

William and Mary NEWS

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Hesburgh Decries 'Technological Wasteland,' Says Liberal Education Can Cure Nation's Malaise

A liberal education in the arts and sciences, where it is now and what its role is in the future, came under scrutiny by scholars over the weekend as the College celebrated Charter Day 1980 and marked the 200th anniversary of the introduction of several "firsts" in higher education, all stemming from the reorganization of the College in 1779 through the encouragement of Thomas Jefferson.

William and Mary was the first to introduce an elective system of studies, an honor code and chairs of law and modern languages.

Theodore M. Hesburgh, president of Notre Dame University, was the principal speaker at the Charter Day Convocation Saturday afternoon in Phi Beta Kappa Memorial Hall.

The complete text of Father Hesburgh's speech and award citations are carried inside the News, beginning on p. 3.

"All of America must be grateful to Thomas Jefferson, then Governor of the Commonwealth of Virginia, and to the Board of Visitors of William and Mary who two hundred years ago formed it into a university," said Hesburgh in his opening remarks.

"It is particularly significant to me that at this present historic moment in the evolving life of William and Mary the College is looking ahead in hope rather than exclusively backward in pride, and is particularly addressing the central reality that we have long called liberal education," he said.

To aid in curing some of the world's current ills, Hesburgh said liberal education must be "engaged anew" to fight what he called the "malaise of the world." He characterized liberal education today as "largely without a central focus, without a unifying theme, without a deep concern for teaching young people how best to be human in the best sense of that word."

Rapping "how-to" courses, Hesburgh called for courses that teach students to think "clearly, logically, deeply and widely about a variety of very important human questions."

"I believe that the time has come for a change," said Hesburgh. "It is obvious that the scientific method is fine for science and technology, that it has revolutionized the world in which we live and has given us new and exciting perspectives on the world still a-borning. But it has also given us the specter of a value-free world that is on the brink of destroying itself, that is divided by massive discontinuities.

... It has placed great power in the hands of those who have few priorities beyond their own political, social or economic aggrandizement."

"And so the future of liberal education is somewhat dictated by the most profound need of our age," concluded Hesburgh, "to rediscover man and the meaning of human life, to give meaning, purpose, and direction to our days, to reinvigorate our society and our world by the kind of leadership that can only come from a human person conscious of his ultimate destiny, his vision beyond time, his idealism that transcends power, money,

or pleasure, ultimately, the awareness of what men and women can be and the determination to recreate the world in that vision. If all this adds up to our human imperative, then liberal education does indeed have a future."

The future role of liberal education was also discussed by a panel of scholars on Friday afternoon in Phi Beta Kappa Memorial Hall.

Daniel Bell, noted sociologist and the author of several critically acclaimed

books, delivered the keynote address. Panelists included Leon Botstein, president of Bard College and Simon's Rock of Bard College in Massachusetts; Adrian Tinsley, Dean at William James College of Grand Valley State Colleges in Allendale, Mich.; and Thomas Hearn, former professor of philosophy at the College and currently vice president for University College at the University of Alabama in Birmingham. Thad Tate, director of the Institute of Early American History and Culture, served as moderator. At the close of the formal program, the panel members took questions from the audience.

Both Father Hesburgh and Bell received honorary degrees from the College.

The traditional presentations were made of the Thomas Jefferson Award and the Thomas Jefferson Teaching Award. The Thomas Jefferson Award this year went to Dean William B. Spong, of the Marshall-Wythe School of Law, for his contributions through the field of law to the people of Virginia and the nation and his leadership as Dean of the nation's oldest law school.

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Fraser To Give Last of 'Last Lectures'

"Although we don't want to admit it, we are experiencing a 'Golden Age of Magic,'" says Howard M. Fraser, associate professor of modern languages and literatures, who will give the final "last lecture" Tuesday, Feb. 19, at 7:30 p.m. in Millington auditorium.

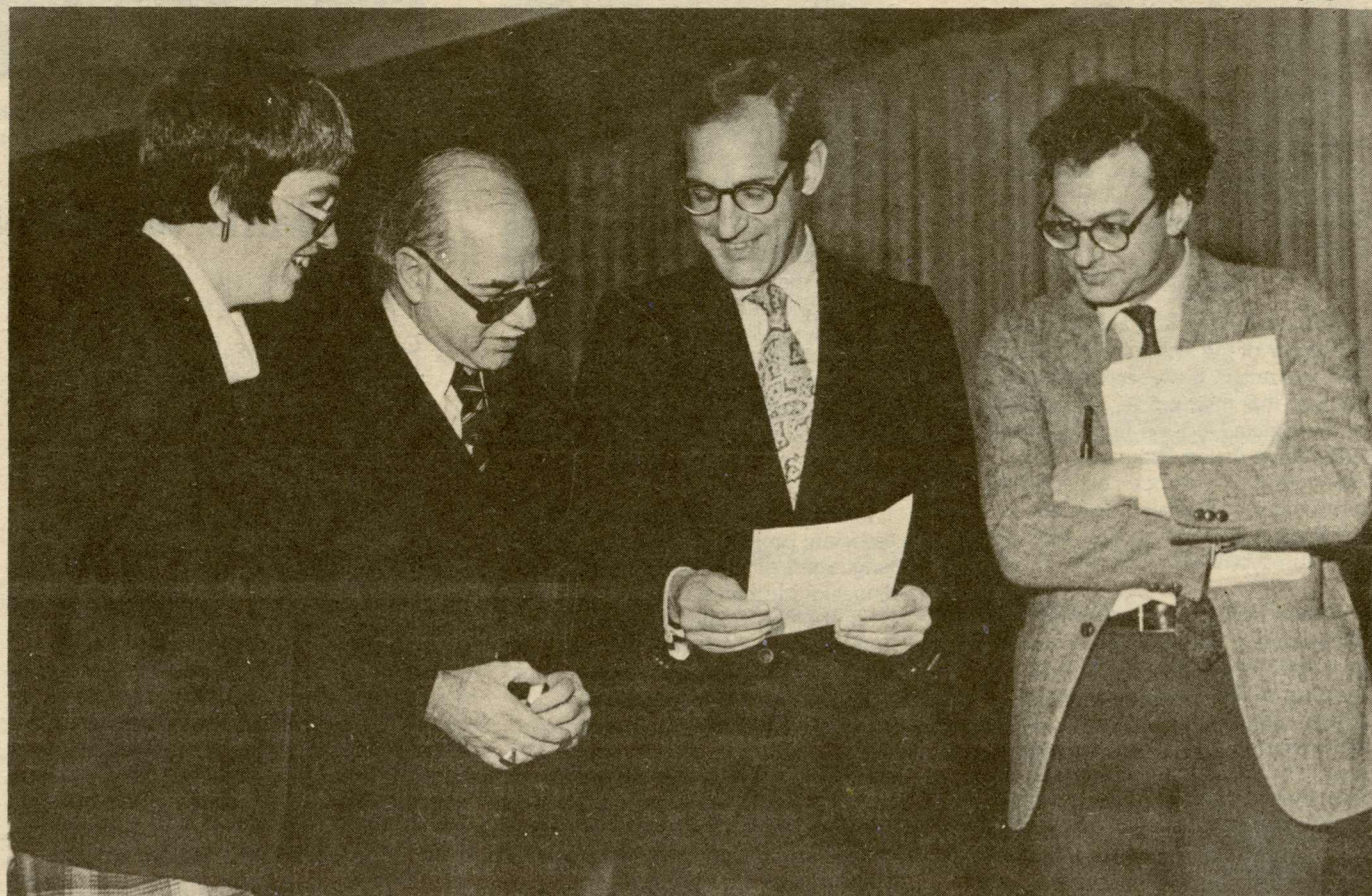
Fraser will speak on "The Literature of Magic and the Magic of Literature."

"Signs of the age are all around us," says Fraser. "The modern age is currently revealing its primitive and

magical origins. There are as yet unexamined benefits of our immersion in magic and the supernatural, benefits which accrue to all who read literature," he asserts.

Jean Wyer, assistant professor of business administration, will speak tonight in Millington auditorium on "The Essential Art of Quitting."

The "Last Lecture" program is sponsored by the Office of Residence Hall Life and is coordinated by Dean John Morgan and his staff.



Panelists (l-r) Adrian Tinsley, Daniel Bell, Thomas Hearn and Leon Botstein check over the format for the Friday afternoon symposium on the future of liberal education which opened the Charter Day '80 program.

Photo by Tom Williams

Newsmakers

Howard Fraser has just published "Gabriela Mistral's 'Sonnets to Ruth': The Consolation of Passion" in *Studies of Twentieth Century Literature*. The article studies the sonnets of Mistral, Spanish America's first Nobel Laureate and the only woman in the Hispanic world to receive the Nobel Prize for Literature. This study examines in detail Mistral's trip of sonnets commemorating the biblical matriarch Ruth, sonnets which appear in English translation for the first time.

John D. Haskell, Jr., Berna L. Heyman, and Sandra Peterson recently represented Earl Gregg Swem Library at the midwinter conference of the American Library Association in Chicago. Ms. Heyman presented a paper on "Consideration for Not Closing the Card Catalog in 1981" to the technical services administrators of medium-sized research libraries. She is a member of the program planning committee of the Library Information and Technology Association which met at the conference. Ms. Heyman also holds membership on the Continuing Education Committee of the College Section of the Association of College and Research Libraries.

Haskell serves as a member of the Publications Committee of the Association of College and Research Libraries.

Ms. Peterson is the Chair of the Election Committee for the Government Documents Round Table of ALA. She is also a member of the Education Task Force Instructional Materials Committee and the State and Local Documents Task Force State Liaison Committee.

Ms. Heyman also recently participated in a workshop on computer output microform catalogs sponsored by the North Carolina State Library. She made a presentation on work flow in technical services to the librarians attending the workshop.

Brenda Williams, School of Education, will present a workshop for the New York Catholic Archdiocese on "Diagnosing and Prescribing for Individual Differences," Feb. 13-15. She will be working with teachers in the schools at St. Columba, Guardian Angel and Sacred Heart.

A volume of essays honoring Professor Gerald Wade (Vanderbilt) has recently been published. It includes an article by **R. Merritt Cox**, professor of Spanish, entitled "The Library of the Reverend John Bowle: Revelations in English Hispanism."

Robert J. Solomon and Donald J. Messmer of the School of Business Administration, have recently been advised that their article, "Implications of the Bakke Decision In Implementing Affirmative Action Programs: A Decision Model," has been accepted for publication by *Decision Sciences*, a publication of the American Institute of Decision Sciences.

Edwin Dethlefsen, professor of anthropology, co-authored a paper presented at the eleventh annual meeting of the Conference on Underwater Archaeology, Jan. 10, at Albuquerque, N.M. Title of the paper was "Archaeology for the Public: A Pilot Field School in Coastal Human Ecology and Underwater Archaeology."

At concurrent meetings of the Society for Historical Archaeology, Dethlefsen presented a paper on, "A Preliminary Reconnaissance of the Historical Archaeological Resources of St. Eustatius, Netherlands Antilles."

Six members of the Marshall-Wythe School of Law faculty attended meetings of the Association of American Law Schools in Phoenix, Ariz., earlier in January. They were **Charles Koch, Geoffrey Peters, Doug Rendleman, Elmer Schaefer and Frederick Schauer**, as well as **Caroline Heriot**, Law Librarian. Schaefer delivered a paper entitled "Uncertainty and the Law of Damages" to the association's section on damages, and Rendleman was named chairman-elect of the section.

Delmar Karlen, Tazewell Taylor Visiting Professor of Law, is the author of "Civil Appeals: English and American Approaches Compared," in the newly published issue of the *William and Mary Law Review*. The article is based on the Donnelly Memorial Lectures delivered at the West Virginia University Law Center last spring.

William F. Swindler, John Marshall Professor of Law-Emeritus, is the author of three recent book reviews: *The Brethren*, by Bob Woodward and Scott Armstrong, in the *Newport News Daily Press*; *American Constitutional Law*, by Lawrence Tribe, for the *New Mexico Law Review*, and the new edition of *Minutes of the Council and General Court of Colonial Virginia*; and the companion volume, *Legislative Journals of the Council of Colonial Virginia*, for the forthcoming next issue of the *William and Mary Law Review*.

E. Rae Harcum, professor of psychology, spent a week in Louisiana in December as a member of a three-person team which evaluated all of the terminal master's degree programs in psychology in that state at the request of the Louisiana Board of Regents.

Mobart Music Publications (Hillsdale, New York) has recently published for violin alone and *Harlequinade* for cello alone by **Edgar W. Williams**, assistant professor of music, in the Collections Five Compositions for Violin Solo and Six Compositions for Cello Solo respectively.

James Axtell, professor of history, attended the annual meetings of the American Historical Association in New York on December 28-30. He chaired a session of the American Society of Church History on "Red Puritans: The Christian Indians in Colonial New England."

Robert B. Bloom, associate professor of education, has been asked to address the annual meeting of the Council for Exceptional Children in Philadelphia this March. Bloom will discuss "What To Do When the Parents Say No--Conflict Management Techniques for Public School Personnel."

A translation by **Gary A. Smith**, associate professor of modern languages, of "High-rise Story" by Angelika Mechtel has been reprinted in an anthology entitled *German Women Writers of the Twentieth Century*, edited by Elizabeth Rutsch and Edna Huttenmaier, and published by Pergamon Press.

Lewis Foster, professor of philosophy, participated in the recent annual meetings of the American Philosophical Association in New York and served as commentator for Professor D. C. Mathur's paper entitled "Abhinavagupta and Dewey on Art: A Comparative Study." **Alan Fuchs** and **Mark Fowler** also attended the APA

meetings. Foster visited the philosophy departments at the University of Arizona and Arizona State University over the holidays and gave a talk to the philosophy club at New Mexico State University.

Neill Watson and **Joseph Galano** of the psychology department are coordinating a workshop in program evaluation sponsored by the Colonial Service Board and the Virginia Consortium for Professional Psychology. The workshop is designed to facilitate the use of program evaluation techniques by community mental health, mental retardation and substance abuse agencies. Participants will be provided with skills related to current concepts, methods and applications in the field of program evaluation. Workshop consultants include David Clifford from U. of Michigan, Whiton Payne from Cornell and Dr. Galano from William and Mary. The workshop will be held in the Campus Center Ballroom on February 1 and 2.

Robert Bloom, associate professor of business administration, will present a paper entitled "The 'Non-Accounting' for Executory Contracts," at the Mid-Western meeting of the American Accounting Association in Chicago, March 28.

Carl M. Andersen, senior research associate in mathematics and computer science, reports publication of three new articles: "Evaluation of Integrals for a Ten-Node Isoparametric Tetrahedral Finite Element" by C. M. Andersen; "Integration Techniques for Isoparametric and Higher Order Bases on Finite Elements with a Curved Side" by C. M. Andersen and R. J. Y. McLeod; and "Analysis of Beam-Like Lattice Trusses" by A. K. Noor and C. M. Andersen. The first two of these articles appear in volume 5 of the journal *Computers and Mathematics with Applications* while the third appears in volume 20 of *Computer Methods in Applied Mechanics and Engineering*.

Associate professor of anthropology **Stephen B. Brush** delivered a paper to the symposium on Environmental Problems of Development in Latin America at the annual meeting of the American Association for the Advancement of Science in San Francisco on Jan. 7. His paper, "The Environment and Native Andean Agriculture," discussed the problem of genetic erosion and conservation of native potato varieties.



Lillian T. McCoy (L) and Shirley Baker of the Housekeeping supervisory staff pose with the January winner of the housekeeping award, Otelia Williams.

Williams Wins Housekeeping Award

Otelia Williams, a member of the College staff since 1973, has been named custodian of the month for January.

She was nominated for the honor by her housekeeping supervisor, Lillian T. McCoy. Shirley Baker, an executive housekeeper, was on hand for the presentation of the citation in the office of William J. Carter, vice president for business affairs, Friday morning.

"Mrs. Williams does a very good job," said Baker. "She helps other people out when they need help and needs very little supervision in her work," she added. McCoy echoed those sentiments and characterized Williams as "a very good worker." Although she lives in Charles City, explained Baker, she is very seldom absent from work, even in bad weather.

A native of Charles City, Mrs. Williams has one son, Donald, a private first class in the Army, stationed at Fort Knox, Ky. Her husband, William, is

employed by the Virginia Box Company of Richmond.

Williams worked at the Sheraton Motel before coming to the College. She enjoys the regular hours and no weekend work here and says the people she works with in Hugh Jones Hall are just like one big happy family. "We get along just fine," she said.

A member of the Parrish Hill Baptist Church, Williams is an usher at church and in her spare time likes to read and sew. She is also a charter member of the "Twelve Notes," a social and savings club which each year in November takes a trip members have been saving for all year. Last year the Notes went to Miami Beach; this year they plan to go to Atlanta and New Orleans.

Williams is the 11th recipient of the Custodian of the Month award which was established last March.



Dean Spong

Dean Spong "Gives Life to Dream" Charter Day Citation

His leadership has given life to a dream--cherished by many through years of adversity--that modern legal education at William and Mary would someday achieve a measure of the greatness which its founders envisioned. His singular achievement as Dean of the Marshall-Wythe School of Law reflects the essence of the man: He is a leader without pretension; an idealist without illusion. Although unrelenting in his insistence upon excellence, his sense of humor about himself has survived the sometimes fatal effects of high office and great power.

Throughout a lifetime of remarkable service to the people of Virginia and of the nation, he has remained unmoved by the sloganeering which passes for wisdom in our public dialogue and unaffected by the popular clamor to yield principle to the passions of the moment. His greatest contribution has been perhaps to teach us that conscience and reason need not be unknown in the public life of our own time. Few Virginians of his generation more truly deserve the unparalleled honor implicit in receiving an award given in memory of Thomas Jefferson. Dean Spong, I am pleased to present you the 1980 Thomas Jefferson Award.

Black Heritage Month Features Talent Show

A talent show Friday evening and a dance Saturday will highlight activities this week of the Black Heritage Month Celebration, which opened Feb. 10.

The talent show will begin at 8 p.m. in the Campus Center Ballroom Friday

Winokur Workshop Still Has Room

Space is still available for the ceramics demonstration workshop this weekend, Feb. 16, 17, which will be conducted by Paula Winokur whose work is currently on display in Andrews Gallery.

Those interested in attending the workshop may register through the Office of Special Programs, 877-9231, ext. 200. The registration fee is \$30.

Ms. Winokur will lecture on ceramics at 7:30 p.m. Saturday, Feb. 16, in room 201 of Andrews Hall.

Her work, and that of Robert Winokur, will be on display in Andrews through March 14.

evening, Feb. 15. The dance, also set for the Ballroom, will begin at 9 p.m. Saturday, Feb. 16.

Frances Grimes, chairperson of the English department at Hampton Institute, will speak on "Emancipation 1980" at 2 p.m. Sunday, Feb. 17, in the Campus Center Little Theatre.

A re-play of a special benefit concert which featured top Black artists, including Gladys Knight and the Pips, Marvin Gaye and the Temptations, will be presented at 7 p.m. Thursday, Feb. 21, at 7 p.m. in rooms A&B of the Campus Center. The title of this program is "Brothers and Sisters in Concert."

Also scheduled on the celebration program is a talk by Sonja Stone, director of Afro-American Studies at the University of North Carolina at Chapel Hill, Sunday, Feb. 24.

Esther H. Vassar, a lecturer in the English department, who is also working with the Office of Minority Affairs, is helping coordinate the Black Heritage Celebration program.

Recitals Feature Talented Seniors

The music department will feature two seniors in recital, Sunday and Monday, Feb. 17 and 18.

David Lewis Ermlick of Arlington, Va., will present a vocal-instrumental recital Sunday, Feb. 17, at 8:15 p.m. in the Campus Center Ballroom.

The first half of the program will feature Ermlick singing compositions by Schubert, Poulenc and Richard Rogers. For the second half of the program, Ermlick will play the French horn. He has selected for this portion of the program Mozart's Horn Quintet in E Flat Major, K. 407, accompanied by a

string quartet. Paul Dukas' Villanelle will also be featured on the program.

Maryanne Dawson of Farmingdale, N.Y., a cellist, will present her senior recital Monday, Feb. 18, at 8:15 p.m. in the Wren Chapel of the Wren Building.

Ms. Dawson will play the Suite No. 3 by Bach for unaccompanied cello, Persichetti's Vocalise and Mendelssohn's Second Sonata for Cello and Piano.

The Monday evening program will also include a string quartet which will play Mozart's Quartet in D Major, K. 575.

Public Auction Set for Thursday

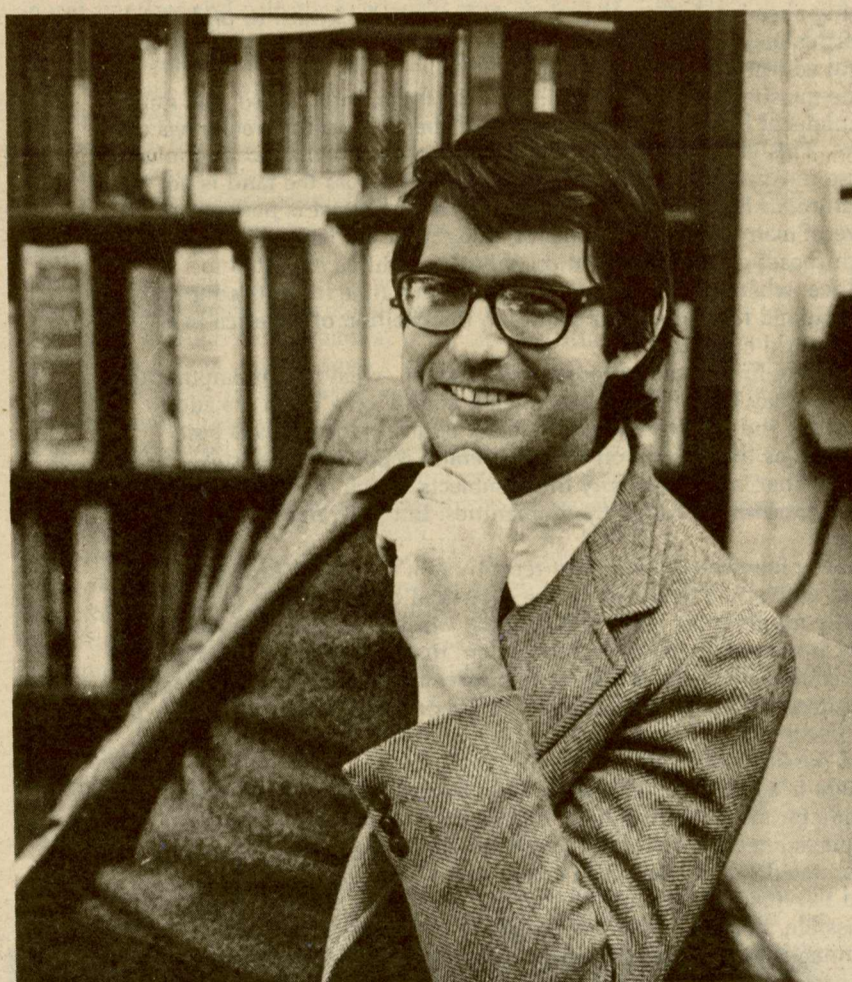
A public auction sale will be held on campus Thursday, Feb. 14, beginning at 10:30 a.m. in the warehouse area in back of the Campus Center.

The State of Virginia will offer for sale approximately 471 items including typewriters, calculators, mimeograph machines, desks, old TV sets, two grand pianos, card files, filing cabinets, chests of drawers, chairs, tables, student desks, kitchen items, sofas, coat racks, bulletin boards, wall-mounted book shelves, as well as approximately 1,000 metal folding chairs, culberts, roof shingles, bleachers, scrap metals and two buses.

Items may be inspected on Feb. 13 from 8 a.m. to 4 p.m., and the morning of the sale beginning at 8 a.m.

If items are not paid off the day of the sale, a \$50 deposit will be required and balance due by Feb. 22. Further information may be obtained by calling (804) 786-3876.

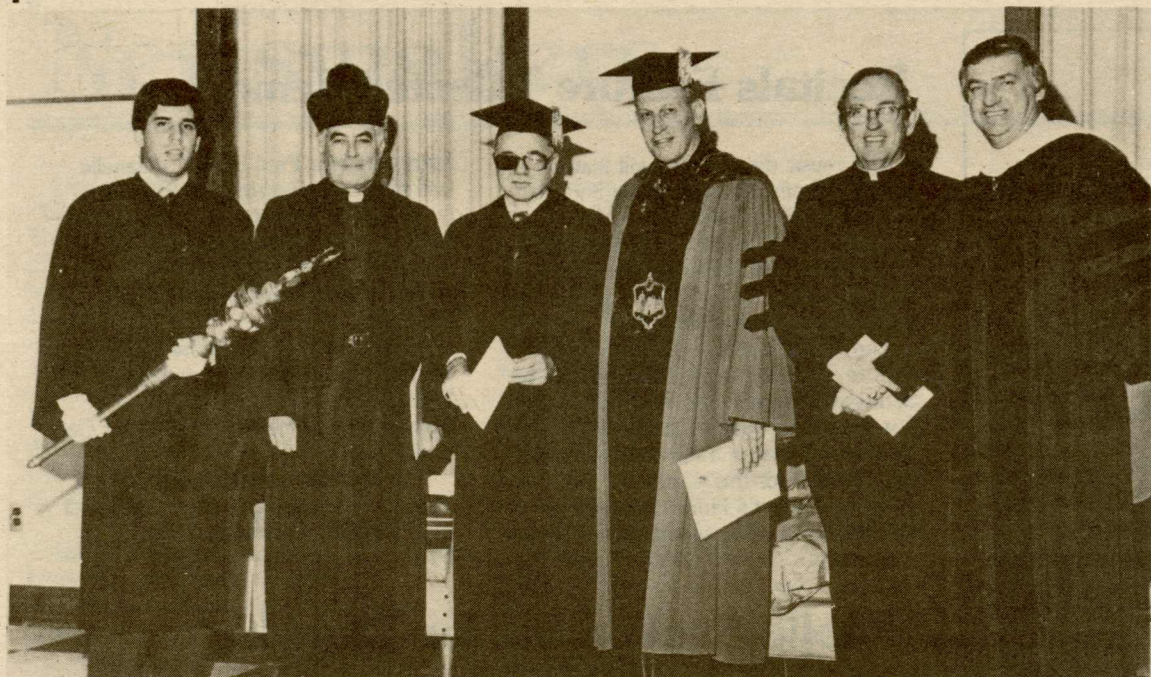
The "Conflict of Interest Act," passed in the 1970 Virginia General Assembly, prohibits any employee, spouse or relatives residing in the household of the bidder to purchase property belonging to the agency by which the bidder is employed.



Terry L. Meyers

Meyer Brings "Energy, Enthusiasm" Charter Day Citation

Terry Meyers brings an extraordinary fund of energy and enthusiasm to his chosen career as a teacher and scholar. He takes his work seriously and enjoys doing it. Whether they study freshman writing or Victorian poetry in his classroom, students discover through his example that the life of learning is a pleasure, not a burden. They also sense, quite rightly, that Professor Meyers cares about them as people as well as students. He stands as a credit to his profession and this college, and well deserves William and Mary's recognition as the 1980 recipient of the Thomas Jefferson Teaching Award.



Officials ready to join the processional before the Charter Day convocation includes SA President David Garland, Father Hesburgh, Daniel Bell, President Graves, Bishop Walter Sullivan, and Edward E. Brickell, rector of the Board of Visitors.

The Future of Liberal Education

Charter Day Address by
Rev. Theodore Hesburgh

All of America must be grateful to Thomas Jefferson, then Governor of the Commonwealth of Virginia, and to the Board of Visitors of William and Mary who two hundred years ago "formed it into a university," to quote that famous letter of the student, John Brown, to his uncle in December of 1779. This enlarging of its educational writ was an important step forward in the history of higher education in America. This history, like that of this institution, is always intertwined with many other political, economic, social, and religious factors that characterize each successive age in the larger history of our country and our world.

It is particularly significant to me that at this present historic moment in the evolving life of William and Mary, the College is looking ahead in hope rather than exclusively backward in pride, and is particularly addressing the central reality that we have long called liberal education.

One questions the future of liberal education. In doing so, one must speculate, at least, as to whether or not liberal education really has a future. This is no idle speculation in our day when the most popular course in American colleges and universities across the land is not literature, or history, but accounting. This single fact is perhaps indicative of many modern currents of thought, or the lack of it, regarding the purposes of higher education, what it might be expected to produce, what the country most needs at this time from its educated citizens, and how all of this relates to the position of America in a wider world context.

Speaking first to the purposes of education, what it is attempting to produce, may I say that we are given a mighty clue when we add to education, the adjective liberal. Liberal education is perhaps best described as that education which liberates a person to be truly human. That is perhaps why those subjects which bear most directly on this process are called the humanities. But what does it mean to be human?

I have often speculated, most recently in a nationally broadcast debate with some Russians on the subject of human rights, about what it really means to be human, taking the word in its most universal sense. It seemed to me on that occasion, that unless our American team could induce the Russians to transcend the political, cultural, economic, religious, and nationalistic barriers that separated us, no real discussion of human rights, or more largely the human condition, could possibly take place.

There is a common technique, long used to create a good mental attitude for meditation, called "composition of place" -- putting oneself in a mental situation where meditation on a particular subject is facilitated. In an attempt to create such a composition of place, I asked the Russians to imagine that our world had become so humanly impossible, in such proximate danger of total destruction, that a group of humans, of every possible nationality, race, and religion, banded together in a new rocket-powered Noah's ark and sought another planet where a new human world might be created. Finding one ample enough, although already inhabited by intelligent, though non-human beings, our planetary immigrants are asked a very key question by those in present possession of the new planet.

The conversation goes like this: "Before we welcome you to live among us, we really must know what you consider yourselves most to need as humans. We are speaking of spiritual rather than material realities. We know you need food to eat, water to drink, air to breathe, sleep, exercise, and so forth -- all these are readily and freely available here. But what do you really need to be human, that without which a truly human life would be unthinkable." No easy question. Not answered by mountains of gold and diamonds, exquisite nourishment, sensual pleasures of every imaginable sort. These all are freighted with material rather than spiritual realities. These will not answer the question.

I told the Russians that speaking out of our common humanity, I would answer our planetary hosts with one key word, freedom, and that I would add a phrase for their reassurance, freedom intelligently and responsibly used and enjoyed. If pressed for further elaboration of

this most basic human need, I would specify some central human freedoms that make human life worth living.

Freedom to develop oneself to the full extent of one's human potentialities, mainly one's intelligence and one's talents, artistic, cultural, humane, spiritual, scientific, to mention a few.

Freedom to have faith and to practice it freely in our traditional religious manner by prayer and worship, by loving God and all our fellow humans in loving service.

Freedom to organize our social instincts to achieve our common human welfare on all levels, civil and political society, economic endeavor, marriage and family.

In a word, to be truly human, we would need freedom to achieve a balance between our individual and social good, our particular and communal well-being, our happiness fundamentally, as human persons and as a human society. All of this in its particularity we sum up as human rights, not given to us, but inhering in our human personhood as created, both intelligent and free, and in this mirroring our Creator who is ultimate intelligence and freedom, the ultimate source of our eternal destiny of everlasting happiness and fulfillment.

At this point, our newfound intelligent (and presumably free) persons might rejoice in our particular human kinship with them, but they might also ask, "Were all of these rights, so central to the human condition, respected and achieved on the Planet Earth that you left?"

Somewhat shamefacedly, we would have to say no, that indeed the worldwide absence of these rights because of greed, violence, selfishness, and inhumanity was the main reason for our leaving, for our wish to recreate the human condition in its pristine promise, somewhere else in the universe.

We might then be asked, quite legitimately, "How do you hope to do it here, when you were such a miserable failure there?"

If I were to give the answer, it would not be unrelated to the future of liberal education, the education of free men and women, despite the fact that you may have thought me wandering from our central theme. My answer would be, not unduly apologetic I trust, something like this.

We did have our golden ages on earth, as well as our eras of dismal failure. We were at our best when we were most splendidly human, when our young men and women were liberated through education from that dark side of humanity that must most fundamentally be called evil. There were moments when education really liberated people from pride and prejudice, from greed and selfishness, from inhumanity and brutality and violence and destruction. Those were moments when education was really conceived as teaching young people how to be most nobly human, inspired by a vision no less than divine, and we would have to add, open to grace from on high. This was education characterized by attention first of all to ends rather than means, to substance rather than fads, to being human first and foremost, and then doing humanly, because our purposes were clear, our priorities high, and the call to be heroic, even saintly, not diminished by a dismal mediocrity and lack of vision.

May I now bring us all down to earth by proposing that much of the malaise that affects the world today may precisely be described as a dark and foreboding evil, a mad chase for means -- money, power, pleasure -- rather than a pursuit of the high purposes of civilized human achievement, peace, freedom, justice; that selfish personal concerns, even good though single issue ones, have all but buried the over-arching concept of the common good. We do have a world to remake, right here, not up there. Either place, it would be difficult to imagine success in the making, unless liberal education is somehow engaged anew, reborn if you will, with a central place in the total educational effort, now largely without a central focus, without a unifying theme, without a deep concern for teaching young people how best to be human, in the best sense of that word.

I would now like to say a few words on what precisely should happen, or begin to happen to students today, if their education were less illiberal, vocational, strictly utilitarian -- how to do something immediately gainful -- or put positively, what beyond all that, and

even before it, or concurrently with it, would we hope to accomplish through a central focus on liberal education. I should add that it is my own deep conviction that without liberal education, none of these qualities, or values, or characteristics I am about to describe are likely to be achieved, in any great measure, in the life of the student.

What should liberally educated students learn? First, the ability to think, clearly, logically, deeply, and widely, about a variety of very important human questions, like the meaning and purpose of human life, the conflicting roles of love and hatred, war and peace (even in a family context), truth and error, certainty and doubt, reason and faith, building and destroying, magnanimity and selfishness, generosity and greed, integrity and perverseness, good and evil, life and death -- to mention a few. How-to-do-it subjects do not raise these issues, although many of these issues are inherent in almost everything we do. These issues are those that liberate the mind by stretching it to confront ideas that are really and fundamentally important to being human, in the best or worst sense of the word.

There are many ways of tracking these ideas and engaging the mind with them, most broadly through philosophy and theology, subjects almost totally neglected in much of what goes by the name of higher education today. How narrow a mind that has never had to wrestle with the thoughts of Augustus and Aquinas, Kant or Calvin, Descartes or Bonaventure, Tillich or Barth or de Chardin. Small minds grow when confronting larger minds; all minds become supple when following conflicting chains of argument, diverse solutions to complicated human issues.

The mind, like muscles, must be exercised to grow, and the lack of this growth is so widely evident today in the millions of college graduates who take their opinions uncritically from their favorite columnist or TV commentator. So many of them are completely innocent of philosophical or theological reasoning. Even more devastating, how many of them graduate without even having read the Old or New Testament? All of this came home to us in a most startling way when many of the key actors in the Watergate affair, young lawyers, graduates of our best and most prestigious universities, admitted that they had never questioned whether what they were doing was right or wrong. They admitted that they just did whatever seemed to get the political results they wanted, irrespective of any moral considerations -- which to them seemed irrelevant. This is hardly the mind at work in its most discriminating way.

In addition to philosophical and theological study, all of these basic human issues may be individualized, concretized, and personalized in the study of history and literature. Here we find the story of actual success and failure in the matter of being human, the heights and the depths of human endeavor, the great challenges and responses, as Tawney puts it, that spelled the rise and fall of human civilization, its greatest glories and its worst shame. Contrast the inhumanity of Buchenwald and Auschwitz with the dedication of a Mother Teresa. As Santayana said so well, we humans learn from our own history, or ignore it to repeat its follies. Each new war, every human tragedy is a growing testament to this basic educational truth.

Literature enlarges the human experience to live a thousand lives, and to learn from them. What educational folly not to dream with Dante, soar with Shelley and Keats, range most widely through every human emotion with the greatest writer in our language -- William Shakespeare. I remember telling a marriage class I once taught that they would learn infinitely more about what makes marriages successful and unsuccessful by reading Sigrid Undset's *Kristin Lavransdatter* than in drooling over Van der Velde's ponderous tome on the techniques of human sexual encounter.

In all of these encounters with history and literature, the mind is humanly enlarged, endowed with greater human understanding and compassion, but, most especially, a person learns the art of being human. Most how-to-do-it courses put students into a rut that may unfortunately constrict their doings lifelong. One should, of course, learn how to do this or that specific task well, though the this or that which we do is hardly the sum of our lives or the full meaning of our days.

Beyond enlarging the mind, challenging its power, developing its capacity, these liberal subjects of study do something that insures that learning becomes lifelong, intellectual joy and growth continual. What I refer to is a sense of curiosity that comes with enlarging the mind's sweep, a hunger to learn more, to keep on growing, an excitement that fills all our days in a world where knowledge doubles every fifteen years, especially in the area of science and technology. The liberated mind does not merely fill itself with new information, it combines the new with the old, integrates the new into a larger scheme of things, even uses imagination and intuition to enlarge its perception of what is new to make it even newer and more meaningful. For the educated and liberated mind, the total is much more than the sum of disaggregate parts.

A second great quality of the liberally educated person flows from the first. Thinking clearly is essential to expressing oneself clearly, logically, and, hopefully, with grace and felicity of language. These latter qualities owe much to one's acquaintance with great literature, especially poetry, another greatly neglected field. The multiple choice mania may make life easier for teachers who must grade students, but no one has ever learned to write well by making check marks on a pre-written test. We should also remember that, unfortunately, even liberal subjects may be taught illiberally with little growth for students who will be speaking and writing all their lives.

A third great quality of a liberal education is the ability to evaluate. There is no learning to do this if one's whole educational endeavor is taken up with means, not ends, techniques not purposes. Without a

**“The world is in many ways
a technological wasteland today,
not because science and technology
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nothing about values. . .”**

sense of value, the greatest scientist or engineer in the world may be the world's greatest menace. As Oppenheimer said ruefully after the holocaust of Hiroshima and Nagasaki, “The scientist has now known sin.”

Without a sense of value and purpose, the lawyer may become a clever manipulator of the law seeking anything but justice. The doctor may forget the value and the mystery and the dignity of the person he treats as a mechanic would treat an engine. The theologian without values can easily forget that theology is the study of the quintessential Holy, the Sacred, notions and realities that may be lost in a totally secularized and materialistic life. Not all theologians can be saints, but even trying would greatly influence their theology. At least, it did not hurt Augustine or Aquinas. Without values, the multinational manager may forget that foreign profit without indigenous development is a formula for economic and political disaster, at home as well as abroad.

It should be mentioned here that nothing is more difficult to teach than values, or the ability to evaluate, to have a growing sense of moral purpose and priority in a world often devoid of both. All engaged in education, especially liberal and professional education, should remember that in the area of values, they teach much more by what they are and what they do than by what they write and say. Students have a highly developed radar that quickly separates out the sincere from the phony, the conviction from the posturing. Intellectual honesty, rigorous regard for evidence, hard and unrelenting search for truth amid error, firm conviction about the sacredness of learning and teaching, openness to new ideas, even, perhaps especially, from students, caring about students, not just passing, but growing, all of these concerns are value-laden and value-teaching, whether one is teaching mathematics, thermodynamics, or torts.

Finally, through a combination of all of these other qualities that alone, I think, can emerge from a liberal education, there is an elusive quality that for want of a better expression, I would call learning to situate oneself. This is enormously important in being human, for peace of mind and soul, for consistent growth unhindered by the excessive baggage of doubts, envy, uncertainty, and frustration. To situate oneself is to be at peace, undisturbed, accepting of what one is, qualifying one's humanity, as a man or a woman, highly or moderately talented, believer or unbeliever, but honestly knowing why, as white or black or brown, as American or Asian or African to be all of these and many more realities, but still able to be superbly and broadly human. It is like being a saint and yet knowing one's weakness and the burden of daily temptations, a great athlete who always tries but sometimes loses, in a word, to be able to accept what humanly is with all the limitations involved, while striving for the excellence that so often eludes us: to be able to cope daily with the ambiguities of the human situation. Liberation from life's frustrations and the special crosses that attend every individual life is no small part of the total liberation that can result from a liberal education.

If liberal education does, or can alone do, all of this, why is there any possible problem about it having a future? I suppose the answer to this question is that for some centuries now, liberal education has



Professor of English emeritus, Fraser Neiman reads from the official charter at 1980 Charter Day exercises in Phi Beta Kappa Memorial Hall.

"I believe the time has come for a change. . ."

been slipping from its former central role in the whole field of higher education.

Some would trace the downfall of the humanities back to Bacon's *Novum Organum* (1620), and the growing preeminence of the scientific method from the Seventeenth through the Nineteenth Century, especially with the advent of the Industrial Revolution. Philosophically, this is best expressed by Auguste Comte's positivism that makes three basic assumptions, namely, that nothing is really knowable except by the scientific, not the humanistic, method; that science alone can tell us man's place in the world; and, finally, that anything supposed learned about reality by religion, art, or humanistic studies such as I have been describing, has the status of fairy tales, not conforming to the established criteria for scientific truth. So pervasive has this philosophy become that even professors of admittedly humanistic studies do everything possible to bend them into scientific methods and to glory in the description of their "value free" disciplines.

I believe that the time has come for a change. It is obvious that the scientific method is fine for science and technology, that it has revolutionized the world in which we live, and has given us new and exciting perspectives on the world still a-borning. But it has also given us the specter of a value-free world that is on the brink of destroying itself, that is divided by massive discontinuities of the few rich and many poor, the few Ph.D.'s and the many illiterates, the few over-fed and the many starving, the few with hope and the many hopeless. It has placed great power in the hands of those who have few priorities beyond their own political, social, or economic aggrandizement.

The world is in many ways a technological wasteland today, not because science and technology or the scientific method are bad, but because they can tell us nothing about values, or the meaning of life, or what it really is to be human. Even the great philosopher, Wittgenstein, who would agree with the positivists about what can be spoken about as truth, also believed that everything that really matters in human life cannot be spoken of in verifiable (scientifically) or analytic propositions.

To me at least, this is a call for faith on the religious level, and humanistic studies as central to all education. There is, to my way of thinking, a need to reassess our total concept of higher education, adrift today, to re-establish the centrality of such subjects as philosophy and theology, literature and history, art and music, and the inevitable value content of political science, economics, anthropology and sociology.

I do not suggest this to depreciate the scientific method, but only to state that as a single path to truth and the knowledge of reality, it has not, as a single road to truth, served this world and its growing challenges, even its survival, well. We must begin anew to appreciate the centrality of the human person, intelligent and free, in time but yearning for eternal life, as Maritain has said so well, "To say that a man is a person is to say that in the depths of his being, he is more independent than servile. It is to say that he is a minute fragment of matter that is at the same time a universe, a beggar who communicates with absolute being, mortal flesh whose value is eternal, a bit of straw into which heaven enters." (*Principes d'une politique humaniste*, Paris: Paul Hartmann, 1945, pp. 15-16)

James Billington, Director of the Woodrow Wilson International Center for Scholars at the Smithsonian in Washington, recently wrote:

"(A) return to religious roots is the most important of the 'back to basics' for the survival of our type of system. The 'clear and present danger' to our survival today is not some modern form of the Spanish Inquisition, but the well advanced dry rot that has atrophied character and purpose in our society. We are living on accumulated spiritual (as well as economic) capital; and, unless our generation accumulates something to reinvest, our children may have to accept increasing spiritual subordination to future Ayatollahs, even as we already accept technical subordination to Sony and Toyota." (Belmont Estate Conference, December 1-2, 1979)

Daniel Bell who is also being honored today has suggested that "in the serious realm of philosophers, physicists and artists . . . the journey is now being undertaken." What journey? A return to a simple morality in the fundamentalist faiths--and in my own as well, I might add. A return to the continuity of the tradition of moral meaning; and a return to some mythic and mystical modes of thought in a world which science and positivism have deprived of the sense of wonder and mystery that man needs. He perhaps says it best by declaring that having declared God dead and having taken over from Him and performed so poorly, man now may be ready to place a limit, even on man's *hubris*." (D. Bell, *The Return of the Sacred*)

And so the future of liberal education is somehow dictated by the most profound need of our age: to rediscover man and the meaning of human life, to give meaning, purpose, and direction to our days, to reinvigorate our society and our world by the kind of human leadership that can only come from a human person conscious of his ultimate destiny, his vision beyond time, his idealism that transcends

power, money, or pleasure, ultimately, the awareness of what men and women can be and the determination to recreate the world in that vision. If all this adds up to our human imperative, then liberal education does indeed have a future.

Charter Day 1980

Honorary Degree Citation: Daniel Bell

"Daniel Bell: For the distinguished leadership you have provided in your chosen discipline of Sociology and the broad contribution you have made to the understanding of ourselves and our society, by virtue of the authority vested in me by the Board of Visitors and the ancient Royal Charter of the College of William and Mary, I hereby confer upon you the degree of Doctor of Literature, *honoris causa*.

Charter Day 1980

Honorary Degree Citation: Theodore Hesburgh

"Theodore Martin Hesburgh: In recognition of your manifold contributions to your country throughout an exceptional career and your leadership of a sister institution dedicated to the liberal arts and the education of the whole man and woman, by virtue of the authority vested in me by the Board of Visitors and the ancient Royal Charter of the College of William and Mary, I hereby confer upon you the degree of Doctor of Humane Letters, *honoris causa*.

"The mind, like muscles, must be exercised to grow, and the lack of this growth is so widely evident today in the millions of college graduates who take their opinions uncritically from their favorite columnist or TV commentator."

Meyers, Spong Receive Jefferson Awards

Continued from page one

The Thomas Jefferson Teaching Award was given to Terry L. Meyers, associate professor of English. This is the third award made to members of that department in the past decade; earlier award winners were John Conlee and Trudier Harris.

Both Jefferson awards are made possible by the generosity of the Robert Earl McConnell Foundation. The first Thomas Jefferson Award, made in 1963, went to another Dean of the

Law School, Dudley Woodbridge, and was last year presented to a member of the Marshall-Wythe faculty, William F. Swindler.

The first winner of the Thomas Jefferson Teaching Award in 1970 was Thomas Hearn, a member of the symposium panel on Friday. Also on hand was another awardee, President Emeritus Davis Y. Paschall, winner of the Thomas Jefferson Award in 1967, and Mrs. Paschall.

Bryan Complex Makes Ready For Annual Heart Dance Friday

Nancy Langford, Bryan Complex dormitory president, is hoping for a good turnout at the upcoming Heart Dance which the Bryan Complex and the Student Association will sponsor Friday, Feb. 15, from 9 p.m. to 1 a.m. in William and Mary Hall.

Last year the dance netted approximately \$750 for the American Heart Association's annual fund drive. This year Langford hopes to top that figure but will have to rely solely on the generosity of those at the dance. Because of a computer foul-up, the candy Langford hoped to have for sale has not arrived, so all funds must be collected at the dance.

This is the third year of the project. The first year, \$722 was collected. Last year approximately 800 people attended the dance. Langford hopes that figure will be around 1,000 to 1,200 this year. There is no admission charge for the dance. Music will be by "Cold Duck." Mixers will be provided. Dress is semi-formal.

Langford says word about the dance is spreading. She says response to the dance poster with an unusual Valentine motif designed by Linda Gavula Sherman of the Craft Shop from a painting by Raphael has sparked a lot of interest.

Notebook

Project Plus Forum

Asia House and Project Plus will present "Women in Traditional Islam," a lecture by Barbara Stowasser of Georgetown University, Wednesday, Feb. 13, at 7:30 p.m. in Millington Auditorium.

Dr. Stowasser teaches in the department of Arabics and works with the Center of Contemporary Arabic Studies at Georgetown University. Since earning her M.A. from UCLA in 1959 and her Ph.D. from the University of Munster in 1961, she has been on the faculty of the University of Maryland (1966-1972) and has taught courses at the Middle East Institute and at the Foreign Service Institute. Her principal area of research interest is reflected by the titles of her first book, *The Manners and Customs of Early Islamic Society*, and of a forthcoming book, *Women of Caliphs*.

Talk on Graphs

The mathematics and computer science colloquium Friday, Feb. 15, in Jones 103, will feature Marialuisa N. McAllister of Moravian College who will speak on "Graphs: Their Representation and Storage."

The primary interest of McAllister's presentation is to show five methods of graph representation by matrices. The object is to illustrate how the matrix is constructed from the graph and, conversely, how the graph is constructed from the matrix, if possible, without ambiguities. This investigation is of particular interest in computer graphics.

Coffee will be served at 2:30 p.m. The colloquium will begin at 3 p.m.

Afghanistan Briefing

Interested students from the International Law Society at the Marshall-Wythe School of Law and members of the William and Mary ROTC will present a background briefing on Afghanistan, Thursday, Feb. 14, at 7:30 p.m. in the Moot Court Room of the law school.

David Fulton, president of the International Law Society, says the format of the program will be very informal. He anticipates that presentations by speakers will last about 45 minutes and will be followed by a question and answer session. The legal and military aspects of the Afghanistan situation are expected to be the main topics under discussion.

Income Tax

A limited number of Federal and State Income Tax Forms are available at the College Personnel Office.

Persons desiring specific information on Federal Income Tax matters may do so by calling the following toll-free number: 800-552-9500.

Information on State Income Tax matters may be obtained by calling 229-1626 (Williamsburg residents); 229-2911 (James City County residents); 898-0030 (York County residents).

Day Student Meeting

Day student meetings are held at 4 p.m. every Tuesday in the CC Day Student Lounge on the second floor. Day students may pick up student directories at the CC front desk. For further information, call Chris Pohl (4247) or home (565-0776).

General To Speak

General Wilhelm Mohr, retired head of the Norwegian Air Force, will speak on "Top of the Globe: Oil, Fish, and Security in the Arctic" in room 220 of Morton Hall at 4 p.m. Tuesday, Feb. 19.

Phi Sigma Alpha, the government honor society, will sponsor a reception for General Mohr at 3:15 p.m. preceding his talk in the government department library.

General Mohr's visit is sponsored by Nordmanns Forbundet of Oslo, Norway, through its Williamsburg chapter.

President In

President Graves will be in his office in Ewell Hall today at 4 p.m. to meet informally with students. He has also set aside an hour Feb. 19 at 3 p.m. and Feb. 26 at 4 p.m. No appointment is necessary.

Babysitting Co-op

Help Unlimited wants to know if there is interest among the members of the College community in forming a babysitting co-op. Help Unlimited has recently received numerous requests for child care, especially during the day. If interest exists, a co-op could be started. Call Meg or Eleanor at ext. 4299.

Lambda Alliance

The Lambda Alliance of Williamsburg will meet Wednesday, Feb. 13, at 8 p.m., 526 Jamestown Rd., to plan for the upcoming Gay Politics Night. Steve Endean, executive director of Gay Rights National Lobby, and other prominent figures will be hosted by L.A.W. at this event on Feb. 20, and all members are urged to participate in preparations.

Badminton Invitational

The College will host a two-day badminton invitational Friday and Saturday, Feb. 15 and 16, in Adair Gym. Matches will begin at 5 p.m. on Friday and run until 11 p.m. and begin at 9 a.m. on Saturday and run until 11 p.m.

Head Coach Candi Cowden expects at least 32 people in both doubles and singles but said the number may be more like 64 in each draw.

There is no admission charge and the public is welcome.

Apprentices Debut

Orchesis' Apprentice Group will present a "Valentine's Day Offering" Thursday, Feb. 14, at 5 p.m. in Andrews Gallery Foyer.

This will be the first showing of the newly formed dance ensemble under advisor Martina Young. The presentation is a collective effort which evolved out of improvisations created especially for the Andrews Gallery space.

Searching for Energy

Frank Jacobeen, senior geologist with the Washington Gas and Light Company, will discuss exploring for energy resources at 2 p.m. Friday, Feb. 15, in William Small 238.

Jacobeen's program, which is sponsored by the geology department, will also include a short film on real-life aspects of oil exploration.

Colonial Funerals

James L. Axtell, professor of history, will speak on "The Acculturation of Native Funerals in Colonial North America" at a prehistoric archeology colloquium sponsored by the Virginia Research Center for Archaeology Tuesday, Feb. 19, at 4 p.m. in Chancellors Hall, room 300.

Volunteering

Edward Ellis, a psychologist at Eastern State Hospital, will conduct a seminar entitled "The Helping Response," tonight, Feb. 12, at 7 p.m. in Millington 119.

The program is designed to help participants gain a better understanding of the techniques involved in helping relationships, strategies that are crucial to developing effectiveness in the volunteer role. The seminar will be a basic approach to the development of effective communication skills that can help volunteers feel more comfortable in the helping situation.

P.E. Tests

Proficiency tests in the Women's Physical Education Department will be given Tuesday and Wednesday evenings, April 1 and 2, from 7 p.m. to 8 p.m. in Adair.

Dancing Lesson

The College Women's Club will offer a mini-course in "Colonial Dancing for Couples," Monday, Feb. 18, from 7:30 to 9:30 p.m., in rooms A and B of the Campus Center. Registration should be called in to Mary Galfo, 229-3446, by Feb. 14.

Participants will be given a brief introduction to colonial dancing. Participants are advised to wear comfortable dress and shoes.

Pre-Law Club Program

The William and Mary Pre-Law Club will sponsor a panel discussion Thursday, Feb. 21, at 8 p.m. in the Botetourt Theatre of Swem Library, featuring lawyers from four different fields of law.

A public defender, a general practitioner, a tax lawyer and a prosecutor will participate in the program and will answer questions from the audience.

At this meeting there will also be nominations for new officers.

Review Deadline March 14

The William and Mary Review is asking writers and artists to submit their work for the next issue. Fiction, non-fiction, poetry, art and photography are being sought.

Material may be conventional or experimental. Submitters are asked to include name, campus address and a phone number on all contributions.

Materials should be submitted to the *Review* office, second floor of the Campus Center. *The Review* is a copyright literary magazine.

Further information on these programs may be obtained from the Office of Extramural Programs. Application deadline on all is Feb. 15.

Intern Reporters

The American Association for the Advancement of Science is offering a summer job opportunity for advanced students in the natural and social sciences as intern reporters, researchers and production assistants in the mass media. Students will have their travel expenses paid and will receive a weekly stipend of \$200. Students in non-scientific fields of study are not eligible.

Newsweek Internship

Newsweek offers a 13-week internship in one of the magazine's eight domestic bureaus, including Washington, D.C. The interns will be paid \$277 per week.

Energy Internship

The Solar Energy Research Institute invites juniors and seniors to apply for the 1980 Summer Intern Program at the SERI in Golden, Colorado. The program runs for 10 weeks, and students will be paid \$200 per week. Students will also be reimbursed for roundtrip airfare.

Fine Arts Internship

The National Collection of the Fine Arts of the Smithsonian Institution is offering rising seniors an opportunity to work with the museum staff in a paid internship. Stipends for the 9-week internship will range from \$800 to \$1000.

Procedures Outlined on Weather Leave

To: Deans of Schools, Department Heads, Directors and Supervisors
From: Director of Personnel
Subject: **Employee Attendance Accountability During Adverse Weather Conditions**

In accordance with the new College policy regarding adverse weather conditions, it is necessary that the following procedures be followed when reporting employee attendance to the Personnel Office.

When an "adverse weather" condition is declared, it is the responsibility of the department head to report *in writing* to the Personnel Office the names of those individuals who *did report* to work and the number of hours they worked on each adverse weather day. These employees will be credited with compensatory leave on an hour for hour basis. For those employees who do not report for work at all during an adverse weather day, no leave slip should be turned in and the employee will not be charged for the absence.

In order to ensure the maintenance of accurate leave records, these reporting procedures should be followed as soon as possible after the occurrence of an "adverse weather day." Your cooperation in this matter will be appreciated.

I. H. Robitshek
Director of Personnel

Calendar

TUESDAY, FEBRUARY 12

English Dept. film: "Dante's Inferno." Swem. Botetourt Theatre. 7 p.m.

CSA. Wren Chapel. 7:15 p.m. Catholic Mass.

Debate Team. PBK Studio 2. 7:30 p.m. International Circle. CC Green Room. 7:30 p.m.

Last Lecture Series: "The Essential Art of Quitting." Jean Wyer. Mill Aud. 7:30 p.m. Chess Club. CC Room D. 8 p.m.

Tertulia: a movie by Frederic Lorca Garcia, entitled "Murder in Granada." Spanish House. 8 p.m.

WEDNESDAY, FEBRUARY 13

Interviews: U.S. Navy (all). Philip Morris (Comp Sci. Math). IBM Corp. (MBA. Comp Sci. Math). Comp Sci Corp. (Comp Sci. Math. Eng). Goodyear Tire and Rubber (all). Office of Placement. Morton Hall. room 104

Interview for prospective teachers for Colonial Heights Public Schools. make appointments in Office of Educational Placement. Morton 140.

Residence Advisory Council. CC Room C. 12 noon

Sobremesa. Spanish House. 3-5 p.m.

Kaffeeklatsch. German House. 3:30 p.m. All invited.

Women's Rugby Club practice. Yates Field. 4 p.m.

Navigators. CC Gold Room. 7 p.m.

Orthodox Youth Fellowship. Wren Chapel. 7 p.m.

Russian House Lecture: Rev. Joseph Scheller on Russian iconography. Wren Chapel. 7:45 p.m.

Underworld Adventure Society. CC Room D. 7:30 p.m.

Matoaka Alliance for Clean Energy. CC Room C. 7:30 p.m.

LDSSA (Latter Day Saints Student Assoc.). Morton 202. 7:30 p.m.

Study Skills Workshop: Concentration and Personal Study Habits—Organizing Time and Environment. Swem. Botetourt Theatre. 7:30 p.m. All students invited.

Lecture: "Women in Traditional Islam." Barbara Stowasser. Georgetown Univ. Mill Aud. 7:30 p.m. Sponsored by Asia House and Project Plus.

Sophomore Board. Swem G-2. 9 p.m.

Hoi Polloi. Manny Greene and the Gadgets. 9:30 p.m. Cover 50¢ for guys. \$1 for girls.

THURSDAY, FEBRUARY 14 HAPPY VALENTINE'S DAY!!

Committee for Responsible Drinking. CC Sit 'n Bull Room. 3:30 p.m.

Women's Rugby Club. Yates Field. 4 p.m.

Christian Scientists. CC Gold Room. 5 p.m.

Women's Basketball v. Hampton Institute. W&M Hall. 5 p.m.

Episcopal Holy Communion. Wren Chapel. 5:30 p.m.

NTSA (New Testament Student Assoc.). Swem G-2. 6:30 p.m.

FCA (Fellowship of Christian Athletes). CC Theatre. 7 p.m.

BSO (Black Student Organization). CC Rooms A&B. 7 p.m.

ARC (Anglican/Roman Catholic). "Romeo and Juliet." Andrews Aud.. 7 p.m.

VaPirg. CC Room D. 7 p.m.

Parachute Club. CC Room C. 7:30 p.m.

Basketball v. Bluefield. W&M Hall. 7:30 p.m.

Expose on Belgium. French House Lobby. 7:30 p.m. All invited.

Slide presentation about Germany. German House. 8 p.m. All invited.

Hoi Polloi. Brad Saxton. 9:30 p.m. 25¢ cover.

FRIDAY, FEBRUARY 15

Deadlines today for applications for Junior Year in France and Summer in France.

Office of Extramural Programs. JB 209.

Interviews: Perdue Farms. Inc. (Acctg. MBA. Comp Sci). Davison's Dept. Stores (BBA. Econ. Eng. Govt. Hist. Math. Psych. Soc). Central Tel & Util (Acctg. BBA. Econ). R.R. Donnelly & Sons (Acctg. BBA. Comp Sci. Econ. Psych. MBA)

Physics Colloquium: "Production of Pions Off Nucleons at Intermediate Energies."

Dr. Bruce VerWest. Texas A&M. Coffee in Conference Room at 3:30 p.m. Colloquium at 4 p.m. in Small. Room 109.

Hoi Polloi: "Prime Time." 4 p.m. 25¢ cover. 30¢ draft.

Women's Invitational Badminton Tournament. Adair. 5 p.m.

William and Mary Christian Fellowship. Mill Aud. 6 p.m.

Women's Gymnastics v. East Carolina.

Adair. 7 p.m.

Temple Beth El. across from PBK. 7:30 p.m.

SA Film Series: "House Calls." and "Every Which Way But Loose." W&M Hall. 7:30 p.m.

SATURDAY, FEBRUARY 16

Circle K. Washington Hall. 200. 304. 305. 8 a.m.

Organ Recital. Wren Chapel. 11 a.m.

Women's Badminton. William & Mary Invitational. Adair. 5 p.m.

Ecclesia. Wren Chapel. 7 p.m.

Basketball v. James Madison. W&M Hall. 7:30 p.m.

Foreign Film Festival: "Given Word" (Brazilian). in Portuguese with English subtitles. Mill Aud. 8 p.m. Free.

Hoi Polloi and WCWM present: "The Slickie Boys." 9 p.m. \$1 cover.

Classified

FOR SALE

'74 GIBSON SG. VGC. 2 Ohm C2 loudspeakers. 2 Yamaha NS-690 II loudspeakers. Call 220-0677. ask for Tim. (2/26)

PORTABLE PET APARTMENT for med.-large dog. Heavy-duty blue plastic with metal door and window ventilation, incl. water dish. Great for housebreaking and general training. Identical to new pet shop product selling for \$100. Asking \$55. Call Sherry Losito at 564-9345. (2/19)

FOR RENT

FURNISHED ROOM FOR RENT. Rent includes all utilities, telephone, kitchen privileges. All for \$80/month. Please call Mrs. Whitehead at 229-0032 after 5:30 p.m. (2/5)

WANTED

SOMEONE TO TEACH HARMONICA lessons. Call 229-3853 after 5 p.m. (2/19)

WANTED TO RENT: 4 BR House. Near College. For occupancy from May or August through May. 1981. Call 229-1696 after 7 p.m. (2/12)

APARTMENT MATE—Own bedroom. 1 mi. from campus. \$130/mo. plus share of utilities. Call Kent Thompson at 229-5459 after 6 p.m. or on weekends. (2/5)

FEMALE ROOMMATE WANTED to share lovely two bedroom fully furnished town-house just 3 1/2 miles from campus. Use of washer, dryer, dishwasher, central air, plus more included. Rent \$100 a month. Must see to believe! Call 253-0050. (2/19)

ROOMMATE TO SHARE HOUSE w/2 others. Own unfurnished bedroom. \$63 rent, approx. \$17 other expenses. Wood heat w/wood available for cutting. 3 miles from campus. Call 220-1563 evenings. (2/26)

LOST

GOLD BRACELET with sentimental value. Reward. Call 229-2055. (2/19)

SUNDAY, FEBRUARY 17

AFS (American Field Service). CC Sit 'n Bull Room. 9:30 a.m.

Episcopal Worship Services. Bruton Parish Church. 8. 9:30 and 11 a.m.

Communion Services. St. Martin's Episcopal Church. 1333 Jamestown Rd.. 8 and 9:30 a.m. Call 898-3453 for ride.

Catholic Mass. Parish Center of St. Bede's. 5 p.m.

Episcopal Evensong. Bruton Parish Church. 5:30 p.m., followed by dinner in the parish house.

BSU (Baptist Student Union). Wren Chapel. 5:30 p.m.

Senior Recital. CC Ballroom. 7 p.m. David Ermlick.

MONDAY, FEBRUARY 18

Exhibit: Peter Jogo. opening. prints. Andrews Hall. foyer.

OMEGA MEN'S WATCH. near handball courts. reward--no questions asked. Call Roy 564-3484. (2/19)

TIMEX MEN'S WATCH. brown leather band. digital date. lost on Monday. 2/4. Reward. Call Brent. 253-4403. (2/26)

WOMAN'S GREY WOOL HERRING-BONE BLAZER. Great sentimental value. If found, please call Trisha at 253-4537. (2/26)

(1) A TWO-TONED TAN "JANSPORT" Down Vest; (2) A BLUE HOODED "SNOW LION" PARKA w/tan insides. Lost Friday night, Feb. 1. at the Pub. Reward. No questions asked. Please call 220-0051. (2/26)

FOUND

PAIR OF MITTENS FOUND on the girls' hockey field. Can be picked up in the Philosophy Office. Rogers 106B. (2/26)

PAIR OF BLACK KNITTED GLOVES near the lodges. Call Karen at 4063 to identify. (2/26)

MEN'S CLASS RING. Name inside. Appomattox High School; green stone. Stop by Theatre & Speech office to identify. (2/19)

GREY TWEED SPORTS CAP found on radiator in Wig. Monday, Jan. 28. Call Chuck at 4254 to identify. (2/12)

1 SHARP ELSIMATE. EL-5000 hand calculator in Old Rogers 300 at 5 p.m. on 17 Dec. 1979. Owner may pick up in New Rogers 227 or make other arrangements to pick up by contacting S. Y. Tyree at 253-4673. (2/12)

BRACELET in front of Andrews Hall on Friday, January 19. To identify call Kathleen or Mike at ext. 4505. (2/12)

FOUND WOMEN'S GOLD I.D. BRACELET. with heart-shaped bangle. Contact Mrs. Freddie Jackson. ext. 4326. sociology dept. (2/1)

CONTACT LENS CASE--yellow w/one contact in the right side. Found near Marshall-Wythe on Jan. 20. To identify, call 253-4251. and ask for Kathy Lubin. (2/12)

Women's Rugby Club. practice. Yates Field. 4 p.m.

Christian Coalition. CC Gold Room. 5:30 p.m.

Science Fiction Club. CC Room C. 7 p.m.

Recital: Maryanne Dawson. cello. Wren Chapel. 7 p.m.

College Women's Club. CC Rooms A&B. 7:30 p.m. Colonial Dancing.

Women's Forum Film. CC Theatre. 7:30 p.m.

Italian Film Festival: "I Vitelloni." Swem. Botetourt Theatre. 7:30 p.m.

Project Plus and the Arts & Sciences Graduate Student Assoc. present: "The Good Earth." Mill Aud. 8 p.m.

TUESDAY, FEBRUARY 19

Fauquier County Public Schools—interviews for prospective teachers. Pre-register for appointments in the Office of Educational Placement. Morton 140.

VRCA Prehistoric Archaeology Colloquium. Chancellors 300. 2 p.m.

BSA. CC Room C. 2:30 p.m.

Women's Rugby Club Practice. Yates Field. 4 p.m.

Residential Concerns Committee. CC Room C. 4 p.m.

SAC. CC Theatre. 4:30 p.m.

WMCF. Wren. 5 p.m.

NTSA. Swem G-2. 7 p.m.

CSA. Wren. 7:15 p.m.

Debate Team. PBK Studio 2. 7:30 p.m.

Women's Basketball v. East Carolina.

W&M Hall. 7:30 p.m.

Last Lecture: "The Literature of Magic and the Magic of Literature." Howard M. Fraser, assoc. prof., modern languages and literature. Mill Aud. 7:30 p.m.

College Civitans. CC Rooms A&B. 7:30 p.m.

International Circle. CC Green Room. 7:30 p.m.

Chess Club. CC Room D. 8 p.m.

SPECIAL EXHIBITS

Zollinger Museum (Swem Library)
Hours: Mon-Fri 8-4:45 p.m., Sat. 9-12 p.m.

Andrews Gallery (Andrews Hall)
Hours: Mon-Fri 10-4 p.m.

"Victoria's World," photographic exhibit of Victorian England. Zollinger Museum, Swem Library. Through March 28.

Robert & Paula Winokur, ceramics. Andrews Gallery. Through March 14.

Peter Jogo of Pennsylvania State. Prints. Andrews Foyer. Andrews Hall. Through March 21.

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Barbara Ball, editor
Publications Office, production

Employment

The following positions are open to all qualified individuals; however, current faculty and classified employees will receive first consideration. Except where noted, inquiries and applications should be made at the Personnel Office, 201 James Blair Hall, and not at the department where the opening exists. Call 229-JOBS (229-5627) for an updated listing and 24-hour service. An EEO/AA employer.

CLERK TYPIST B--\$6,720 per year. High school graduate with one year's clerical experience or college. Swem Library, 2/14.

HOUSEKEEPING SUPERVISOR A--\$7,032 per year. Completion of elementary school plus two years experience in housekeeping work. Additional education may substitute for all but one year of experience on an equal time basis. Buildings and Grounds, deadline 2/18.

CLERK TYPIST B--(unclassified) part time, 16 - 24 hours per week, \$3.23 per hour. High school graduate with one year's clerical experience or college. College Book Store, deadline 2/13.

VIMS - INFORMATION OFFICER A--\$10,992 per year. College degree plus two years experience in journalism or public relations work. Graduate studies which included courses in public relations or journalism may substitute for experience, or additional experience in one of these fields may substitute for education on an equal time basis.

Interested applicants should apply to the Virginia Institute of Marine Science, Gloucester Point, Va., 642-6111. Deadline 2/12.