourselves to help each other." However, they felt that integration was important. If only for the black people to confront the whites with their racial prejudices.

London felt that the conference was a success on several levels. He explained, "It benefited the College because it underscored our institutional commitment to the

city, it opened the doors of the College, and it gave the College students an opportunity to meet people of different backgrounds."

"For the high school students the fact that they got together and could talk was important." The sponsors also benefited, according to London. Similar conferences are being planned on a statewide basis.

Not the End

London emphasized, "This was not an end in itself; it is going to continue. I would like to propose that Wellesley continue to open its doors. One of several ways Wellesley can do this is to make the conference a continuous program."

Monday several enthusiastic College participants met with London to discuss the conference. They plan to bring together more suburban and urban high school students in similar programs next year.

The Bard Entertains in Wellesley Society, Sets Love Comedy in World of Innocence

What is love? Is it "to be all made of sighs and tears?" Is it "merely a madness?" Shakespeare Society's spring production of *As You Like It* attempts to deal with this topical issue.

Differing Opinions

Director Pam McLucas '69 says that *As You Like It* is one of her favorites because of the differing views of love the play dramatizes. "Of the four couples, no one agrees with another on the nature of love, and the contrasting views are played off against one another, provoking discussion and debate on the matter," she said.

Candy Loomis '68 will play Rosalind, and Betty Anne Clarke '68 will play Orlando. Touchstone will be played by Liz Stuppl '68, and Celia by Elisabeth van Angelen '69. The subject is not an indelicate one for Shakespeare Society to handle, for the love scenes are coquettish rather than passionate, according to Pam.

To The Woods

The play is a pastoral comedy, and nature plays an important role. All the heroes are banished from court, so the woody setting is for them an escape from the meanness of the world of men and affairs, into a world of innocence. The play tries to find a balance

between artificially and simple-mindedness.

Shakespeare Society's production emphasizes the spring-like, pastoral elements of the play, with promised assistance from Buildings and Grounds. In addition, the play features five songs.

Performances are Friday at 8:00, and Saturday at 3:00 and 8:00. Admission is free. Sophomore fathers are cordially invited.

SEC to Initiate New Program; Experimental College to Form

The Student Education Committee will initiate the Wellesley College Co-operative Education Program next fall.

The program will be a loosely structured collection of extra-curricular courses for no credit and with no grade. Students and faculty will teach or lead seminars and discussions in subject areas which interest them and in which they may have done research.

The aims of the program are: to supplement the academic curriculum with non-credit courses in specialized fields; to provide stu-

dents with a variety of approaches to education; and to stimulate student-faculty and inter-student communication and cooperation. A similar program has been inaugurated at Dartmouth.

"The success of the program depends on the initiative, interest and participation of the members of the Wellesley community," commented Leah Otis '70, co-chairman of SEC.

All students and faculty interested in the program are urged to attend the SEC meeting today at 4:15 in Room I, or to contact Leah Otis or Linda Baron in Davis.

Senate Discusses Craigville Conference, Plans Release of Court's Report for Fall

The 1968-69 Senate heard reports Tuesday night from the retiring chairmen of College Government Committees.

Hillary Rodham '69, CG President, first capitalized the report on the Craigville Conference. Nonna Ninto '69, Senior vice-president, then called upon Bunny Lowe '68, who presented to Senate a summary of Court action during her term as Chief Justice. Bunny noted that Court had considered 13 cases, resumes of which she hoped would be printed in News in September. Janet MacDonald '69, current Chief Justice supported Bunny's suggestion that the cases be published.

Bunny felt that the cases Court

heard this year raised several questions concerning future Court action and policy. Mrs. Asa Tenney, director of residence, and Mrs. G. Scott Gillespie, Head of House in Tower, both insisted that in the case of lateness an issue raised by the Court report, a student should certainly call the head of house in an emergency and when she needs help of some sort, but that for a student to call merely to inform the head of house that she would be late was unnecessary.

Tish Newman '68, Winter Week-end Chairman, reported a surplus of \$850, and recommended that \$500 of this be given to SOFC for the development of a student (Continued on page 6)

The Essence of Ethos

News fully supports the Ethos proposals as they appear in this week's issue (see letter, this page). Our endorsement covers their specific demands as well as the overall concept behind their efforts. Reasoned discussion between Ethos, the administration and the faculty in the forthcoming committee can and should result in the institution of the proposed ideas.

The increased diversification of the Wellesley community depends upon such immediate action. With a minute enrollment of 1.3 percent black students, Wellesley is long overdue for substantial changes in its admissions, recruitment, and hiring policies.

The alumnae are responding admirably to at least one issue, the establishment of a Martin Luther King Jr. lecture fund; we urge the College to bring this into existence with the aid of student representatives. In addition, Dr. Stalvey, an infirmity consulting psychiatrist, has announced that the services of three black psychiatrists are presently available upon request. With the increasing enrollment of black students, however, the administration should take definite steps to consider hiring a black psychiatrist of our own.

Active recruitment is clearly a necessity. It is only through the greater diversification of the student body and the presence of black thought on campus that Wellesley can provide a sustained atmosphere of intellectual excitement. It is crucial, not only to Ethos but to the entire College community, that the Ethos proposals be accepted in full and acted upon immediately.

"Critical Interest"

"I admire your critical interest in Wellesley," remarked Miss Phyllis Fleming, Dean of the College in 1968-69. Miss Fleming expressed the emergence from Wellesley's Student Leaders' Conference of a mutual respect for common goals among the members of the Wellesley College community.

It was a conference without precedent, so student and faculty preconceptions were many. None, of course, were realized immediately; but neither were they destroyed. Rather we are left with an evaluation of the conference that is dependent upon any action that might result. We sustain our desires that Wellesley as an academic community be an initiator and director of change in this world. We continue to hope that administrative and student leaders alike have recognized a common ground from which to work. In addition, we anticipate greater cooperation among the forces and factions of the College.

The conference thrived on the honesty and candor of its participants: the students' making known their commitment to representation on committees concerning academics and College policy, and their enthusiasm for involvement in changes that can be realized through greater use of the MIT association, more extensive recruitment, greater exchange of information, and more open channels of communication; and the administrators' and faculty's acceptance and respect of the student thoughts, criticisms, and aspirations.

At each workshop, and over every cup of coffee, student delegates faced the conflict between the demands of ideas and the restrictions imposed upon them by financial considerations. Nevertheless, reality was not viewed as a deterrent from the ideal; greater financial resources in itself became a goal intensified by the conference.

The enthusiasm, the optimism, and the realization that to fulfill the proposals made in these three days a great deal of work and cooperation is necessary, express the vast potential of the conference, and of any action that derived impetus at Craigville. Students have received a report of the conference — our judgment awaits the commitment of the community to action.

The Last Laugh

Graduation for the Class of 1969 is beginning to look like fun and games already. The first laugh came recently when juniors were asked to indicate their preference for commencement speaker. Among the choices were Bob Hope, Harry Belafonte, Jackie Kennedy, Paul Newman and Charles Schultz.

Good grief.

Some 300 members of the class responded to the opportunity to settle, not select. Perhaps the time to put forth a choice, not an echo, was when a speaker nomination box appeared at dormitory bell desks before spring vacation. All 27 nominations appeared on the ballot.

Who'll get the last laugh is anybody's guess

The Reader Writes

Ethos Expands

To the editor:
In clarification of the proposals outlined in our letter which appeared last week in News, we present the following expanded versions, as presented to the college during a rally on April 26 by Nancy Gist '69:
"1) Wellesley College should attempt to mirror the proportion of black people in the population of the United States by substantially increasing the number of black students it accepts for admission, ultimately approaching at least ten percent. This, of course, calls for an increase in recruiting in inner city schools, which is currently being worked on with Miss Clough and the Admissions Office.
2) The college should also make a concerted effort to employ black people in all phases of the college working force — on the faculty and administration, on the secretarial staff, etc. Especially, we want the services of a black psychologist. Handels found one within a week after it was requested there. If this college is incapable of finding one, it would at least arrange that we share the one at Brandeis.
3) Instead of ignoring or skimming over the black man and his contributions in history, sociology, political science, art, music, etc., he and his unique problems should be considered. We also want courses specifically on black history, art, etc., taught by a full or part time black instructor, and we want such courses introduced into the curriculum immediately.
4) Based on courses we hope will be either aimed at or will include the black man, we want the establishment of a cross-departmental major in Afro-American studies. A tentative plan has been developed by two Ethos members, and is currently being considered by the faculty and administration.
5) We ask that this college make available all of its facilities to such programs as Upward Bound, A Better Chance, Head Start, and also for conferences and other community activities.
6) The Katherine Washell Hughes Fund currently pays tuition, room, board, transportation, Hathaway bills, etc., for "guest grants" — students who have completed their undergraduate training at United Negro College Fund schools and are at Wellesley for a year taking courses for which they receive no credit towards their Masters degrees. They are here to receive a "unique experience". But we think that the most unique experience of all is to spend four years here, and thus, we think that the money (and it is a considerable sum) could be better spent on full and part-time scholarships for black undergraduates until a better alternative is developed.
7) We are asking for the establishment of a lecture fund designed to bring black speakers and cultural events to the campus. This fund, set up along the lines of the Mayling Spang Foundation, would consist of a certain amount annually to be administered by a

committee of faculty and Ethos members. This fund would be called the Rev. Dr. Martin Luther King Jr. Lecture Fund.
Finally, we are asking for the establishment by Miss Adams, of a negotiating committee consisting of members of the administration, faculty, and Ethos, to begin implementing the proposals immediately."
Ethos is NOT circulating the petitions currently appearing on campus. However, we appreciate the show of support and encourage individuals not to stop once they have signed their names, but to continue to act, in any way they find appropriate. Ethos

Ethos Endorsement

To the editor:
We endorse Ethos' proposal for an increase in the number of black students at Wellesley, however, we question the terms cited in the proposal.
Wellesley has no percentage-based quota policy of geographical representation, according to the Board of Admissions. More accurately, the admission policy can be characterized as a conscious attempt to draw students from many geographical areas to provide a diversified student body. Such a policy should also involve a conscious attempt to draw students from many population groups, not we reject a quota system on any basis, geography, race, religion, or other. There is no question that quotas have worked, and can work as discriminatory devices both for and against minority groups.

We hope to see an increase in the number of black students here, not for the percentage-based population reasons, as cited in the proposal, but because of the pressing need to provide black students with excellent higher education facilities, in an attempt to make Wellesley's educational environment a more relevant one.
Sincerely,
Jane Canter '68
Carla Henrich '68
Kim Means '68
Jean A. Morse '68

Words, Words

To the editor:
Now is not the time to quibble over words. Support the Ethos proposals.
Kris Olson '69
Vicki Erenstein '70

Poetry in Motion

To the editor:
On Tuesday the bulletin read, "Come join us for jogging!" It said,
So we all ran over
Through green grass and clover
Our feet no more feeling like lead.
We knocked on room two-twenty-two.
We knew what we wanted to do.
We felt much like hogs
And we thought with some jogs
We'd look rather slender anew.

Instead of all joggers we found
The room did with others
abound.
We left in a hurry
With many a worry
We never would take off a pound.

So joggers wherever you are,
We still want to jog near and far.
So tell us the next time
To which floor we should climb
Or we'll have to return to a car
Seven frustrated joggers:
Mary Damon '71
Rachel Gorn '69
Sue Hodge '68
Ellen Marram '68
Vickie Shorr '71
Nancy Wanderer '69
Lynne Williams '68

Open to All

To the editor:
These pages recently carried a letter in which we urged all students "interested in participating in an organization . . . whose concern is the most important concern of the entire community, that is, education" to come to a meeting of the Student Education Committee.
Our invitation must not have been clear for we are still asked who "may come" and "what is done." Is SEC a group of elite intellectuals who sit in Gothic halls and ponder without doing? Or does it consist of hardened revolutionaries plotting in underground hideouts? May we banish these myths?

Come to the next meeting today, Thurs., May 2, 4:15, in Room 1 to discover that SEC has no set membership, no requirements, and demands only what you want to give. Currently we are arranging Freshmen Reading Groups and an Experimental College and are discussing other plans for the fall. The committee needs your ideas and your help, and we think SEC can give you something in exchange.
Leah Otis '70
Linda Baron '70
Co-Chairmen, SEC

Unhappiness Is . . .

To the editor:
I've been thinking how to explain to the Friday strikers how unhappy they were able to make me, and why I refuse to grant that they had that right. A lot of it is involved with unfairness.
When people look around at the world and how the good things are distributed, they understand the situation as "unfair." It's a human concept (nature is neither fair or unfair). Hopefully, the "haves" want the "have nots" to get the good things too — what the strikers mean by social conscience. So the strike was an attempt to discuss, if not combat, some existing unfairnesses which I recognize—in an arbitrary draft; in society's restriction of a race's hopes; in our policy in Vietnam. It was also "educational" — designed to awaken the social consciences of an especially favored group.
The discouraging thing is that the strike created unfairness too. I'm afraid the intense conviction of many strikers made it seem their mission and duty to condemn the equally strong convictions of a lot of others. Regarding your stand as the moral one leads quickly to the assumption that the other stands can't be. I wanted to say to the strikers that silence is no more the sign of a faulty conscience than spending a day in conversation is the sign of an active one. Those who are lucky enough to be sure, to have found immediately available personally appropriate ways to deal with their sense of unfairness, should have sympathy, not contempt, for those who may be equally tortured but less sure of the means.
I'm aware of the difference between my life and that of most of

(Continued on Page 8)

WELLESLEY NEWS

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Speakers Investigate Strike Issues, Student Roles

The Student Strike on Friday attracted outspoken professors from neighboring colleges who attempted to examine the issues and means of effecting action. In the morning, Hillary Putnam, professor of philosophy at Harvard, spoke in "Sorting Out the Issues." He began by saying that he did not like to minimize the controversy or the purpose of neat simplification. Then he made several points about why "this is a bad war."

"The United States is trying to put down a legitimate social revolution in Vietnam," he said. The US is fighting a whole people in Vietnam. As a result people are being unjust as revolutionaries. And such a war is indicative of a sickness in American society."

Putnam went on to define "imperialism," which he sees in the US "guarantee" of certain democratic principles for South Vietnam. Putnam then presented as substantiation for his points his view of some aspects of the Vietnam situation now—for instance, that the Vietnam people are in tacit sympathy with the Front.

Intellectuals in Politics

The first afternoon speaker, Noam Chomsky, professor of linguistics at MIT, spoke on the role of the intellectual in politics. He said that the traditional role of the intellectual has been to analyze the situation and to criticize. He then described the present road from criticism to activism to management.

Chomsky's main emphasis was upon the problems involved when intellectuals assume positions of management. He spoke against too great a reverence for the pragmatic and the efficient in an intellectual's handling of his political duties. Chomsky also mentioned the dangers which come

when a "competent" man is doing unwise things—the wrong things get done too well.

Cooperator Government

In one of the workshops, "The University and the Role of the Intellectual," Chomsky advocated a department of social inquiry in every respectable university. Perhaps the department would not even have to have a faculty, but anyone should be able to use its resources.

Working for the draft resistance in order to undermine the basic structures is far more effective than working for McCarthy or Kennedy to end the war, Chomsky believes. "The best thing about McCarthy is that he is instinctively lazy" and will cause less damage. "The role of government ought to be so marginal that it

can be run by a computer program modified by free interest groups."

White Hypocrisy

"The supreme task is to organize and unite people so that anger becomes a transforming force," argued Mark Solomon, a professor of history at Simmons College who spoke after Chomsky. He defined the aims of white activists—"not to do favors for the black people but to save ourselves . . . I don't believe anybody has a right to go before a group of people and say, 'march under my banner or you're insincere.'"

Solomon noted that the "frenzy of endorsement" following the death of Martin Luther King, Jr. showed a "very deep-rooted hypocrisy in our society." Solomon remembered that King once said something about W.E.B. DuBois that was fitting to King himself, "Above all he did not content himself with hurling invectives."

Unity

"Let us put the emphasis on these elements that unite us" drew cheers and clapping from the audience.

He urged everyone to unite in support of the Poor People's March on Washington which needs food and clothing. "We have to place a priority on assailing the fountainhead of racism in the US Congress" by means of the march.

"I think that it is important for whites to understand . . . the history of the abolitionist movement, the salt of American society. Even under the best of circumstances, whites said to blacks, 'You are inferior' . . . Every so-called race riot up to 1935 . . . was against blacks."

Strike in Review: Plea for Campus Action

One week after the strike, student leaders have mixed reviews. "The general feeling is one of success. Most students are hopeful that the strike signals the beginning of a more active campus."

Ellen DuBois '68, a chief organizer of the strike, described the day as "well-planned and successful in what it claimed to offer."

She was disappointed that the organizers had not spent enough time getting in the "off-center core" at Wellesley. "The students who used the time to go in Dartmouth," Ellen said, "were the very ones we wanted to get thinking." She added for those who did attend, "We must avoid patting ourselves on the backs and letting the strike be an intellectual exercise."

Awareness

Kris Olson '69 commented, "The number of people participating in the strike was an indication of what we still have to work with at Wellesley. You have to realize that those who were there already are aware of the problems to some degree."

"I was really disappointed in the workshops. I felt there was no reasonable discussion of racism except in the Ethos workshop. The community was a success because of Wellesley's symbolic value as a complacent suburb in the Boston area."

Kris hopes to bring students and faculty together in the new group Wellesley Against Racism. The first meeting of WAR will be today at 4:15 in Room 1.

Enthusiasm

Hillary Rothum '69, CG president, stated, "I thought there was a kind of enthusiasm and interest that I'd like to see more of at Wellesley and which could pos-

sibly be carried over to the experimental college next year. Although I respect the right of the student not to strike her classes, I was disappointed that there were not more people participating in the day's activities."

"I didn't learn anything new as far as the specific issues were concerned, although I did pick up some tentative ideas. I had hoped that more specific programs would be mentioned."

While Friedman '70, one of the chief organizers of the strike, explained, "For Wellesley the strike was significant. The phenomenon of the strike, the preparatory activities, reached more people than participated in the day's activities. It was a demonstration and demonstration should never be considered ends in themselves."

"The strike served as a vehicle for bringing together a loose coalition which helped lay the groundwork for activities to take place afterward—such as WAR and the radical Christian group. The most concrete action that came out of the day was the support campaign of the Ethos proposals. The Ethos proposals made some people begin to look critically at the social responsibility of the College."

Racism Manifested

Solomon rejects "hipster racism," the attitude that blacks are all that the bigots assert, but that the whites made them that way.

Solomon advocated that we "shake things up" in the university so that "black students not be forced into accommodating the values of the white society." For whites, too, the university should become "a place where young people determine their education."

Christian Radicals Move to Organize

Radical Christian Movement (RCM) is the name chosen by a group of students interested in expressing its religious concern in social action.

The new group formed during the course of a workshop of "Religion and Radical Politics" during last Friday's Student Strike. Some 90 people attended the 9 a.m. discussion session, and 35 remained until noon to lay the foundations for a "radical ecumenical community" on campus.

"We discovered the need for a subgroup of concerned Christians, people who find it impossible to relate to the existing Christian institution on campus," explained Dorothy Bass '70, organizer of Friday's discussion.

"Our focus will be two-fold — liturgical experimentation and social action. We are a sort of underground church," added Lucy MacNeil '70. "To be radically Christian at Wellesley means creative disaffiliation from the existing order."

Because it is so late in the year, and because many of the girls are already involved in social-action projects, the group decided at a meeting Monday to concentrate on coalescing its own community this spring.

RCM will have a communal dinner Monday, May 6, from 5 to 7 in the Rec Building lounge. Anyone interested in coming may sign up in the El Table before Friday afternoon.

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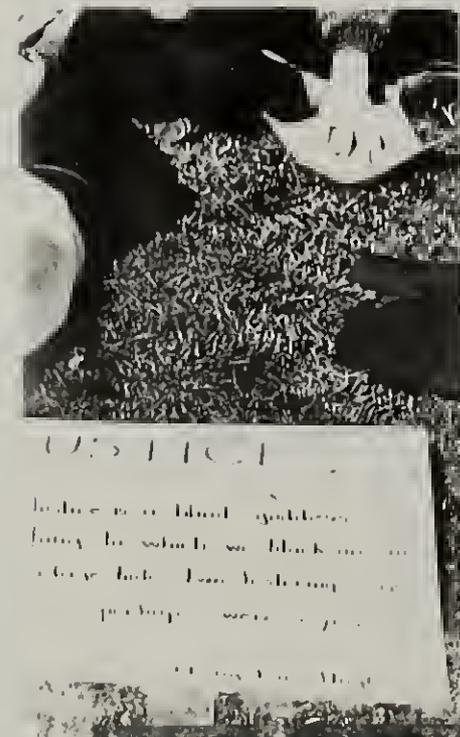
Marchers urge community action . . .



While townsmen observe



Photos by
 Diane Edwards '70
 Owen Franken MIT '68
 Pam Wescott '71



On the grass, the green hope of working at working together wove into workshops that called out in voices with that color of hope that sheared from the spectrum the edges of black, the edges of white, and filled all their feelings with a green hope of light.

Intellectual perspectives sharpened the greenness, took on the burden of focusing thoughts. Man we had named ourselves, under sky's awning of art and the church and Klug as our colors, that blended so quickly into a greenness of living together in smallness as Man, that soon as the march had added a line to the spectrum of colors, the greenness diffused into one equal hope, the greenness had moved with a life born from thought.

by Barbara L. Furne

Meeting at St. Andrews Church



Psychology Class Examines Reasons For Pass Not-Pass

by Jane Hilder '70

"The school should provide the opportunity for education, not try to force people to learn." This was a characteristic response of the study of the current pass-not pass system by eight Psychology 200 students last term. About one half of the 650 students who elected a course pass-fail first term received a questionnaire, and 92% of these were completed. The study probed the reasons why students elected courses pass-fail and what difference this made in teacher and student performance.

Members of the class conducting the study under the direction of Ward Cromer, instructor in psychology, were Leah Druker '69, Betty Brown, Barbara Finch, Dorothy Hemlway, Linda Houghton and Jane MacDonald, all '70, and both '71. 61% of those questioned favored expansion of the system. Many felt that students should be given the opportunity to take all their courses on a pass-fail basis.

Substantial Expansion

Much personal comment was elicited by the questionnaire. "I think pass-fail is extremely healthy, and should be substantially expanded. I think fears that pass-fail will be used as an excuse to 'slough-off' are exaggerated—that might be initial reaction in some cases, but I think as one gets used to the idea one realizes that if the course is worth taking, it is only the student who loses by not taking advantage of what the course does. This puts the responsibility of getting the most out of her education squarely on the student, which is where it belongs in a mature college atmosphere."

When asked why they elected a course pass-fail, 46% checked "desire not to jeopardize grade average." Each of the following reasons, "lack of interest in a course taken to fulfill distribution requirements," "desire for general knowledge without having to worry about details in the courses," "special interest in course without

grade-worry," received checks from one third or more of the respondents.

Would Do Over

Most of the students responded that they would have taken the course even if they could not have taken it pass-fail while only 7% said that they would not have. Thus in this study there is not much evidence for the argument that the system would encourage students to try courses that they otherwise would not select.

Physics, English, biology and experimental accounts for over half of the courses elected pass-fail first term. In mathematics and science courses 66% said that one of the factors influencing their decision was "lack of interest in a course taken to fulfill distribution requirement." Almost none of those taking art, music, philosophy or history pass-fail cited that reason. Reasons for taking these courses pass-fail were "special interest in a subject in which one felt inadequate" or "didn't want to worry about grades."

Did Required Work

Only 20% felt free to cut their pass-fail course, while a comparable number felt less free to cut it. Less than one quarter of the group felt they did less required work and participated less in their pass-fail course than in their other first term courses. However, 50% replied that they did less recommended work. Thus, the theory that students would deliberately do an absolute minimum of work receives little support.

Over half of the students felt less anxiety over the final exam than if the course had not been taken pass-fail. Approximately the same number felt that they enjoyed the pass-fail course more than they would have had it been elected on a graded system. One student quipped that pass-fail "takes the worry out of being cheated."

Negative Attitude

Almost one fifth of the students mentioned that they thought their

instructors had a negative attitude toward the pass-fail system. Other students felt that their instructors were prejudiced against pass-fail students and that it was stigma to take some courses pass-fail.

Nearly all respondents found that course work requirements for pass-fail students were no different than requirements for those not taking the course pass-fail. Most (85%) said that they received regular grades during the term and would recommend that this practice be continued. In comparison with their other first term classes 45% felt that their grades in the pass-fail course were as good or better.

Representative Group

Students taking courses pass-fail seemed a representative cross-section and were not the poorer students who some critics of the pass-fail system felt would be attracted to it.

Among the suggestions for amending the system was the idea of not informing the instructor which students were taking the course pass-fail. One person stated that pass-fail should be restricted to upper-level courses and preferably not be used for 100-level courses for distribution requirements. Many more respondents felt that pass-fail was most valuable for required courses. One said, "I wanted to know what physics is without worrying about details." Several students felt that two weeks was too short a time in which to decide whether to take a course pass-fail.

Miss Clapp Presents Insights Into India

"Those pretty girls, so feminine in their saris, so soft in their language—so strong-minded in their essence" were presented vividly to Wellesley students by Miss Margaret Clapp in her Honors Day Convocation address.

The eighth president of the college spoke April 25 in the Chapel. It was her first return visit to the college since her resignation in the 1965-66 academic year. She spent one year as an administrative assistant at Lady Dook College in Mandural, India. She has also travelled in Russia and the Far East.

Miss Clapp described the problems which concerned the students at Lady Dook College—national unity, language, pressure of population, hunger, the place of caste and communalism, the position of women, the rigid and in some ways irrelevant curriculum and examination system.

Language is the particular problem Miss Clapp emphasized. "Of- ficially it is becoming more and more interesting in having all college instruction given in the regional medium," she explained.

"But I shall regret if in each University there cannot be some college where able youth who are also competent in English may study in that medium, commonly called the 'book language' and 'the window on the world' language. Otherwise, the educational gap between India and the West is going to widen, for they cannot put all the new ideas emerging every year into all the regional

languages," said Miss Clapp. Her Indian experience also provided a travel tip.

"If you ever have to eat soft foods with your fingers, . . . insert all five fingers boldly, but preferably not above the second knuckle, and mix the ingredients a dente. Roll up a liquidy bite size and convey it to your mouth. The conveying is the tricky part . . . That very useful information should repay you for your courtesy in listening to me today, for it is not available in any guide book or etiquette book which I have seen."

Senate . . .

(Continued from page 1)

lounge, either to the library, or as involved in the renovation of Billings. Senate commended Tish for her handling of Winter Weekend, a venture that began the year with an inherited deficit of \$800.

Linda Baschnagel '69 reported for the Acquaintanceship Committee. Libby Anderson '68, chairman of elections, submitted a report including an analysis of the extremely low election returns this year. Both Libby and Tish called for greater News coverage of their activities.

Cindy Gates '68 reviewed the successful activities of the Marriage Lecture Committee, and Marly Helmreich '68 reported as CG Publicity chairman.

Approval of a constitution submitted by the Young Americans for Freedom (YAF) was refused. Recognition was given, however, to the Radical Christian Movement, an organization formed Friday "for religious concern in social action."

Wellesley, Wesleyan Voices Join To Sing Haydn Mass in Chapel

In a joint concert with the Wellesley University Glee Club, the Wellesley College Choir will perform Haydn's "Theresa" Mass, one of Haydn's six late Masses. The performance will be on Sunday, May 5, at 8 p.m. in Houghton Memorial Chapel.

The "Theresa" Mass or the "Theresienmesse" is the fourth in this series of Masses, all of which were commissioned by Haydn's patron, Prince Nicolaus II Esterhazy. Written in 1799, the "Theresa" Mass remains a mystery as to its name. The designation implies that it was written for the Austrian Empress Theresa, but all the late Masses were composed for the

name day of Prince Esterhazy's wife, Josepha.

Parts of the Mass

The different sections of the Mass fall into two categories—the Proper and the Ordinary. Richard W. Donohue, director of Wesleyan's Glee Club, will conduct the Proper (Introit, Gradual, Alleluia, Offertory, Communion). In accordance with the liturgical calendar, the texts of the Proper change daily, so the texts for the fifth Sunday after Pentecost will be used. In this Sunday's performance, a small choir of male voices, as is the tradition, will sing the Proper in plainsong, a type of Gregorian chant.

Unlike the parts of the Proper, the texts of the Ordinary (Kyrie, Gloria, Credo, Sanctus and Benedictus, Agnus Dei) do not change. In a musical sense, the actual Mass consists of the composed form of the Ordinary by itself. William A. Herrmann, director of the Wellesley College Choir, will conduct the Haydn or Ordinary part of the Mass.

Wellesley Soloists

Both choral groups will sing the parts of the Ordinary with soloists from both schools. Soloists from Wellesley include sopranos Margaret Drew '68, Kim Ballard '69, Margot Townsend '68, Sarah Kenyon '71, and altos Amber Smith '71, Judith Morrill '71, and Ellen Hazlehurst '70. Martha Hughes '68 is the organist for the entire Mass.

CORRECTION

News wishes to correct an error in last week's review of Keynote. Keynote must sell 1,000 copies of its issue to break even in its expenses.

SPLASH!

Aristophanes' "THE FROGS" will be put on in Oreck, Friday, May 3, at the swimming pool in the Recreation Building. Performances will be at 8 and 9:15 p.m. Sophomores, bring Dad. Admission is free.

FULBRIGHT

On May 1, the Institute of International Education officially opened its competition for the 1969-70 U.S. government and foreign graduate grants for academic study or research abroad, and for professional training in the creative and performing arts. The purpose of the grants is to increase mutual understanding between the people of the U.S. and other countries through the exchange of persons, knowledge and skills.

Application forms and information may be obtained now from the Wellesley College Fulbright adviser, Miss Elizabeth Blake, in 434 Green Hall. The deadline for filing applications is October 15, 1968. Miss Blake advises potential candidates to see her before leaving for the summer.

MAYLING SOONG FOUNDATION CONTEST

The Mayling Soong Foundation is offering prizes totalling \$100 in the annual competition for the best papers submitted by students on any aspect, ancient or modern, of the anthropology, art, economics, history, literature, philosophy, politics, religion, sociology of, or scientific development in, East or South Asia. All students are eligible to compete in the contest. Essays written as part of an honors program are not eligible. The region, "East or South Asia," is broadly interpreted to include Burma, Cambodia, Ceylon, China, India, Indonesia, Japan, Korea, Laos, Malaysia, Mongolia, Nepal, Pakistan, Philippines, Singapore, Thailand and Vietnam. Papers must be received in Room 234 Green, by 5:00 p.m., May 10, 1968. 1 copy only need be submitted. Paper must be original or dark carbon. Clean copy only. Additional information about the contest may be obtained from Mr. Chi-hua Wang, Department of Chemistry, or Miss Alona E. Evans, Department of Political Science.

E. Romer

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Sophs Avoid Slumps, Gain Perspectives

by Nancy Ross '69

"I'm much happier this year," almost all of 60 sophomores interviewed told *News*. Discontented freshmen they had been; despairing slumpers they were not. And their outlooks were, for the most part, far from sophomoreic.

"This year I understand the system—the way the College operates. I know how to organize my schedule," said Anne Howden.

"I spent my whole freshman year taking required courses, and I hated it. I have a lot more confidence as a sophomore, maybe just because I'm taking courses I want to take," explained Ellen Segal.

"I'm functioning more off campus this year. This sets up a provocative and exciting tension between academia at Wellesley, which in large doses is too slowly paced for me and too idyllic, and action—not to say that Wellesley is not action. Discussions with friends in the dorm mediate between the two." Susan Baronoff in this way saw her sophomore year as "more fun and more creative."

They came back to Wellesley with the invaluable perspective of a year here. They chose to return—and, as quite a few of them put it, "It's better because I decided to stay."

For some, it is not better—five of the 60 interviewed plan to transfer. Their reasons were intensified versions of complaints also expressed by those who are staying. But next year's Wellesley Juniors did not come across as "passive grumblers," a type most of them condemned.

Said Liz Agee, "Most of all I don't like people's lack of pride about this place . . . I get tired of not hearing anything good about Wellesley. People wanted so badly to get in here, and then they just complain. They act as though they hate it so much, that you consider why they don't leave or do some-

thing active to change it."

Most shared Joan Schumacher's recognitions, "I realize the limitations of the school now, but I realize that it's up to me, as much as Wellesley, to give me a good education."

The sophomores carefully scrutinized the causes of their dissatisfactions; many offered solutions.

"People take too many notes and you almost feel afraid not to. You have to have the strength not to take those notes and just listen," said Debbie Drexel stressing the importance of "not cheating yourself."

"People work too hard and don't relax and think," she continued, "I think it's really important to do something that gives you perspective—anything that will make you realize that an hourly isn't all that important."

Gail Glazer spoke for more than a quarter of her classmates interviewed claiming that Wellesley overemphasized "rational analysis." "I really don't think originally and creatively are sought after," she said, "You're presented with a number of sources and ideas, but all that is expected is some sort of synthesis or reiteration."

"It's not a tradition here to interrupt the flow of a class and yet that's what makes it exciting," Jeanne Garrison talked about "exciting discussions I've had with teachers outside of classes and with my friends about ideas we've encountered in class."

"I'm beginning to be more interested in what other students think. The minds of other people are fantastic! However, no one talks in a classroom." Jeanno blamed "the girls (including myself) and the physical classroom set up."

Joan Merdinger suggested that "you should be able to benefit from someone else's research." She said that she would like to read and/or discuss other student's

term papers.

Nearly all of those interviewed criticized specific features of the curriculum as well as student and faculty attitudes. "Too many prerequisites," "Class size too large even in upper level courses," and "With better counselling I wouldn't have wasted so many units," were frequent comments.

While stating that "you have to do it yourself," Jackie Onstad assessed Wellesley's course offerings, "The one thing I miss are really exciting contemporary courses like some of the ones listed in the MIT catalogue. Wellesley is just so small to offer a broad range of courses . . . I like survey courses to find out about a field, but I'd like more in-depth courses. Although upper level courses are more limited, they still cover huge topics."

A majority of the sophomores called for more experimentation and less rigid academic structure. Many were looking forward to participating in next year's experimental college. Again and again, the interviewees valued activities which draw them beyond Wellesley academics.

Observed Gail Glazer, "The Wellesley administration is self-righteous in some ways about the education here—not that it isn't good. I'm not denying the caliber of the education. However, they should encourage things like junior year abroad. "It seems to be their attitude that Wellesley is self-sufficient. There's very little encouragement to seek stimulation outside."

What did sophomores have to say about student body diversity? One girl, whom campus gossips might point out as an exemplary way-out creative lounge-breaker, felt "very constrained about rattling my New York Review of Books in the toilet stalls—people wouldn't approve. Everyone here is too prosaic for my tastes." She explained.

A few sophomores countered lack-of-diversity charges. Said Karen Lundington, "I become very upset when I hear the cry that everyone at Wellesley is like everyone else. I believe people who say that must not look beneath the surface."

Most, however, registered dissatisfaction similar to that of Nancy Fitzgerald, "The Board of Admissions is either consciously or unconsciously looking for a type. They choose people who will fit in with others, and that may be their mistake."

"It's so easy when you live with people like you to stagnate." Nancy noted a result of peer uniformity, and offered one solution, "The number of Negroes should be increased and there should be an inner-city recruitment program as at Yale. Education is not only in the class, but also running into people whom you can learn something from."

As for the one area in which Wellesley's lack of diversity is universally acknowledged, no sophomore praised an all-girls' school. They felt that boys would stir up class discussion, allow a less "perverted" social life, and vitalize on-campus activities.

Explained Maggie Woolf, "After classes with all girls, face it, you want boys in the extracurricular. Lots of people don't join because they don't want to be tied down here."

MIT might help, was the consensus, but only to a limited degree. Pat Williams mentioned parietals as another social improvement: "Terrific . . . It's a healthy change in atmosphere. You get to know roommate's dates as friends, not merely as dates."

"How do you feel about choosing a major at this point in your academic career?" *News* asked. Most replies echoed Anne O'Brien's, "This is a good time. I don't think you could do it much later and get in the courses you want.

Earlier there would not be enough time to wobble around and to test courses."

Connal Young pointed out that in her major, English, seven out of the eight minimum units are required units.

Yet, sophomores applauded the benefits of majoring—getting to know a department, more individual contact with its faculty, and a new sense of direction.

Gae student, however, presented sagacious criticism of the majoring set-up to general: "It's almost as though choosing a major goes against everything you've learned at Wellesley—a liberalism, a tolerance, a realization that nothing is the center of the world—almost a denigration of enthusiasm for anything because that suggests that something is more important than something else, but yet as a liberal person, everything is important."

These are the elements of the Sophomore Story. How to comprehend the whole—to see Wellesley through their eyes? Advises Leah Oils '70, "One's approach might be to abandon optimism, pessimism, as distortions, try to see the school as it is.

"Wellesley" is a descending rather than an ascending story. It's behind the times, not building up to anything . . . has to resort to a half-hearted attempt to coeducation because that's what's being done.

"In your heart, you know that the action is at Berkeley, Chicago, Swarthmore, Oberlin. But in your head, you know you're here, and you know that no generation will come up with the perfect institution—nothing is ideal. There are advantages to schools like Wellesley that new schools won't have. Faculty contact is one of the good things about Wellesley. So is closeness to nature.

"There are good things here, and it's a lie to say that there aren't, besides being terribly unhealthy for you."

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COMMITTEE ON RACISM

We would like to urge all members of the College community to contact us if they wish to join the Wellesley Committee on Racism. This group is actively and constructively confronting the problems of racism and suburbia and working to develop the proper relations between suburbia and the inner city. If interested, contact Mr. Stephen London ext. 450 or Mr. Duncan Aswell ext. 853.

SPECIAL AWARDS

Trustee Scholars 1968: Anne Petty, Patricia Challenger, Grace M. Armstrong, Rosalind Greenberg Shorestein.
 Anne Louise Barrell Fellowship: Marsha Lazer '68.
 Horton-Hullwell Fellowship: Jessica Wolf '65.
 Alice Freeman Palmer Fellowship: Karl Syversen '65.
 Veda Dalton Scudder Fellowship: Mrs. Louis J. Blumen '54.
 M. A. Carlhand Shackford Medical Scholarship: Judith Cooper '65.
 Harriet A. Shaw Scholarship: Deborah Stoll '64.
 Fanny Bullock Workman Scholarship: Anne Petty '68.
 Mary Elvira Stevens Traveling Fellowship: Mrs. Robert L. Herbert '51, Mara Maizlis '55.
 Lummian Prize for freshman in Art 100: Nicole Murphy.
 E. Folger Williams Prize for sophomore German student: Melanie Ford.

The Reader Writes . . .

(Continued from Page 2)
 the rest of the world, and a sense of guilt may be inevitable. But my advantages were no more my "fault" than the disadvantages of others. They were gifts for which I would like to feel grateful, not guilty. Gifts I intend to use for others when I feel I'm prepared. But I cannot do what many people seem to demand: accept the blame, as myself, or as representative of the "Wellesley type," for so much evil. And to imply our direct responsibility for the deaths of a certain number of babies is not only unrealistic, it is cruel. It attacks my already acute awareness that I'm not yet equipped to start my work, not the work others now want to dictate to me.

I went to the workshops. But I also went to my classes: both part of my preparation. I am concerned that my choices and those of perhaps the majority here may be interfered with by those who feel they know better choices for us — as when classes are not held. Being at Wellesley does not limit social or political action for those who want it. The strike, I'm afraid, did limit the possibility of many to pursue what they feel is their primary purpose — education of a more organized sort. Maybe I'm just more optimistic that those who insist I act now, by that I think the world will still be around for me to do my work, when I am prepared, when I understand myself and others enough to do it well.

Jeanne Garrison '70

Pop\$

To the editor:
 Wellesley Night at "Pops" will be held Saturday evening, May 11, 1968, at 8:30 p.m. at Symphony Hall, Boston. The Boston Wellesley College Club is happy to announce that once again it is joining the Boston Pops Orchestra, conducted by Arthur Fiedler, in presenting an evening of music for the benefit of the Blind Men's Aid Society and the Development Fund.

For many years the loyal support of students, alumnae, and friends has made "Wellesley Night at Pops" a pleasant tradition and profitable venture. Ticket sales and donation made possible last year a gift to the college of \$2,436.00. Over the past ten years

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Tickets are \$3.50 for balcony seats and \$4.50, \$5.50, and \$6.00, each at tables on the floor, and may be purchased from Mrs. Twombly at the Information Bureau. Since "Pops" was a sell-out last year, students are urged to get their tickets early.

"Thank you so much for including an article on "Pops" in your April 25 issue.

Sincerely yours,
 Bobbie Garon

Chapel Chafe

To the editor:
 At the regular morning chapel service before last Friday's strike, Miss Crawford, apparently speaking for Miss Adams, expressed the administration's position regarding that strike. She said that the requirements for change are imagination, courage, patience, and sacrifice, and went on to state that the proponents of the strike lacked all four. Appalled by this attitude, I immediately wrote a letter of response, which I delivered to her office before the day was out. I reproduce it here for the consideration of the entire community:
 Dear Miss Crawford:
 We who have worked hard to make the strike a success, in spite of all the administration's efforts to prevent it, have the imagination to see education as more than the

classes prescribed by the particular institution which we attend; we have the courage to confront the facts of our society that require change; we have the patience that does not despair at slow progress, but we do not confuse patience with inaction; we stand ready to make whatever sacrifice is necessarily entailed in acting on our convictions, in spite of those who would attack and suppress us.

What kind of imagination is there in the view that interprets the issue as whether or not to "cut classes"? What courage is there in following courses of study which allow us to ignore the injustice, the suffering, the hypocrisy that exist all around us? What kind of patience is it that stiles not only change but the expression of it and us? And what sacrifice is made when people cling unthinkingly to the routine that is most familiar, to the belief that is most comfortable, to the way of life that is best questioned?

Change must come either through the positive action of people in positions of authority influence, or through the violent reactions of those whose just demands are not being met. The purpose of the strike was to increase the possibility of the former alternative. I regret that Wellesley College as an institution could not join us in our effort.

Sincerely,
 Janet Gunn

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