

WELLESLEY COLLEGE

Heterogeneous Freshman Class Confronts Changing Wellesley

by Barbara Furns '69

In a year which has seen an increasing emphasis on the re-evaluation of concepts old and new, and on the opening of communication channels between "establishment" members and "anti-system" liberals, it seems most appropos that the "traditional" Wellesley News article for freshmen include a retrospective glance at 1967-68 and a prospective glimpse of what '72 will be a part of, beginning September 15, 1968.

Change shaped the academic year of '67-'68. The college motto, like many established phrases, underwent closer scrutiny as administration, faculty, and students searched to define the possibilities of non-ministrar, sed ministrar. Change took the form of furthering dialogue among groups on campus, and of constructively interpreting and questioning policies that had existed for many years or for few years. Questions about the Bible, History requirements for sophomores, about social regulations, about the trimester plan which was installed when '69 was a freshmen class, and about New York Pass options, were resolved when the academic community ministered for itself, as a community.

Student awareness and the administration's response to student demands describe the vitality of campus concerns. In the midst of change, the Board of Admission has adhered to its commitment to "high scholastic standards" while turning itself to innovative changes suggested and reviewed by a student-faculty-administration committee formed on May 8, 1968. The May 8 Committee was drawn up after Ethos, an organization of Wellesley's black students, had communicated to Miss Adams on May 7 certain proposals which called for a "definite commitment by the administration." These included, briefly, the recruitment of 20 more black students for the class of 1972; an increase in black employees; an increase in the recruitment of black students, with scholarships provided for the 20 additional members of '72; the establishment of a Martin Luther King, Jr. Fund; the recruitment of black professors and black visiting lecturers; and a revision of course material enabling the incorporation of the black man's contributions. (News, May 9, 1968)

The May 8 administration-Ethos-faculty agreement, completed with Ethos' demands, and created a flexible program which reflected the year of change Wellesley had witnessed. Basically workable response to each of Ethos' proposals, the agreement called for a committee which included Miss Barbara M. Clough, Director of Admission, and other members of the administration, faculty, and Ethos members. This May 8 Committee undertook immediate consideration of all points, which resulted in action if not immediate success, on all of the points.

In recounting the events of May, 1968, it is evident that awareness of the need for change brought about a progressive prospectus for

the particular Ethos demands, and a channel for widening student participation in the Board of Admission. An important part of the May 8 agreement involved the Board of Admission, and its methods and means of recruiting black students. More important than this was the underlying change of increased interchange of ideas between the Board of Admission and students.

Having been "processed" in the Board of Admission, a significant number of Wellesley students enter college and continue for four years with little to no contact with Admission. The establishment in 1968 of three summer positions to present black undergraduates to work with the Board in recruiting members of all minority groups is an active response to an awareness that co-ordinated efforts bring meaningful change.

In an interview this summer, Miss Clough explained that the three student recruiters, Linda Brown '70, Yvonne Smith '70, and Alvia Wardlaw '68, had been working closely with her, and had been visiting Upward Bound programs in the Boston area, summer programs in private schools, and inner-city programs in Washington, Baltimore, New York, and Chicago. Yvonne, in a July letter to Ethos members, pointed out the ramifications of the girls' work was twofold. The longrange results would be "beneficial not only in the increased number of black students at Wellesley, but also in the improved image the College presents to inter-city schools and students." The three student recruiters found that change involves careful planning and research, directed attention in visiting the various organizations associated with inner-city programs. Along with Miss Clough, the recruiters also found that diversity at Wellesley is necessary. Many organizations were contact-

ted, many cities visited; this new method of employing student recruiters this summer will hopefully result in further diversity in student representation.

"Diversity within the student body is considered beneficial for the growth of the students and the strength of the whole College." This has been vital to Wellesley's community. In a report to members of the Board of Admission on June 28, 1968, Miss Clough emphasized that the Individual's special "interests, talents, and experiences in . . . science, art, music, drama, writing," that the "geographic diversification," and that "a variety of social, political, and economic backgrounds" were all essential in the Board's search for applicants who would contribute toward a "comprehensive understanding of world problems" and toward the educational boligation of the college.

Miss Clough's report was basically a restatement of Board policy, utilizing suggestions that had come from students concerned with Admission policy, and from the May 8 Committee. A concern for change seems inherent in the class entering Wellesley this September. The class of '72 is larger than previous Wellesley classes, numbering 504.

Miss Clough, in a letter to News on May 1, writes: "In the applicant group 190 schools for the first time sent an applicant to Wellesley. The 12 foreign students . . . come from Thailand, India, Hong Kong, Kenya, Japan, Switzerland, Venezuela, Taiwan, and Sierra Leone." Early this summer Miss Clough reiterated in an interview that Wellesley has consistently tried to stimulate and seek new sources that would encourage applicants from a wide "economic and cultural background."

Recruitment in the past has been (Continued on page 4)

Miss Adams Appoints Phibbs To Act As Executive Assistant

by Betty Doney '69

Mr. Philip M. Phibbs, associate professor of political science at Wellesley, has been appointed as executive assistant to the president. In a letter to the administration and faculty members announcing this new appointment, Miss Adams stated, "Mr. Phibbs will be involved in all the activities of the president's office and thus will be working closely with all of you. When I am away from campus, he will act as my deputy."

A graduate of Washington State University and of the University of Chicago where he received his Ph.D., Mr. Phibbs joined the Wellesley faculty in 1961. He also studied at Cambridge University in England.

In 1963, he participated in the Fulbright Intensive in India. Civilization held at Mysore University in India, and returned to India in 1966-67, while on leave. On this occasion, he observed Indian politics and studied the organization

and operation of the Ministry of External Affairs and Indian Foreign Service.

"Scholarship," said Mr. Phibbs, "is not supposed to admit that he enjoys being an administrator, but I really love it." Although his duties in the new post will demand most of his energy, he will be able to bridge the teacher-administrator gap. This year, he will conduct the freshman-sophomore colloquium, "Rich Nations and Poor Nations," and will serve as director of the Washington Internship Program as in the past.

Mr. Phibbs stressed his determination to see as much as possible of the students, "whether they come to my office to discuss international politics or administrative problems." He also noted that he hoped the informal gatherings with students that he has held at his home would continue, since "more than anything else, informal contacts between students and faculty

(Continued on page 4)



Zbigniew Brzezinski, professor at Columbia, will deliver the Wilson Lecture on Sept. 20, at 8:00 a.m.

Brzezinski To Speak On Czechoslovakia At Wellesley's Opening Wilson Lecture

Zbigniew Brzezinski, professor of government and director of the Research Institute on Communist Affairs at Columbia University, will present the opening lecture "The Lesson of Czechoslovakia" of the Wilson series on Fri., Sept. 20, at 8:00 p.m. in Alumnae Hall. Doors will open at 7:30 and admission is free to all members of the College community and their guests. There will be a brief period for questions from the floor after the lecture, and those who wish to pursue the topic further will be able to meet in the Recreation Building.

Delegate at Large
Born in Warsaw, Poland, in 1928,

Wellesley has a Presidential Scholar. She is freshman Denise Malliet from Santurce, Puerto Rico, and a graduate of St. John's School there.

Named by President Johnson in the fifth annual selection of Presidential Scholars, Denise is one of 121 secondary school graduates to receive the honor in 1968. The representative group of able students includes one boy and one girl from each of the States, the District of Columbia, Puerto Rico, American living abroad, and fifteen selected at large. In White House ceremonies June 10 commemorating the event, each student was presented with a medal by President Johnson.

In 1966, Wellesley had an unprecedented five presidential scholars, a large percentage of the 57 women students so honored. Two presidential scholars entered Wellesley in 1964 and one each in 1966 and 1967.

Brzezinski left that country in 1938 and is now a U.S. citizen. He obtained his B.A. from McGill in 1949 and his Ph.D. from Harvard in 1953 where he taught and did research until 1960. In 1960 he was awarded the Guggenheim Fellowship and since then has received numerous official appointments. Brzezinski was a member of the American delegation to the third and fourth American-German meetings in 1962 and 1964, the American-Japanese Conference of 1964, and was deputy chairman of the American delegation to the American Polish meeting in 1962. During 1966-68, he was on leave from Columbia while serving as a member of the Policy Planning Council of the Department of State. He has traveled extensively in Europe, Africa and the communist world.

Author

Well-known to students as the author of many political science books, especially in the field of Soviet political thought, Brzezinski has also contributed numerous articles on comparative government and international affairs to current American and foreign journals. He is currently a member of the Board of Trustees of Freedom House, the Advisory Council of Amnesty International and the Council on Foreign Relations in New York.

FRESHMEN! Help get out the News.

Come to a tryouts meeting on Thurs., Sept. 26, 4:15 p.m., in 306 Billings. Meet the staff and find out how a newspaper functions. Positions for reporters & photographers are now open.

Invitation to Commitment

President's Greeting

The Reader Writes

In a fall which promises a controversial presidential election, dissent and overhaul at one of America's major universities, an increase in draft calls after the summer slow-down, it may be difficult for freshmen, still a bit dazed by college life, to focus on Wellesley as an institution.

As the excitement of the fall drifts into the cold, snowy months of winter and as courses become a little less overwhelming, each freshman will begin to gain her perspective as an individual within a changing and challenging institution and within a larger world.

Change—not for the sake of change or revolution, but in an effort to reach viable solutions to the problems of education—has been the motto at Wellesley over the past year. As changes were accomplished in the area of social regulations, students began to be involved in academic and policy decisions. The result—a new curriculum, an academic committee of Senate, an Afro-American major, an experimental college. The changes will continue. New issues will arise. New goals will be achieved. The freshmen, bringing their varied backgrounds to Wellesley, are a vital part of this continuing change.

Challenge—the challenge of new academic pursuits, of developing interests, of connecting an academic institution to the urban communities nearby, of a world at war. These are the challenges that each freshman will find, will accept, and will place in the perspective of her own life at Wellesley.

Commitment—to the demands of intellectual endeavor, to the problems of education at Wellesley, to the change and challenge of today's world. These are the commitments that we are asking you to make now.

Don't Await '72

The VII Junior's smile hasn't totally convinced you—you're still considering the difficulties of figuring out the relationship of Wellesley life. You are (at least a little) terrified of impending academic and social demands. And as for extracurricular endeavors—well, it might be a good idea just to wait and see, right?

Not in our experience. We recommend that you join and work with whatever campus organizations appeal to you, that you participate in off-campus projects you enjoy and believe in NOW.

Do you really expect to learn how well the extracurricular meshes with your academic schedule by ignoring the former for a semester? Which New Year position would you prefer: attempting to overcome both hesitancy to break into new milieus and semester-long nonactive habits or deciding somewhat knowledgeable which activities to drop and which to expand?

In a few days you will attend your first class. *News* advises you to commence your extracurricular Wellesley education at the same time.

Experimental Expectations

Despite the efforts of Miami and Chicago, or of Wellesley's inability to live up to all the promises made to Ethos last spring, the college campus in America remains a viable force for change in the contemporary society. Nowhere else is there located the resources the freedom, the brainpower, the time, the interest, the youth and the energy to construct, project, propose, and procure change. Nowhere else is there the constant demand for things bigger and better, more real and more relevant.

Wellesley as an institution has a role to fill, a responsibility to meet. Wellesley as an institution is capable of that much.

But Wellesley students, as individuals, are capable of much more—and this year, have the opportunity to expand and produce—to investigate and propose—to experiment and prepare the foundation for a wider, perhaps deeper scope of education and involvement on the Wellesley campus. This opportunity takes form in the SEC-direct Co-operative Education Program—Wellesley's Experimental College.

The concept of an Experimental College is not new, except at Wellesley. Last spring questionnaires returned by the student body indicated a readiness among students for something as new and different as French cooking, and little beyond that. There is room in the experimental college for home economics courses — they would be extracurricular and educational — but there must be room for further academic intrigue — for experimental and revolutionary approaches to learning and doing.

Wellesley as an institution cannot respond so quickly, so readily, to the contemporary demands of students—nor can it be expected to abandon the traditionally successful classroom techniques. But Wellesley students must be ready to do so if they are to meet on common grounds with their brothers and sisters of the real world, or other institutions, of similar motivations. The time and the circumstances are ripe. There is a revolution going on in America. There may be one going on at Wellesley. Only if we afford ourselves the chance to be part of this movement, to "do our thing" as students can we expect our educational experience to be the expansive and productive force it should be.

Wellesley's Experimental College will experience many growing pains. Undoubtedly interest will wax and wane with the pressures of "regular" courses—(a distinction we hope will soon be extinct.) But there is leadership on this campus that is capable of effecting the necessary changes—and we believe the necessary fellowship is here also. We hope SEC will meet its organizational responsibilities. More importantly, however, we ask all students to redirect their talents and energies toward this new, exciting force.

To the Class of 1972:

Wellesley College is enriched and strengthened by your presence. Throughout the past year, we have watched the Class of 1972 come into being, as credentials from 40 states and 13 foreign countries identify the young women whom we wanted to join us. Your achievements are multiple and distinguished; your talents and interests are many and varied; your backgrounds are diverse and stimulating. We are confident that you will add to Wellesley's academic distinction and will commit yourselves to Wellesley's tradition of service.

Talking about their years at Wellesley, a group of last year's seniors said that for them the most notable characteristic of Wellesley College was its generosity; the generosity of faculty in making learning possible, the generosity of administration in personalizing the procedures, the generosity of students to each other in friendships, working and playing together. You will enjoy Wellesley's generosity in many ways, and Wellesley in turn will be brightened and warmed by what you will give. Welcome to Wellesley!

Yours sincerely,
Ruth M. Adams
President of the College

End of Innocence

By Peter D. Hatchison
Harvard Law School

It is hard (at the age of twenty-five) to watch the death of something precious. Each of us has known the experience within ourselves at some point in our lives. But to watch it occur in others, so much different, and somehow, so much more difficult. For nine months now thousands of young people have had an affair with truth. It has been a jealous, romantic and tender dream. The girls with warm smiles who sloped through the snow and slush of New Hampshire in February come especially to mind. One of them said she was there so her main fellows would not have to die. Who will ever forget "Clean for Gene", spawned out of the crazy half-culture where the young people of this country live so far from their elders. The real "Clean" was already there on the inside, but the voyage into the neat, tree-shaded streets of America required the outward "clean" as well. And who else but the young could ever dare call a political campaign "The Magical Mystic Tour" or the "Children's Crusade". Yet the young people of this land, and a lot of the older ones with them, dared and won and dared again. So after the grim despair of body counts on the evening news and pictures of skeletal-torn boys graveily placed in the front of a tank and old allies, after all this the dream took fire, and the dream lived.

Tonight, the twenty-eighth of August, 1968, that dream, so jealous it did not want to share itself with any Kennedy, so proud in the face of seemingly innumerable dehalloving "experts", so joyous from the news of Johnson's withdrawal, tonight, that dream lies dead. All those who dared and hoped and dreamed have died a little with it. Especially the young, those eternal optimists, who never gave up in the face of all other odds, the young stand numbered and within them something good and just lies wounded. Tonight they have learned something that can never be unlearned. It is not being right or just or true that rolls up noses. Rather it is the ability to cater to the mainstream of a thousand voices, to compromise, to avoid at any price the appearance of differences. Yes, tonight they have become a little more adult. Yet somehow one wonders whether mourning might not be the right response, for in our land in our time, adulthood means the death of dreams, the end of Innocence.

White Problem

To the editor:
The following letter was written in response to an article which appeared in the *Wellesley Alumnae Magazine*. If the issue raised in this letter has not already been discussed by the student body I would appreciate your reprinting the letter in some future issue of *News*.

To the editor of the *Wellesley Alumnae Magazine*:
The new course offerings for 1968-1969 as outlined by Miss Onderdonk in your May '68 issue indicate an attempt on the part of Wellesley, as Miss Onderdonk says, to relate the curriculum to the "turmoil and anxiety of the present." At the same time, however, one of the course titles reveals attitudes that are the source of much of the present turmoil. I refer to the new course entitled "The Culturally Disadvantaged Child."

I have taught in inner city schools for two years and have yet to find a "culturally disadvantaged" child. My students have a perfectly adequate culture. What they do suffer from is overcrowded classrooms, prejudiced and unqualified teachers and administrators, inadequate and insufficient supplies — defects which are blatantly obvious to any observer in a ghetto school. The thinly veiled racism implied by the term "culturally disadvantaged" is all too apparent to the black community and Wellesley does itself a disservice by bolstering myths of cultural superiority.

Our present problem is not the "culturally disadvantaged child." We suffer rather from a cultural and racial intolerance on the part of the majority group in this country. Wellesley would do better to concentrate on the study of the lower structure which perpetuated this intolerance and continues to exclude certain groups of Americans from the fruits of our society.

A more appropriate course offering for students who wish to study the problems of the so-called "culturally disadvantaged child" would be "The White Problem" ("Racism and the Power Structure in Urban Areas").

Sincerely yours,
Deborah A. Nicholson '65

Write Problem

Fd. Note: This letter was received by Mrs. Melvin, dean of students, and has been forwarded to Viet Nam. To the editor:
Greetings from Chu Lai, Vietnam and, in particular, from Marine Corporal John Robinson; H&S Battery, 2nd LAAM Bn.
As Dean of Women you are in a position to alleviate many of the sufferings and hardships of war. You should be thinking, "How?" If so, the answer is This: You are doubtless aware that you have a far greater number of contacts with members of the falser sex than I. I therefore request that you

put this to the best possible use by encouraging that these young ladies correspond with me personally and, whenever possible, send me pictures. I, in return, will see that these pictures and letters are distributed among the Battalion. Thusly, you and I, working together, can "bring a little sunshine" into the lives of a large number of war-warried and homesick Marines.

I thank you, Ma'am, for your efforts with regards to this project. Perhaps a chat with the heads of your sororities would assist in "getting the ball rolling."
I realize that you may not presently have classes in session, but perhaps you could hold onto this until such time as it becomes practicable. I'm sure that in your freshman class, at least, there would be much enthusiasm.
Thank you again for your time and trouble.

Sincerely,
Cpl. John Robinson, USMC
H&SBTRY, 2nd LAAM Bn
FPO, SERAN, 96602

PEACE CORPS
The Peace Corps Placement Test will be offered on Sept. 21, at 1:30 p.m. in Brighton. Applications must be submitted prior to or on the day of the test and may be obtained at all post offices or the Peace Corps, Washington, D.C., 20525.
Any citizen of the United States who is 18 or over and has no dependents under 18 is eligible. Married couples are welcome if both husband and wife can serve as volunteers.

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Or contact Miss Silverman — Cover
— Jonnie Wilcox-Cazenove
— Betty Jones — Freeman
— Jane Oonk — McAfee
Only requirements: Enthusiasm, Interest and Concern

WELLESLEY NEWS

Owned, operated, and published weekly on Thursday, September through May inclusive except during Christmas and spring vacation during examination periods through Billings Hill, Wellesley, Massachusetts. Printing by Wellesley News, 415 Billings Hill, Wellesley, Mass. 02158. Telephone 234-0454 and 234-0226. Second class postage paid at Boston, Mass., under the provisions of Act of October 3, 1917. Postmaster: Please send address changes to Wellesley News, 415 Billings Hill, Wellesley, Mass. 02158. Subscriptions \$6.00 per annum. Second class postage paid at Boston, Mass., under the provisions of Act of October 3, 1917. Represented for National Advertising by National Advertising Int'l Administration.

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President Reports Progress on Ethos Proposals

For Wellesley College the late spring and summer of 1968 has been a period of lively activity. Following the decisions of May 8th, described in the July 1968 issue of the Alumnae Magazine, the Committee formed to develop a program responsive to the concerns of the Ethos group began its meetings which have continued at least once a week, sometimes more often.

Wellesley has always sought a diversified student body. In the case of black students a program of active recruitment has existed for a number of years. The Board of Admission has long cooperated with various talent-search organizations like The Cooperative Program for Educational Opportunities (which Wellesley helped to establish) and The National Scholarship Service and Fund for Negro Students, to encourage black students to apply to Wellesley. Many of the black students now on campus have been referred to Wellesley by these groups.

The Admission Office files since 1965 show the following statistics:

	1965	1966	1967	1968
Total Negro Applicants	46	45		
Number Accepted	14 (30.4%)	16 (35.5%)		
Number Entered	6 (42.8%)	11 (68.7%)		
Total Negro Applicants	43	53		
Number Accepted	8 (18.6%)	19 (35.8%)		
Number Entered	5 (62.5%)	7 (36.8%)		

A new high in the total number of black applicants in 1968 was accompanied by a corresponding increase in the percentage of those accepted. In fact, the percentage of applicant-acceptance for black students at Wellesley, 35.2%, was this year slightly larger than the percentage of acceptance for all others, 35.5%. The records show that this larger percentage of acceptance has been true for black students every year of the four-

year period, except for 1967. The percentage of black students entering, however, has been consistently lower than that for all other students, but the figure for 1968 is considerably below that of any other year. The chief reason that so few black students who are accepted actually enter is that the number of adequately-trained black girls is insufficient to fill the places offered to them by institutions with Wellesley's standards. Only seven of the nineteen accepted black applicants will come to Wellesley this fall. The other twelve will go to Radcliffe, to Smith, to Brandeis, and to other collegiate institutions which are eager to help Wellesley to diversify their student bodies.

The keenness of the competition for black students was reemphasized by the experience of the nineteen members of Ethos who began in June their special recruitment effort under the aegis of the Admission Office. Letters had earlier been sent to thirty-four high schools and to three hundred organizations on the list of the Board of Admission to ask once more if there were any qualified black girls who had not been mentioned. The response soon became clear to the Ethos recruiters that black students qualified for entrance to Wellesley in September 1968 had made college plans for May 1st (The Candidate Daily Date.) The recruiters, therefore, turned their attention primarily to girls who might enter Wellesley in 1969 or 1970. By consultation with organizations which deal with the problems of disadvantaged and minority groups, by visits to Upward Bound and other special summer programs, they feel that they have found reasonable promise for a significantly larger number of black applicants for Wellesley within the next year or two.

I think it is important for us all to realize that many black students today feel uncomfortable when they are a tiny minority in a basically white institution. Spe-

cial efforts to ensure that Wellesley has as many representatives of minority groups as possible among the total number of students applying for admission to the College is an important and legitimate concern for members of these groups. It is also compatible with the historic concern of the College for a varied student body.

In addition to these efforts to find black students for the Freshman class at Wellesley each year, the College has had two special programs. In 1963, Miss Clapp initiated the Durier Year in the North" plan whereby Juniors chosen from the ranks of students in colleges belonging to the United Negro College Fund would spend a year on the Wellesley campus supported by funds from the College and the Students' Aid Society. During the three years of the program as many as ten Negro colleges were represented on the Wellesley campus by students known as Catherine Hughes Waddell Guest-Juniors.

Although the plan was generally successful, it was felt by the spring of 1966 that there was need for change. At that time, a new program was set up carrying the name of Waddell Fellowships. The program was designed primarily to enable future secondary school teachers to increase their scholarship preparation in the field or fields in which they planned to teach.

As a part of its work this summer, the special Committee has thoroughly reevaluated this program, examining its history, its strengths and weaknesses. In consideration of the fact that the program has received enthusiastic endorsement from the presidents of the institutions belonging to the United Negro College Fund and with the premise that a program for young women interested in secondary school teaching is worthwhile, the Committee recommended that the fellowships be continued with certain modifications which will be discussed by Academic Council this fall. These changes would enable a Waddell Fellow to become, if she wishes, a candidate for the Master of Arts degree at the time she meets the requirements for candidacy in her field, and a Waddell Fellow, upon successful completion of one year of

study, could renew her fellowship for a second year.

It is with this constant desire to serve that the special Committee this summer concerned itself with the question of educational programs for all students regardless of race who have considerable potential but have had limited opportunities. Through suggestions from experienced persons outside the Wellesley community and careful consideration of the qualities of the Wellesley community itself, the members of the Committee hope to formulate a meaningful program in the near future. This summer, the College has cooperated with a local church in a Head Start program which made extensive use of the Wellesley College campus.

With respect to an increase in black staff at Wellesley, the consistent policy of the College has been to hire without regard for race, but a special effort was made this summer to insure that there were qualified black candidates, whenever possible, among the group from which selection was made. The effort is bearing fruit. In September an Assistant Head of House will take up her duties in one of the dormitories, Stone-Davis. She is Miss Patricia King, a third-year law student at Harvard whose academic responsibilities prevent her from assuming the position of Head of House.

Mr. Preston N. Williams will come to Wellesley as a part-time lecturer in the Department of Religion and Biblical Studies. Mr. Williams, who is a member of Phi Beta Kappa, holds degrees from Washington Jefferson College, Johnson C. Smith University, Yale and Harvard. Most recently, he has served as Chaplain at Penn State and is currently on the faculty of the Boston University School of Theology. At Wellesley, he will teach the course entitled "Race, Religion and Social Change."

The College has also been concerned about the opportunities it provides for all students to learn about the history, experience, and problems of black people. A number of courses in various departments have dealt with these matters in an isolated fashion. To provide a more comprehensive and

carefully structured program of studies from these existing courses, the Academic Council voted this spring to establish an Interdepartmental major in Afro-American Studies. Mrs. Kathryn Freyer, associate professor of history at Wellesley, will be director of the program.

The alumnae of Wellesley have not been lagging in making their own contributions to the total of concerned activity. The Acquaintance Programs are continuing their recruitment efforts in the Clubs throughout the country. Additional contributions to the Martin Luther King, Jr. Memorial Fund have brought the fund total to \$18,691.

A new impulse in an old pattern is expressing itself on the Wellesley campus. Its influence is likely to continue and to affect more and more of the members of the College community. In this development we hope Wellesley will fulfill Mr. Durant's desire that the College be a place at which young women could prepare themselves "for great conflicts, for vast reforms in social life, for noblest usefulness."

Yours sincerely,
Ruth M. Adams,
president of the College

Ed. Note: This was sent to the Board of Trustees, The Board of Directors of the Alumnae Association, The National Development Fund Committee, Wellesley College Club Presidents, Acquaintance Program Chairmen, Regional and District Fund Chairmen, Personal Calling Parents' Committee, Class presidents and reps. As of the Aug. 26 date, one additional black Head of House was hired.

New Chaplain Assumes Post; Discusses Function on Campus

The Rev. H. Paul Santmire, chaplain of Wellesley College, sees his first year as resident chaplain as one of "listening, familiarizing himself with the college community, and calling attention to and responding to human needs on campus and off."

During the first semester, Rev. Santmire will not assume teaching responsibilities in the religion and Biblical studies department where he is a lecturer. Second semester, he will teach two sections in contemporary problems in theology. However, as he stressed in an interview, his major responsibility as a "full-time resident" of the college is as chaplain.

General Goals
"A job of listening" and "acquainting himself with Wellesley, its excellence and problems" is Rev. Santmire's major goal this year. As an instructor, chaplain, and human being, he listed three co-ordinated approaches to religion that generally outline his goals.

First, he spoke of the approach taken by the department of religion and Biblical studies, which involves "standing back and relating to religious phenomena from a distance, evaluating and criticizing them." As a second approach, and valid and necessary in his role as chaplain, Rev. Santmire considered the "investigation of possibilities of involvement in authentic and contemporary ways" in campus organizations, and college change. Rev. Santmire wants to make this kind of "religious research" available for students to investigate. He has distributed voluntary interest cards to freshmen in each dormitory, so that he can be contacted to interests and perhaps provide a means for bringing these interested students together.

Rev. Santmire also felt it important for the chaplain to call attention to human need of the campus, as well as within Wellesley.

Responsive Listening
If Rev. Santmire could "sum up" his position, it would include his three approaches to religion, and his belief that, besides preaching in Chapel once a month, his role is one of listening, teaching, and bringing people together to work on projects that require human involvement.

Rev. Santmire is a graduate of Harvard College, with a B.D. from The Lutheran Theological Seminary, and a Th.D. from Harvard will be reading with his wife at Homstead, and will have offices on the second floor of Billings.

Wellesley has received a grant from the Ford Foundation to provide for an annual summer work in the humanities by faculty members. The purpose of the grant is "to supplement for the humanist early leave funds already made available by the College." The \$5,000 stipend, previously available to faculty, is not adequate, particularly for the young married man with a wife and family. While the resident can usually supplement the College grant funds from outside sources, this is more difficult for the humanist. Therefore, the Ford Foundation grant will increase \$2,000 a year.

The grant will further provide aid for summer training and research to enrich classroom teaching. These funds, ranging from \$500 to \$1,500, may be used either at home or abroad.

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Organization	Heldi Winslow	Room 108
Athletic Association	Holly Markham	200
Chapel	Hillary Rodham	100
College Government	Missy Silverman	204
AFS	Diana Salem	207
Cosmopolitan Club	Bonnie Lindquist	306
Deutscher Verein	Mary Campagna	307
La Tertulia	Charlynn Manlatis	308
Cicelo Italiano	Liz Rogers	201
Slavic Society	Elizabeth Michel	202
AIIESEC	Kathy Wesseling	106
Service Organization	Huall Chell	300
Radical Christian Movement		
Forum		
International Relations		
Young Democrats		
Young Republicans		
SDS		
Young Americans for Freedom		
Ethos		
WAR (Wellesley Against Racism)		
Upward Bound		
Refreshments 101		
Thurs., Sept. 19, 7:30-9:30 p.m., Jewett		
Art Club	Diana Loomis	360
Chamber Music	Marg Ulmer	218
Choir	Candy Kovacek	
	Gall Suzedell	
Dance Group	Dee Hemdway	Auditorium
Film Society	8:00 and 8:45 demonstrations	
Guild of Carilloneurs	Liz Coffin	152
Keynote	Margaret Hindell	216
Penchant	8:00 and 9:00 demonstrations—tours to Green Hall	
Wellesley College	Carol Lawton	142
Theater (slides)	Laura Chirug	154
Legends		
News	Nancy Herron	Rehearsal room
WBS radio station	Nancy Rowe	352
	Penny Ortnor	150
	Eleno McCall	354
Singing groups	8:00 and 9:00 demonstration tours to Ahim station	
Bluenotes	7:30-8:30	8:50-9:30
Tupelos	102	350
Widows	sculpture gallery	102

Executive Assistant

(Continued from page 1)
ultly facilitate the learning process."

Suitable Response
In discussing his new position, Mr. Phibbs gave an enthusiastic account of his first months as executive assistant. "Miss Adams has treated me in a most generous fashion and I have worked closely with her on all the current administrative activities."

He added, "I have always felt quite free to speak out, sometimes bluntly, and I hope that my views will be accepted on good faith. I think also that Wellesley has always been very responsive to new ideas and change. When the questions are raised, a suitable response is always made, though individuals may not always agree with it."

Mr. Phibbs discussed briefly the new curriculum which eliminates many of the requirements and many large lecture courses. "In high school, students receive considerable diversification and at Wellesley they should then be allowed to specialize to a larger degree."

The pass-fail proposal for this year was a compromise according to Mr. Phibbs, in an area which is still evolving. "No one knows the long-term impact. Does pass-fail contribute or detract from the learning process? Does pass-fail affect graduate school applicants? Is it an important contribution to education? These are all the questions that await answers."

Perspective on Education
Drowning conclusions about the



short-comings of the educational attitudes at Wellesley should be delayed, recommended Mr. Phibbs, who thinks that all Wellesley students ought to read The Academic Revolution by Jenks and Reisman. "It offers provocative ideas about higher education in America and presents not conclusions but suggestions."

"Students should remember in their criticisms of Wellesley to deal with them in terms of Wellesley rather than in terms of problems at other institutions of higher education in America. An important part of education is to get a perspective on your education, where you have been and where you are going."

Admissions . . .

(Continued from page 1)
extended via the identification of the Seven College Conference, the National Scholarship Service and Fund for Negro Students, and the Cooperative Program for Educational Opportunity. "Above all," Miss Clough added, the Admission Board sought diversity but not to the abuse of the one criterion of the Board—that the individual be able to profit from a liberal arts education at Wellesley. The search for 20 additional black students for '72 proved an almost impossible task, as the Board and recruiters found competition for qualified black students reduced the number of these girls available after the May 1 Candidates' Reply Date. However, one black student was successfully recruited for '72 this past summer, with the prospect of many more minority group girls applying in future classes.

Diversity for the sole purpose of providing a semblance of racial representation, then, does not bring change. One girl, accepted for '72 but planning to attend another school, wrote to Miss Clough: "I sincerely hope that I was unaccepted on a 'pacification' measure but on my own merit; I feel it is unfair to white applicants and to the Negro student. That is inverted prejudice . . ."

Thus Miss Clough hopes that the May 8 Committee, the three summer student recruiters, and a careful re-examination of Admission policy by the college community, will culminate in more applicants representative of all races.

From the time that Mr. Durant saw Wellesley as a place where we can "pacify" a new life," to the present, there has been a continuing appraisal of what the new life should mean in terms of new times, and new questions. The class of '72 arrives at a time of defining Wellesley's changes and evaluating them in terms of 1968.

Miss Clough sees '72 as the fait accompli of intensified recruiting, which included the past summer's efforts to locate 20 qualified black students for the freshmen class. Miss Adams, in a letter dated August 26, senses "a new impetus in an old pattern." A new freshman class, and a continuing effort to cultivate dialogue, provide September 1968 at Wellesley with all the diversity that change needs.

Open Doors Welcome Freshmen to MIT

Although the academic exchange between Wellesley and the Massachusetts Institute of Technology will be limited to 80 students from each school, many of the facilities at each school will be open to all students.

In addition to the publicized science facilities such as the nuclear reactor, wind tunnels, and electronics labs, the campus houses much that is of interest to those in the humanities field.

Extensive Book Collection
Full exchange of library privileges will be available to Wellesley and MIT students during this school year. Students from Wel-

lesley wishing to use the MIT collections must obtain letters of identification from the librarian here.

The headquarters for MIT's extensive library system are in the Charles Hayden Memorial Library building.

Cross-registering students will be able to eat at any of Wellesley's dorms or at Commons dining rooms at MIT, as well as at the MIT Student Center snack bar.

Special identification cards will be issued to these students.

New Buildings of Interest
In addition to dining rooms, reading rooms and lounges, and

recreation facilities, the new student center at MIT features the Tech Coop and other student retail services. Most of the extracurricular activities at MIT use the center as their "home base."

Kresge Auditorium, another new building on the MIT campus, contains two theatres. Various undergraduate and graduate students produce plays during the school year which are open to the public. Kresge Auditorium is also used by the MIT Lecture Series Committee in presenting a program of speakers to the institute community.

Activities in Performing Arts
Comprised of such groups as the Glee Club, the Concert Jazz Band, and the Symphony Orchestra, the combined Musical Clubs of MIT offer another aspect of the performing arts at MIT.

Contemporary art is the main emphasis of the permanent art collection at MIT. Work in various media—painting, photography, sculpture, are included in the collection, which is distributed throughout various buildings on the campus.

Opening Photography Show
Highlighting the exhibits of MIT this fall will be a photographic show entitled "Light" opening at the Hayden Gallery on Oct. 2. Gallery hours will be 10:5 on weekdays except Tuesdays 19:0, and 1:5 on weekends and holidays.

The class of '72 will be the first freshman class to enjoy these facil-

ties and the many joint activities which will begin during the freshman orientation period.

On Tues., Sept. 17, Mr. Stephen London, instructor in sociology at Wellesley, and Dick Evans, MIT '69 will talk to freshmen about the afternoon of Wed., Sept. 18. Pamphlets about MIT and maps of the campus will be distributed. An information booth will be located on the second floor of the MIT Student Center.

Organization Exchange Planned
Suzy Salomon '69, chairman of the Wellesley-MIT Coordinating Committee, is encouraging organizations at both schools to get together this year. As a result, MIT will send their representatives to Wellesley's Organization Open Houses Sept. 18 and 19.

Wellesley student also attend MIT's Activities Midway, which will be held Fri., Sept. 20, from 7-12 p.m. in Rockwell Cage. The Midway will introduce a variety of organizations: newspaper, political, and religious groups, to name a few.

MIT Day
Discussion groups, also on Fri., Sept. 20, from 10 a.m. to 4 p.m., will explore areas of life at MIT outside of the curriculum. The chosen topics include discussion of historical Boston, things to do in Boston, urban problems, the draft, the life of the engineer, and religion on campus.

MIT Day at Wellesley will be Sept. 21 from 2-5 p.m. The boys will arrive here for informal campus tours, food, and socializing. Each dorm's Ask Me's will plan activities for the afternoon. That same night, from 8-12 p.m. Wellesley girls are invited to the Interfraternity Council-Dorm Council mixer which will be held in the MIT Student Center.

Wellesley students are also invited to attend MIT's actual academic orientation programs, as well as the week's social activities. Elective conferences will be held on Sept. 19 from 10 a.m. to 5 p.m. Instructors will tell freshmen what will be covered in specific courses and will also answer any questions.

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On the Hill

Interns Seek Evaluation on Summer "Where It's At"

by Ann Sherwood '69
A Vassar intern working in a Congressional office knocked on the door of a neighboring apartment one night, and walked in. Two Wellesley Interns, situated on the floor with a bowl of salad and a pitcher of lemonade between them interrupted their discussion of conservatism or progress at the time because of the Reagan candidacy, one girl's California residence, and the other's conservative beliefs, and listened to the girl who had come to visit. The Wellesley-Vassar Internship program was about seven weeks into its ten week session. The three girls knew each other's names and assignments, and little else. But that didn't matter. The girl had come to talk about Biafra. Biafra was the thing to talk about that week—the New York Times

had it plastered all over the first important pages—television people were being fed film of starving children, and full-page ads began to appear in the other newspapers. People had a new cause—and Biafra was it. It was time to discuss Biafra. Or was that it?
Critical Question
Of course not. Rather the issue for the three girls became that which is the crux of the entire internship experience: what are we learning—what are we learning to do—and is it going to be worth doing?

There is conflict within the ranks of just what is the value of Wellesley's Internship program. And, because it has been aired, it will be investigated. The participants and director Philip M. Phillips plan a candid, discerning discussion of the program's merit and demerits. But in the meantime, retrospection indicates a positive prognosis.

Another Level
If nothing else, the Internship legitimizes the Washington experience. It also underwrites the demands one makes of herself in her job, in what she gives to it, or learns from it. And, it adds the dimension of communication between the agencies and the Hill, and this year between both of them, and the news media—a dimension often totally lacking in the District on a non-official level.

But, to return to 1914 G Street, Biafra was not a pretense. It was, instead, a case-study. It was a frustration, and a very real one. Interns in a particular Congressional office had attempted to find out the extent of US involvement and concern, what political or humanitarian steps were being taken, and the role of the United Nations in the so-called Nigerian

civil war. In addition, they had tried to locate a Biafran pseudo-embassy so that the impartiality they had learned was to exist, could be sustained. If, for example, they were to petition or protest at the Nigerian Embassy.

Dead-End
But the channels dead-ended. The State Department was handcuffed. The legislature was more so. The President had no comment. The UN representative lectured that the UN was not a panacea for the problems of the world, and that the politics were as much a part of its existence as any US institution. All spokesmen thanked the students for their concern, and indicated that if there was ANYTHING they could do, they would have done, or would do, it.

But short of a suicidal military mission, there was nothing the United States could do—as a government, or as individual people or agencies.

Impotent Question
For the Vassar intern, this was but one of a series of frustrations that induced the sense of governmental and legislative impotence to which she held. For the others, it was an exposure to the same frustration and impotence, which, however, had not been so common to their jobs. A more-broadly-based parody followed. The girls considered action and inaction on their part, as individuals and as a part of the mass of student interns in the District. They discussed hunger strikes and petitions, letters to the editor and to the President, and picketing at embassies. They decided—and furthermore, did—not act. They felt they were heirs of a situation too large for purely negative action, and they did not know where to turn. Even with

the scope of government in Washington—the agencies, the Congress and the news media—within their reach in one lesser form or another, there was nothing for them to do.

The Vassar student remained upset, but somehow more satisfied to have brought together people and ideas and attitudes and reactions. The others were also unsettled, but none quite so intensely dissatisfied with her experiences this summer. Many of the Wellesley Interns, in fact, found the needed sense of accomplishment or at least the directives for how to find it after graduation or graduate school.

Varied Roles
Two Wellesley girls attended the Republican National Convention during their tenure as Washington Interns. Several engaged in campaigning—for Rockefeller, for McCarthy, and others watched and waited—to see where maybe they would fit into the realm of politics, personalities, and bureaucracies that were Washington This Summer.

Where It's At
For indeed, Washington was Where It's At, and Wellesley's summer Interns could hardly be expected to ignore that fact, no matter how far removed from the House Floor or the Senate hearing room.

Washington housed the Poor People this summer, but it also housed several thousand student interns. The twenty-nine girls from Wellesley and Vassar who lived on "G" street spent several different summers in their nondescript but commodious—some at parat-butler for ten weeks, while others turned into gourmet cooks.

Some waved security passes at State Department guards everyday at 9 or so; others carefully guarded press passes, and some simply greeted the uniformed gentleman in the Rayburn—or other—office building. And, while this was part of the scene—the job, the independence—it is not the smell of burned hamburger, nor the deflated Rockefeller balloon that will continue to influence the Wellesley intern who spent her summer in Washington.

The Task
It may not even be her job that makes—or muddles—the impression. Many of the jobs were menial, even tedious. But, as Cindy Harrison remarked, "we expected that." Transcending that level, however, was the task, and the tremendousness of the whole summer.

Those Wellesley Interns working in agencies with fairly well-defined jobs and responsibilities were Johanna Branson, Morlone Chawluk, Jan Krighbaum, Notole Dixon, and Laurel Johnson. Their work covered a wide scope of experiences, from Johanna's assignment with a Title One model project for schools, to Laurel's security clearance position with the State Department that had something to do with transportation. They all had some difficulty reconciling the jobs they held with the responsibility

ties they were or were not given and their no-pay status. But most of them found the work worthwhile, and the bureaucracy fairly functional.

Hill Interns included Laura Bullitt in Sen. Joseph Clark's office, Nancy Glist with Rep. John Conyers, Cynthia Harrison in the office of Sen. Albert Gore, Toni Lichstein in Rep. Frank Thompson's office and Hillary Rodham's work on the Republican House Conference.

Varied Posts
From these varied posts the girls learned to type and telephone as well as where to find food and information in the complex capital building. This summer they used mammoth amounts of gun control mail, and attended many history-making hearings, including those on gun control and the Fortas nomination.

Their freedom was dictated by their offices—as some served as secretaries, some as researchers; some even as campaigners for their Congressman's forthcoming election. Hillary's work with the Conference, and particularly with Rep. Charles Goodell netted her a position on the Rockefeller team in Miami Beach.

Re-Law
Many who work in Washington are directly involved with the agencies and congressmen. Likewise, many of the interns were not. Rhea Kemble and Leslie Reid thought more seriously about their social aspirations after the ten weeks with OEC's Legal Services Division. And Kris Olsen, the breadwinner of this year's intern group, anticipating her legal education, applied her talents and energies to a pilot project for offender rehabilitation in Washington.

NBC News was home base to Ann Sherwood, who followed Congressional correspondent Paul Duke in and out of Congressional offices, Resurrection City, Senate hearings, office buildings, and Convention Hall at Miami Beach while studying at close range the much-criticized role of the media.

The Overview
The overview of Washington was magnificent. In individual reports soon to be submitted to Mr. Phillips the interns will no doubt cite shortcomings and even failures of the program. But they will also emphasize the benefits of the ten-week session.

Not many remain enthusiastic about all of the seminars, nor about the coordination with Vassar, nor about the living arrangements. But somewhere, in each girl's summer, there dawned the realization of what was going on in Washington, indeed, in the world. The names became people, and the Government became these peoples' job. Purpose confronted Protester, and Politics, the Politico.

The System
In many cases, anxiety about the government was dissipated by the impressive quality of the people and the work. In others, Congressional failures mounted and were counted—by those who cared about gun control and the Fortas nomination—and cared even more about the response of Congress to the will of the people. The interns have grave doubts that this responsiveness is very much alive. And the conventions this summer only served to intensify these doubts.

Wellesley's interns were "In the System" this summer. They met those who were not. They will decide, in time, where their talents and education can serve best. At least they have had the exposure to Washington. And, after all, Washington, was Where It's At.



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"Ivyland" Ratings Soar In Autumn Season

by Barbara Schlaia '69
You've arrived and unpacked and decided how to furnish your room. But an indefinite air of incompleteness hangs around the not-yet-familiar campus. While you are wondering about your classes and the other girls in the dorm, the chances are that there's an underlying and deeper concern. You're contemplating your first mixer, rush party, or blind date—round about colleges for men—and not with total equanimity.

So while visions of Scott Fitzgerald dance in your head; as you stand on the threshold of Ivyland; before the portals of a strange and brave new world swing open; it might be wise to pause for a moment and learn that the collegiate culture of Cambridge and commuting environs is something old as well as new. And there is no better metaphor in the Age of McLuhan than that prophet's chosen media: television.

Tiger for Your Tank?
Distant lands first: somewhere in New Jersey lies the home of Amory Blaine and Bill Bradley. But even on Nassau Street, the Old Order changeth (those select eating clubs being a belated but slow death, and the basketball and football squads are not what they once were. Though the Tigers of '68 pined Wellesley its favorite girls school, you may find that the possibility of a bad weekend coupled with the 6-hour car ride, the 7-hour bus trip, or the near non-existence of connections to Newark Airport put you in needless despondency.

Closer to home, we switch to a New Haven station, whose impressive credits include spawning John Lindsay and William Buckley—where candlelit buffets and architectural splendor may indeed make you Bewitched. Ratings are far from unanimous, however—several critics find Yalies overcompensate with the Love of Life bit on weekends.

Moving to the north, one encounters an entirely different climate and specs. Once a year Dartmouth officially calls itself House Party (see Art Linkletter, of course), but you may feel more like the Lone Bangar being chased by a wild Indian. Lacking most of the social graces, Men of the Big D have an endearing candor—if they don't like you, they'll either send you home, or, preferably, trade you in (occasionally with the frequency of commercials in Million Dollar Movie) until you feel as though you've unwittingly stumbled into the Dating Game.

Also in the north—though some critics swear with a great deal less ice and more snow—is Williams, where men look like Marlboro country, but dress a bit like the Beverly Hillsbillies.

Its chief competitor is Amherst (never pronounce the "h"). Men there, however, are a product of the young women in their community; in the extreme, this appears as a Superman complex. If quizzing beer at fraternity parties is not your cup of tea, however, you may be playing Search for Tomorrow. (Incidentally, David Eisenhower is not terribly typical.)

Engineers et al.
Returning to home, where familiarity breeds contempt, we find MIT "Tech," as it is known fondly to its students, has undergone a tremendous upsurge in ratings recently, especially with the new cross-registration program. Its cast of thousands is certainly too diverse for any one generalization,

but many critics ruefully indicate a certain lack of savoir-faire, as evidenced, for example, in the calcs and high-school-era guffaws interrupting those so-popular year-old movies they show each weekend (in color), Ted Mack and the Amateur Hour, screw them.

Having flicked the dial restlessly, many a viewer finally settles on the Harvard station. If so, happy viewing, friend, but let us warn you: that mystique thicker than the late Mike Quill's brogue, which proudly breathes a noble history of Roosevelts and Kennedys, of Ells and Emersons, of Galbraiths and Schlesingers, which comprises preppie and wonk and jock, which fans the embers of the Bogart cult and the Brottie, may vary well cover what reveals itself, at the end of the season, as a Mission Impossible.

Five Dorms to Have New Heads of House

Five Wellesley dorms will have new heads of house this year. The selection of these individuals, says Mrs. Margaret Marsh, assistant dean of students, has produced an "interesting group," which is considerably "more varied than has been the case."

Sally Agan, a graduate of the University of Connecticut will combine her duties as head of house in Bates with her graduate studies at Northeastern University. Miss Agan is in a new program designed to train elementary school, junior high school, and high school guidance counselors.

Pat King will also combine her graduate career with her Wellesley duties. Miss King, a third year law student at Harvard, is a graduate of Wheaton College. She will serve as an assistant head of house in Stone-Davis.

Michael's new head of house will be Alice Jean Burnette. Miss Burnette, a graduate of Monmouth College in New Jersey, received an MA from Rutgers and this summer attended the Harvard Graduate School of Education program for school administration. She has also been an elementary school teacher and a resident head of a graduate students' dorm at Rutgers.

Couples
Two dorms will have resident couples this year. Mrs. Anne Wood will be the head of house in Casanova. Mrs. Wood, a graduate of Douglass College, did graduate work in business administration and has been the financial aid director at Wellesley since April, 1967. Mrs. Wood will continue in that position while serving as head of house. Meanwhile, her husband John will do legal work for an insurance company in Boston.

Mr. and Mrs. Michael Makar will be the resident couple in Mungler. Mrs. Margaret Makar, who received her BS in education from Baldwin Wallace College in 1965, has also been an elementary school teacher. Her husband is now at the Harvard Business School.

Experimental Living
The new variety in heads of house is still experimental. Mrs. Marsh hopes that "the people coming in, each from different backgrounds, will be able to contribute to the life of the dorms." Mrs. Melvin, dean of students, added that such experimentation and variety can contribute to making the dorms "intellectual centers."

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SINCE 1880

Cambridge Activism Challenges War, Politics

by Anne Trethlock '70

Cambridge activism, so obvious during the school year, is brought to a boil by the summer heat. Indeed, living there, it is difficult to escape being leafleted daily in the Square by a student who is in summer school or working in Boston for the summer months.

A large degree of rank and file demonstration support came from independent student workers and students gathered at Harvard, MIT and Boston University summer schools. One of their major summer projects came in response to the Biafran starvation in Africa, which resulted in the organization of a program to send 40 qualified volunteers to act as medical and dietary aides in the emergency Red Cross operations.

The informal group also circulated day-glow orange badges with a black star and the five principal tribes of Biafra printed on them; they were to be worn to express condemnation of the slow massacre. Accompanying flyers explained the situation, and urged written and demonstrative action to influence policy makers. Their plea was centered on the slogan, "Bury genocide, not people."

Vista Info

Alongside the tables set up for composing telegrams to legislators concerning Biafra, were often Vista booths. Former Vista volunteers manned the centers to disseminate information to recruit more volunteers for the domestic peace corps.

Less in evidence but nonetheless active were the continuing pro-

grams in academic tutoring. Project Head Start, the Boston Redevelopment Authority, the Job Corps, COPE, and TEST all of which used student summer helpers.

La Huelga

The summer months also brought about a continuation of certain festering issues, such as the Delano Grape Workers Strike. Nationwide efforts were staged, with the re-creation of the Boston Tea Party here in mid-August. Grapes were dumped into the Boston harbor as a protest gesture. The city capitulated and promised not to buy California grapes.

The strikers' call for a boycott of all California grapes had been necessitated by Delano's move to market their grapes under several different brand names.

The Hip Common

On a local level, controversy raged during June and July, the hippies on Boston Common, with dozens of arrests and finally, the enforcement of a compromise curfew. After the conflict subsided, the park became the scenes of free rock concerts on Sunday afternoons.

Politics '68

National politics of course offered many possibilities for action, from Rockefeller rallies and write-to-delegate campaigns to Wallace's attempts to obtain enough signatures to appear on the Massachusetts ballot. The Peace and Freedom party, Progressive Labor, and the myriad of local primary candidates added more facets to the quadrennial machinations.

On August 15, declared McCarthy Day in 38 cities, a closed circuit TV program of McCarthy at Madison Square Garden in New York City was broadcast on the Common.

Staged only a week and half before the Democratic convention, this rally uncovered another movement long in the works. "Come to Chicago" leaflets circulated throughout the crowd as the congressional candidates spoke.

Not directly tied to the success or failure of McCarthy's nomination, the Chicago Movement Group planned to establish a Boston Center in Chicago to serve as a coordinating office and communications link for Boston area demonstration participants.

For the concerned Cambridge dweller, the action did not stop with rallies on Boston Common. The cry of "On to Chicago"—and beyond—led the New England Resistance to forecast, "We do expect it to be a significant political event."

Billings Undergoes Summer Renovation; Phase One of Building Nears Completion

Wellesley will soon have a new Student Activities Center. Billings, the proposed site for the center, has been extensively renovated over the summer. Still recognizable from the outside, Billings has a new interior within its red Gothic facade.

Centrally located amid the dorm groups, the academic quad and the library, Billings will house the offices of the student organizations and will offer facilities for MIT exchange students as well as Wellesley students.

Phase I

The renovation, directed by Mr. Charles C. Wallace, manager of the Wellesley College Club, has been planned in two major phases. Phase one, to be completed soon after the opening of school, will include a bus terminal where all buses will arrive and depart and an office where bus tickets will be sold.

On the first floor will be located a men's locker room and shower room, vending machines, public telephones, and bulletin boards for announcements.

The second floor will be a student lounge which will have comfortable chairs for relaxation and a series of carrels for students who wish to study.

Phase II

Phase two of the renovation will be finished next year, if funds are available. The plans for this phase include converting the old music hall auditorium into three decks. These decks will be connected to the student organization center in the front of Billings. There will also be a snack bar and a dancing area.

The Student Activities Center will have primarily a social and recreational function. Social programs, under the direction of the dean of students, will be held in the new Billings.

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The Massachusetts for McCarthy organization continued its efforts to capture the nomination for Senator Eugene McCarthy by maintaining a delegate writing campaign with a table at Harvard Square and South Station state headquarters, in addition to sponsoring a number of rallies.

The most overwhelming of these came on July 25 when McCarthy appeared at Fenway Park, before a capacity crowd of 40,000 with 12,000 more supporters standing outside.

On August 15, declared McCarthy Day in 38 cities, a closed circuit TV program of McCarthy at Madison Square Garden in New York City was broadcast on the Common.

Staged only a week and half before the Democratic convention, this rally uncovered another movement long in the works. "Come to Chicago" leaflets circulated throughout the crowd as the congressional candidates spoke.

Not directly tied to the success or failure of McCarthy's nomination, the Chicago Movement Group

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