

The Flat Hat

Clear and cooler tonight, low 25-34; Saturday, mostly sunny; high 28; low 19; Sunday, fair and warmer, mainly sunny; College University of WCUVA.

VOLUME 28, NUMBER 20

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VA. 23185

FRIDAY, MARCH 27, 1969

Two Announce Candidacy for SA

Declared and undetected candidates for the Student Association presidency will appear together Tuesday night at 8 p. m. in the Campus Center Ballroom for a question and answer period following a brief debate.

The field of announced candidates grew to three Wednesday night as SA rep. John Sims and Rod Klima officially declared themselves in the race. They join Larry Peterson, president of the Student for Liberal Action, who announced his candidacy last week.

Filing for SA and class officers open Sunday evening, March 31, and will close a week from tomorrow, March 31. Primary is April 10 and the final election will be April 22.

Rod Klima

By Mary Chris Schultz
Flat Hat Staff Editor

Rod Klima, a junior from Alexandria, announced his candidacy for Student Association President Tuesday night. An SA representative for the past three years and speaker at the recent meeting, Klima is presently a dorm manager in Old Dominion.

When interviewed this week, Klima explained that the main reason for his campaign would be to increase awareness and involvement.

"I have a sense that I have a lot to offer to the student body," Klima said. "I have a lot of ideas and I would like to see them implemented. I have a lot of ideas and I would like to see them implemented. I have a lot of ideas and I would like to see them implemented."

Klima

Klima said that he would like to see "a continuation of political ventures of the SA as well as the non-political services already in effect."

Campaigning for Klima has already begun. He hopes to get a cross-section of support from the student body. He sees the underrepresentation of students to fraternity men and independent women, and independent women.

He has three years as SA rep. Klima had also been on the campus improvement committee, chairman of the campus improvement committee, as a freshman on the campus improvement committee, and last year on the auto committee that made the recommendations currently being considered by the Board of Student Affairs. He is in Theta Chi social fraternity where he was rush chairman.

Klima will answer questions during a meeting open to all students after the special SA meeting on Tuesday night.

The primary election for SA officers for next year is April 10 with the final April 22.

John Sims

By Marshall Egan
Flat Hat Staff Editor

John Sims, a junior from South, Wash., announced his candidacy for the Student Association presidency Wednesday night. Sims has been an SA representative for a year and a half, and is currently chairman of the SA's Academic Affairs Committee.

In a lengthy statement released to the Flat Hat Staff Editor, Sims stated that he would like to see "a student council become responsible about certain factors of his life which he is given the right to make his own decisions in these areas."

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Sims

to other people and other things. But partial achievement is not enough. To have about oneself a sense of responsibility, must be given the freedom to make his own decisions in these areas."

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Begin Meeting Visitors Monday BSA Issues Rights Revisions

By Carl Nelson
Flat Hat Staff Editor

Dismissing from a regular meeting, the Board of Student Affairs approved a "Rights Revisions" statement at its meeting Monday. The committee then instructed its editorial committee to present the statement to a counterpoint editorial committee of the Board of Visitors at its meeting Monday.

The general theme of the revised statement is much less legislative in nature than the current one. The statement is more of a right, responsibility and involvement. The revised statement stresses the role of all members of the College community in promoting the goals of the College.

his or her intention to enroll, the same being a voluntary choice on his part, thereby indicating acceptance of the College."

"Student Records," the third section, is concerned with the confidential maintenance of students' academic and disciplinary records. The new statement reads: "The College has the responsibility to maintain the right of proper disclosure by maintaining separately from the academic transcript any record of disciplinary actions which do not result in suspension or dismissal, and in disclosing the academic transcript or disciplinary record only when authorized by the student, or required by agencies or officials legally entitled to this information."

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Newly-Elected Head Describes WDA Role

By Bill Shannon
Flat Hat Staff Editor

Burton Good, newly elected president of the Women's Democratic Association, gave his response in an interview this week to the following questions on the WDA and its role at the College.

What is your opinion of the role of the WDA at WCUVA?

"The role of the WDA is to represent the women of the College. It is to be a voice for the women and to work for their interests. It is to be a voice for the women and to work for their interests. It is to be a voice for the women and to work for their interests."

Scheduled Fee Increases Covering Faculty Pay Hike

A hike in tuition rates and other fees for the College will be announced by the Board of Visitors at its meeting Monday. The increase in fees, according to President Davis T. Paschall, will be used to cover the anticipated five percent pay hike for the faculty.

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Tuition Hiked \$28 And More

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Dissolution Ticket Gains Council Finals

With one exception, all the candidates for the Student Association Council Finals have announced their candidacy. The candidates are: Mary Anne Mason, 183; Jess Thompson, 182; Frankie Mitchell, 184; Gail Ylanker, 119; Lynn Bick, 115; Shelley Turpin, 113; Teresa Crow, 88.

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SA Dissents from Paschall Apology

At the Student Association meeting Tuesday night a substantial majority of the representatives expressed their disapproval of the President's recent apology by actively endorsing the statement quoted in this issue of the Flat Hat (see page two). The statement was presented by Jerry Ferrara, president of the Student Association, and endorsed by Jim Martin, president of the Student Association, and John Keltz, president of the Student Association.

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'An Evening of Dance'

The Curran, president of Orthodox modern dance, will be the featured dancer in "An Evening of Dance," which will be presented during the organization's annual concert. The concert will be held on Thursday at 8 p. m. in Phi Beta Kappa Hall. There will be a live music and dialogue will accompany original choreography by members of the group.

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Lambda Chi Leaders Seek Sweeping Hellenic Reforms

By Mark Cole
FLAT HAT COPY EDITOR

"Organizations die when they can't turn the corners society demands." So spoke George Spasyk, service secretary of Lambda Chi Alpha national at the opening session of the Lambda Chi Colonial Convalee. Spasyk urged the fraternities not to fall to turn the corner when the time came.

Stressing that pledge training discourages more men than it excites, Spasyk continued to criticize the present concept of fraternity pledge training.

"The ideal pledge is a 'yes-man,' he said. A good pledge is kind, helpful, courteous, polite, deferential, does just what he's told, does it with a smile, always says 'Sir,' completely obedient. 'If you met a man like this on the street, you would vomit!'

Spasyk firmly pledged training is a killing process. It teaches a person to be an ideal slave, and just as soon as he proves he's qualified to be a printing, unthinking obedient robot, Spasyk said, 'We make him an active.'

"He's completely untrained for it," said Spasyk. "He's faced with a loss of guts, character, and courage."

Spasyk stressed the centrality of certain parts of pledge training, such as pledge week. "We tell them they are supposed to bear up the fraternity house, kidnap their active brothers. Then after they've done exactly what they have been told to do, we punish them for it."

"All the pledge training is perpetrated in the name of class unity," Spasyk said. "He felt that unity to be a dubious goal at best, and the cause of a disruptive factionalism in the fraternity at the worst. 'Unity,' he said, 'We have unity, we've developed it ourselves. The system develops four unified (functional) classes, and we ask why the whole house is not unified.'

"No other organization makes the candidates prove themselves. They (organizations) should prove themselves to the candidates, but no, not the fraternities."

Spasyk stressed that the fraternity should offer the candidates something that they should fulfill the ideals they have set up for themselves. They should promote justice, challenge, philosophy, literature and sentiment. They would become what they must become if they are to survive. They must find something redeeming to strive for if they are to last into the next century.

Selection Planned for Prof Award

One innovation in this year's Parents' Day procedures is that students will have the opportunity to nominate professors for the annual Distinguished Faculty Lecturer award, according to Carol Cruise, Parents' Day committee chairman.

Carol's committee plans to include a ballot for the nominations in the Honor Council primary procedure March 25. At this time students may nominate up to three professors according to a criteria printed on the ballot and may also write comments on their nominees.

The three winners of the award will present special lectures to visiting parents May 3. Last year's lecturers were Garrett Brooks, Warner Moss, and Richard Newman.

Since these three faculty members will be ineligible for the awarding again this year, they and three students, Judy Banks, Lila Ramsey, and Bob Irwin, will make up a committee which will decide on the winners of the award, taking student nominations into consideration.

Book Review Black-White History Told

By Mike Chisham
FLAT HAT NEWS EDITOR

WHITE OVER BLACK (by Winthrop D. Jordan. 615 pages. Chapel Hill, \$12.50)

Given the plethora of books that appear each year dealing with the American race problem, the average student is unable to read more than a few of the works handling the subject. Of the outstanding books in this field, even the shortest list would include Dr. Winthrop D. Jordan's widely acclaimed *White Over Black*.

The recent winner of Phi Beta Kappa's Emerson Award for 1968, the Parkman Prize of the Society of American Historians, and the 1968-National Book Award for history and biography, *White Over Black* is one of the two remaining contenders for the year's Pulitzer Prize in history.

The Institute of Early American History and Culture, supported jointly by the College and Colonial Williamsburg, was the workshop in which Winthrop Jordan completed his masterpiece as an Institute Fellow 1961-63. Jordan pays tribute to several faculty members in his acknowledgments.

Jordan's profusely documented study examines the white attitudes, both conscious and unconscious, toward the black man in early American society. The author begins in 1550 with excerpts from the logs of early English explorers on the coast of Africa and delves into the significance of the references to blacks in the drama of Shakespeare.

With this background in mind, Jordan then proceeds to delineate the origins of the peculiar institution in the West Indies, New England, New York and the South. As regards Virginia we are all aware that the first blacks landed in Jamestown in 1619; but were they slaves?

This point has been hotly debated in historical circles, with experts at institutions like Vassar contending that the Africans brought by the Dutch traders were indeed slaves in every sense of the word, James Baldwin and instant historians like Theodore White have concurred in this judgment.

But Jordan challenges this view, admitting

that "Prior to about 1640, there is very little evidence to show how Negroes were treated" in the Old Dominion, and then going on to present his case on what evidence is available. Not until 1640 did the General Court of Virginia recognize the existence of slavery; nor was the institution formalized until statutes were drawn up in 1660.

Even after 1640, Jordan shows that the incidence of slavery among Virginian blacks was completely disregarded, as some were free and others were not, with all shades of servitude in between. He concludes "that the two most common assertions about the first Negroes — that they were slaves and that they were servants — are unfounded; though not necessarily incorrect." This would seem to bear out the treatment of the subject given in Dr. Richard L. Morton's history of Virginia. Morton was Chancellor Professor of History, Emeritus at the College.

Jordan's four succeeding sections carry his study of white attitudes on the black up to the War of 1812 and examine subjects such as interracial sex, the awkward rationalization of slavery with freedom during the Revolutionary period, early antislavery movements and slave revolts, and finally the great struggle by whites like Jefferson to justify slavery itself.

Even Jefferson, as advanced and liberal as he was, failed in his attempt to explain slavery in the midst of democracy. Jordan describes vividly the anguish with which Jefferson met the problem of slavery. Jefferson's ideas on natural rights, his place in the Virginia aristocracy, his black mistress, his inability to see the Negro as his equal coupled with his hatred of slavery are subjects which Jordan handles with consummate skill and impeccable scholarship.

By publishing his work, the Institute of American History and Culture, directed by Dr. Lester J. Cappon, has gained a well-deserved honor which adds luster to an already good reputation. The students of William and Mary can be proud of such achievement and would not be amiss in anticipating additional work of the same caliber, as is evidenced by the Institute's plans to publish the complete papers of Chief Justice John Marshall.

Fraternities Stress Sex and Alcohol

By Tom McDonald
FLAT HAT REPORTER

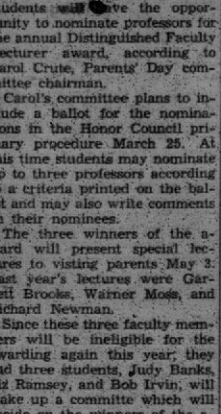
"In reality a fraternity falls somewhat short of high ideals. A fraternity is not a fighter for Christian principles but rather sex and alcohol," observed Dr. David Gray, of the department of sociology at the Lambda Chi Alpha Colonial Convalee, Saturday March 15.

Speaking on a panel including Dr. Russell P. Norman, of psychology and attorney Robert O'Hara, Gray felt that "fraternities are not going out of business, but they are developing in the direction of an exclusive social club. In 1988 the fraternity is an essentially conservative organization with a specifically social function — they aren't where the action is."

Gray felt that "30 or 40 years ago fraternities were important — but now the basis of power has changed."

Gray continued, "The high ideals of fraternities are in the pledge book — not in reality. It serves as a good training ground for IBM and duPont — one can acquire good social manners in a fraternity."

Next, Dr. Norman analyzed what he called "the trend of fraternities toward functional autonomy." He said that this was essentially a part of the fraternity system to "accept or reject friends on a purely personal basis."



George Spasyk

Monroe's Constitution Boosts Council Power

By Marshall Esmm
FLAT HAT REPORTER

On Wednesday night the residents of Monroe Hall formally adopted a constitution granting them a significant degree of jurisdictional freedom from the Office of the Dean of Men.

According to the preamble of the constitution, "This community (Monroe Hall) will promote and provide the opportunity for the development of scholarship, self-government, collective college-community interaction in intramural sports, social entertainment functions, and student-faculty and student-administration relationships."

According to Dick Knight, a member of the Monroe dormitory council and one of the first proponents of the constitution, "The keystone of the organization is the judicial function of the Council. Self-regulation is essential if the organization is to be effective."

The first section of the "judicial article" states: "The Dormitory Council has original jurisdiction over those disciplinary cases normally handled by the Dean of Men involving dorm regulations."

In its judicial role the council has the authority to impose penalties which may range from suspension, warning, social probation, letter of reprimand to the Dean of Men and/or the student's parents to the recommendation to the Dean of Men that the individual be expelled from the College."

Knight said that "the constitution should provide the basis for a well-organized dormitory life, giving the residents an organization to handle social, political, and judicial affairs — complete self-government."

The document adopted Wednesday night was the third draft of a constitution proposed last fall. Both of the earlier drafts were returned to the Dormitory Council for revision. Most of the contention centered around the rules of conduct outlined in the article on "Personal and Property Rights" and the procedure for constitutional amendments.

Draper: Crisis of Famine Inevitable

By Kyle Warren
FLAT HAT REPORTER

Gen. William H. Draper, an investment banker who has devoted much of his life to the problem of hunger, spoke strongly against the ravages of the United States in wishing to be "an Isle of Prosperity in a sea of poverty," in his address to the Marshall-Wythe Symposium March 14.

Draper noted that he first became concerned with the issue of hunger when the then President Dwight Eisenhower appointed him to the position of chairman on the Committee of Foreign Aid. At that time, as the committee was moving from the Marshall Plan in Europe to a study of India, Pakistan, Latin America and Asia, the members tried to determine whether the rate of population growth interfered with their economic development.

It has taken the federal government time to enact the suggestions of the committee that as part of the foreign aid program methods of population control, censuses and contraceptive material be included. It was not until 1965 that President Johnson stated clearly in a public address that the United States would help other countries with their population problem.

While Draper did not feel that the population problem was as extreme as the Food and Nutrition Commission presents, he did note that famine would be "inevitable" in short time unless there could be more food and a substantially lowered birth rate.

The so-called population explosion has taken place in only the last 30-40 years as a result of technical advances that eliminated many of the diseases and lowered the death rate so that a life expectancy of 35-40 years was increased to a life expectancy of about 70 years.

"If this rate continues," Draper said, "the birth rate remains as usual, the population will have doubled by the end of this century by an average rate of a billion persons per decade. The world's first billion didn't come until the 4th century; the second billion was reached by about 1850.

Countries who can most afford to feed children have brought with rates down to safe levels, he added. But, unless the poorer countries, like India, reduce population growth, we will face "disintegration" of the world,

Prof Raise Withheld Over Christ Satire

Publication of a short story satirizing the birth of Christ has resulted in the withholding of a recommended pay raise for Dr. Leland D. Peterson, faculty advisor for the Gaddy, the student literary magazine of Old Dominion College, in which the story appeared Dec. 10.

Concern expressed in a letter from Gov. Mills E. Godwin Jr., led to an investigation of the story, entitled "The Immaculate Descent," by officials of the college.

In the story a white prostitute, finding herself pregnant, tricks her boyfriend into marrying her. To soothe her religion-obsessed mother, she explains that the pregnancy is a result of a holy vision. Her deceit is revealed

when the child is born black. According to an aide of the governor, John Westwell, a copy of the story was mailed to Godwin by an unidentified clergyman.

Dr. Peterson, an English professor at ODC, said that he did not learn of the problem until he met with Dr. Lewis Webb, president of the college, to discuss the withheld pay raise March 11.

The Board of Visitors has been requested to grant Peterson's pay raise by the ODC faculty Senate. However, the next board meeting is not scheduled until April 10.

Gaddy editor David I. Russell, author of the story, said he has never heard one official word from anyone in the administration about the story.

Russell, a 34-year-old honor student, said neither he nor any other members of the Gaddy's staff thought the story would result in so many antagonistic feelings.

"This wasn't put forward as any sort of challenge to censorship or anything like that," he said. "I just don't understand all the fuss."

Godwin's letter was not made public, but his aide Westwell said that it expressed the governor's feelings that the story demonstrated "an utter lack of good taste."

THE TELECLECTIC

The Nation

CHICAGO (CPS) — Speaking at the annual convention of the American Association for Higher Education, Sen. Edmund Muskie (D-Maine) called for an end to paternalism toward college students.

"We must develop lines of communication with our young people and open the door to participation rather than confrontation," Muskie stated.

Muskie said the "great task" of education is to instill a judgment-making ability that will allow young people to accept responsibility.

Faculty Recommends Abolition of Finals

ROCK HILL, S. C. (IP) — The faculty at Winthrop College has begun an experimental program which calls for the elimination of the final examination schedule and makes final exams optional with the professor.

Passed by the faculty last spring, the new policy urges professors to have at least four major items on which to base the students' final grades.

Also, the faculty is encouraged to spread the last major tests or projects so that students will not have final tests in all their courses during the last week of classes.

Public Would Expel School Rioters

PRINCETON, N. J. (*Washington Post*) — The latest Gallup Poll revealed that student disorders are the number one topic of serious discussion in homes in the United States.

According to the survey, eight adults out of every ten think college students who break laws while participating in campus demonstrations should be expelled.

In addition, seven persons in ten believe that college students should not have a greater say in running their institutions.

Legislatures React to Student Unrest

CPS — Legislatures across the country are reacting to student unrest in colleges by proposing and passing laws designed to limit student demonstrations.

A bill currently before the Indiana legislature would make summary visitation by students of opposite sexes illegal under any circumstances.

In Illinois legislators have sponsored a bill requiring expulsion of students participating in "demonstrations and acts of vandalism."

Faculty to Initiate New Courses

BETHLEHEM, Pa. (IP) — The faculty of Lehigh University has adopted a policy which allows the curriculum to maintain relevancy to rapidly changing society.

Under the new rules, the faculty of any instructional department at Lehigh now has blanket authority to incorporate new courses into the curriculum within a few months time in response to student or faculty interest in areas of vital concern in today's world.

San Francisco Gets Police Potty Wagon

SAN FRANCISCO (*Washington Post*) — San Francisco police have added something new to their line of equipment — a potty wagon.

A mobile crime lab was fitted with lavatory facilities to service the needs of many numbers of police to maintain order at San Francisco State College.

Weather Vane Sketches

The Weather Vane sketch of President David Y. Paschall was done by Tom Perry. The drawings of Frank Macdonald and Jack Willis are the work of the artists of the Fine Arts department.

Sophomore Dance

The sophomore class will sponsor a dance in the Colony Room (small cafe) this evening from 8-11 p.m. The dance will feature the sophomores with the Cotillion Trio playing during intermission. Admission will be one dollar per person and the dress will be casual.

PDE Elects Members; Banquet to be April 18

Phi Delta Epsilon, national journalism honorary, elected ten new members at its meeting Tuesday night. Those chosen from the Colonial Echo staff were Lynda Wyrick, Al White, Dan Perry, and Al Wollgreen. The Flat Hat elected Carl Nelson, Mary Anne Mason, Bob Ely, Carrington Salley, Molly Shryver, and Joe Hopkins.

The annual publications banquet will be held in the Campus Center ballroom Friday, April 18. No speaker has as yet been found. All publications will present awards at this time. Any journalism honoree worked for the new members at its meeting Tuesday night. Those nominated for the awards were: Christopher Sherman, Don Roberts, Al Littlejohn, Charlie Dent, Nancy Vetter, Mary Chris Schmitz, and Krist Larson.

Be ready for anything when driving in unfamiliar areas. It is a good idea to keep the right foot rested gently on the brake pedal when approaching turns or intersections you are unfamiliar with.

Parking Problem

The best goes on. Neither side admits defeat. Monday, March 3, the City Board of Zoning Appeals denied a permit for a "student" rathskeller which would have been built in the basement of the Medical Center on Prince George Street. Someone just doesn't like college students — right?

While Draper did not feel that the population problem was as extreme as the Food and Nutrition Commission presents, he did note that famine would be "inevitable" in short time unless there could be more food and a substantially lowered birth rate.

The so-called population explosion has taken place in only the last 30-40 years as a result of technical advances that eliminated many of the diseases and lowered the death rate so that a life expectancy of 35-40 years was increased to a life expectancy of about 70 years.

"If this rate continues," Draper said, "the birth rate remains as usual, the population will have doubled by the end of this century by an average rate of a billion persons per decade. The world's first billion didn't come until the 4th century; the second billion was reached by about 1850.

Countries who can most afford to feed children have brought with rates down to safe levels, he added. But, unless the poorer countries, like India, reduce population growth, we will face "disintegration" of the world,

Church Vetoes Rathskeller

Valentine is not even a resident of Williamsburg, but lives now in Raleigh, North Carolina. Valentine had appealed to the campus ministers for support; he added, but they felt after beating him that his project was not really intended for the interests of students, but would rather be just another outlet for the tourist trade.

While we could not "sin down" Mr. Valentine, on price range for the menu, Kidd said that the general price range would be in competition with the prices in dining facilities of Colonial Williamsburg, ranging in the \$3-4 bracket. While Valentine did add that there would be a special menu for students, the ministers generally felt that the price range indicated would be prohibitive for the average student's regular budget.

He noted also that the intended hours of the rathskeller were put at a tentative schedule of 5-10 p.m. Kidd felt that to maximize student appeal, the rathskeller should have hours extending to midnight.

In addition, the policy of the rathskeller was planned so that there would be no beer served without meals. This, too, Kidd felt was limiting student appeal, and he said that a rathskeller planned for the student body should allow a freer atmosphere for talk and a beer without pressure to buy food.

The decision of the Board of Deacons to write the letter was not a suggestion of Tom Mainer, student campus minister, contrary to rumors otherwise. Campus ministers have noted that they would not oppose student establishments if the conditions were right. In this case, they felt they were not.

Coming UP BIG

FRIDAY, MARCH 21
SOS Shipwreck Dance — The Shevels
The Small Caf 8-12 p.m. sponsored by the Sophomore Class 75c stag, \$1.00 drag

SATURDAY, MARCH 22
State Fencing Championship
Blow Gym 9:30 a.m.
M.D.C. Dance Tim Tyler's Band
C/C Theatre \$1.00 per couple

SUNDAY, MARCH 23
W. C. Fields Film Festival
C/C Theatre 50c 2, 4:30, 7:30 p.m.
"Erasmus Set to English Purpose" by Robert Allen
Rare Book Room 8:30 p.m.

TUESDAY, MARCH 25
S. A. Presidential Debate
sponsored by S.L.A. C/C Ballroom

WEDNESDAY, MARCH 26
"Violence" by J. Glenn Gray, author, "The Warriors"
C/C Ballroom 7 p.m.
Orchestra
Phi Beta Kappa Auditorium 8:15 p.m.

THURSDAY, MARCH 27
"Bicycle Thief" Festival Film Society
Andrews Hall 8 p.m.

BSA Revises Statement

(Continued from Page 1)
 In the sub-section, "Orderly Environment," procedures dealing with the search of students' rooms are clarified. The College "reserves the right to inspect rooms at any reasonable period of time."

However, the College does reserve the right to search a student's room if "there be probable cause to believe that a violation of state or federal law, Honor Code or dormitory regulation has occurred." One sentence from the old statement, that "the student will not entertain or receive guests of the opposite sex

in his or her room," has been deleted.
 The new subsection, "Freedom of Association," affirms students' rights to form organizations, but emphasizes that they "shall be open to all students without regard of race, creed, or national origin, except for religious qualifications which may be required by organizations whose aims are religiously sectarian."

No Tariff
 "Freedom of Inquiry, Expression, and Peaceable Assembly" in the new statement strikes any moral restrictions on speakers at the College and affirms the right of peaceable assembly, as long as it does "not disrupt the regular and essential operation of the College."

"Standards in Disciplinary Proceedings," an entirely new subsection, pertains to the student that procedural due process will be followed in all Discipline Committee and Honor Council trials.

"College - Community Relations," an entirely new section added by the Editorial Committee, deals with the rights of students as "both citizens and members of the academic community." It provides that students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens enjoy.

'My Fair Lady' Cast Announced

The cast members of the new production of "My Fair Lady" are announced as follows:

Other cast members announced at the Club meeting on March 19 include: Charlotte Harper as Mrs. Eynsford-Hill; Frady Lucas as Freddy Eynsford-Hill; Tom Aldridge, Colonel Pickering; Betty Buckner, Eliza; Bill Suber, Selwyn; Mike Hutchings, Hoxton; Matt Howard, Stammers; George the Barmaid; Calvin Rosenberg, Alfred Potts; Ted Ryno, Mrs. Pearce; Karen Davis, Mrs. Higgins; Barbara Heroux, Mrs. Higgins; Doug Franks, Lord Roxbury; Anna Quinsland, Lady Dainton; Doug Franks, Eliza; Carol Short, Mrs. Eynsford; Bob Parker, Dr. Stephen; Michele Bush, Hitchens; Queen of Transylvania; and Bob Swadlow, Ambassador.

Other members of the cast are: Ralph Byers, Another Eynsford; John Fred Still, Another Eynsford; Gerry Pison, First Cockney; John Shauer, Second Cockney (Jamie); Dan Walker, Fourth Cockney; Richard Albert, Butler #1; Bud Herndon, Butler #2; Martin Bees, Maid #2; Jan Toom, Maid #3; Susan Davi, Maid #4; Paul Lankford, Ascot Steward #1; Mike Thomas, Ascot Steward #2; Barry Coffman, Chauffeur; John Price, Footman #1; Bill Suber, Footman #2; John Price, Countess; Jo Ann Welthall, Flower Girl; Ralph Byers, Angry Man #1; Bill Suber, Angry Man #2; and Kate Owen, Angry Woman.

The Cockney Supplement Ensemble includes: Agnes Blanford, Rita Smith, Pat Gerrit, Becky Samler, Debby Ballard, Kathy Friedman, Lynn Santowski, Pam Hamme and Sally Shapiro.

The Dancing Ensemble: Robert Vinson, Mike Thomas, Ralph Byers, Barry Carter, Walt Boulden, Paul Lankford, Barry Coffman, John MacCombs, Gussie Gary, Wyatt Whitehurst, Tom Shugler, Candy Ealm, Betty Wood, Sarah Mayes and Carrington Sally.

New Faculty Position

Quinn Gets History Chair

Dr. David H. Quinn, vice president of the Council of the North American Society, has been appointed as the first holder of the newly established James Pinckney Harrison Chair of History at the College.

The Chair, intended to strengthen the undergraduate and graduate programs in the history department, was established as a memorial to the late chairman of the board of the Universal Leaf Tobacco Company of Richmond.

James Harrison, who died in 1908 after 18 years as head of the firm, was known for his civic and philanthropic activities. A native of Danville, he had been awarded the Legion of Merit in 1946.

Mr. Harrison's widow and his son, a specialist in Asian history on the faculty of Hunter College in New York City, made the gift of the Chair to the College.

The appointment of Dr. Quinn brings to the College one of the world's authorities on the early voyages of discovery to North America, according to Dr. Melville Joan, vice-president of the College. Last year Dr. Quinn was elected to the Council of the Institute of Early American History.

Dr. Quinn received his Ph.D. from the University of London in 1954. Since then, he has taught at the University of Southampton, Queens University in Belfast, and the University College of Swansea. He has been the Andrew Geddes and John Rankin Professor of Modern History at the University of Liverpool, England, since 1957.

Dr. Quinn is also the author of many works on English exploration during the reign of Elizabeth I, among them studies of the "Elizabethan Voyages" and "Sir Walter Raleigh, the Roanoke Colony, the American dream of John White and the writings of Richard Hakluyt, Vice-president of the Council of the Hakluyt Society, he has edited several volumes for this scholarly organization.

Quinn will hold the James Pinckney Harrison Chair during the fall and spring semesters of 1969-70.

WDA President Sees Dress, Hours Changes

(Continued from Page 1)
 "When questioned previously by the editor of the Post-HXV as to my opinion on the recommendations if they were submitted to me, I replied that I would have to give careful consideration to them from the standpoint of their obligational impact for the College — socially, economically, security and generally. When I complete this assessment, the decision will be made accordingly."

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President	Debbie Filkins	128	Secretary	Kathy Plematt	351
	Butchie Good	565		Ginny Vogel	426
Vice-President	Gerry Boltes	320	Treasurer	Mavis Anne Henry	178
	Linda Beerbower	175		Mary Woodward	109
	Dale Brubeck	170		Kathy Womack	243



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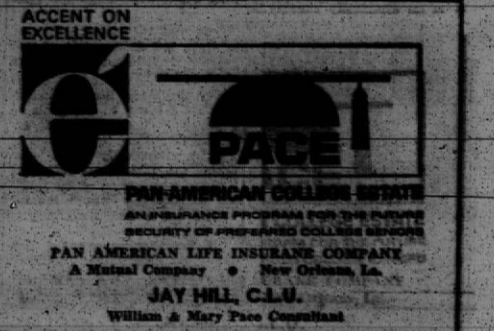
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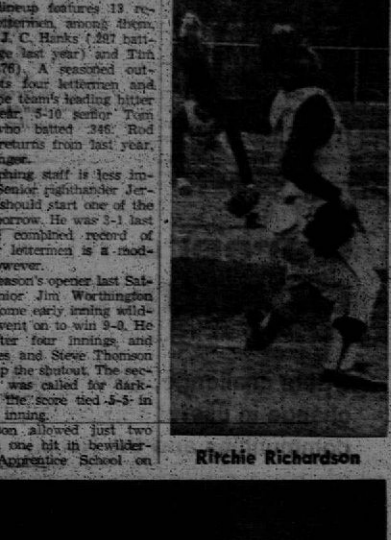
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Baseball Doubleheader - Lacrosse Opener Tomorrow

Richardson Stops Apprentice; Tribe 2-1 After First Week

Baseball schedule tomorrow, as Virginia Institute visits Cary Field...



Kirby Richardson

A walk to Carrol Burch, and a single by Bobby Cofer set the stage for Wayne Vick's RBI double off losing pitcher Sanford Bolsona...

Clay Heads WRA

Vets totals Wednesday night showed Lyn Clay, a Junior from Lawrenceville, president for next year of the Women's Recreation Association...



PITCHER JIM WORTHINGTON TAKES THROW FROM RICKEY ALLEN as this VCU runner found himself trapped off first base in Saturday's second game. Darkness forced the game to end in a tie.

Track Stars Go Outdoors To Get Notre Dame's Irish Up

Half-mile Ted Wood, distance runner George Davis, Jim McElroy, and Pete Jones and weightlifter Roger Eitelman and Bill Campbell help round out a strong team...

Stickmen Head Into Toughest Campaign

William and Mary's lacrosse team opens its season tomorrow against Ohio Wesleyan on Phi Beta Kappa Field at 2 p.m. Tuesday...

With the largest squad in its three-year history, the Indian stickmen will oppose two experienced varsity-level teams: W&M's offensive punch will be led by co-captain Al Albert...

At Davidson, U.Va. Coaching Ranks See Turnover, Uprising

Charles (Lefty) Driesell, the man who led Davidson College to national prominence in basketball, has departed the rustic confines of the school's campus to take the head coaching job at the University of Maryland...

Les Hooker Waves Home Rodger Keagy

LES HOOKER WAVES HOME RODGER KEAGY, a senior from Georgia Tech, who collected the only Bulldog hit in the seventh inning.

Luzins, Michael Pace Trackmen 19th Position in NCAA Action

With the sort of super effort which has become natural to him, Luzins placed third in the NCAA 1000 yard run, a score three tenths of a second behind winner Ray Arington and nearly a second below last year's winning time...

Fawcett, Klima, Spark Upset

Intramural basketball teams returned to action this week with crucial games in several leagues. Play had been temporarily halted for repairs to the gym floors...

Theta Delt Shocks Sigma Nu 60-50; Kappa Sigma Overcomes Lambda Chi

The Boonsters defeated the 96ers 53-47. The loss was the first of the season for the 96ers and left ESU ahead in the Late State League...

Table with Fraternity Leagues, Freshman League, and Independent League sections, listing various teams and scores.

Netters Win Two; Host Ohio State, Penn State

Boasting a 2-1 record, William and Mary's tennis team meets Ohio State on the Athletic Gym courts today at 2 p.m.

Warming Program

There will be a physical conditioning program for male students during the week of assistant basketball...

Soccer Scores

Table listing soccer scores for various teams including SAE, Sigma Nu, KA, Phi Tau, Theta Delt, Boonsters, Lambda Chi, and PI Lam.

Gibson Stays at Virginia

The University of Virginia announced last week that it is retaining Bill Gibson as head coach of the basketball team at least for the 1969-70 season.

Chip Burkette

Chip Burkette, a member of the varsity lacrosse team, was named assistant coach of the team...

Advertisement for Dimension Pictures, featuring a list of movies and showtimes.

Advertisement for Juris Luzins and Howell Michael, likely related to their athletic achievements.

Advertisement for various sports events and programs.

Advertisement for a basketball game or event.

Prospective Students: Want W&M for 'Prestige'

The average parent of a prospective student and Mary want to know if it is worth the expense of sending a child to a college with a reputation for prestige, than life at home.

Prospective students, on the other hand, seem to prefer William and Mary for its prestige value with the hope that they will be able to get a job in the business world, especially with regard to law and accountancy, will continue to be liberal.

That's the impression gleaned from several observations of daily campus life. These one-hour visits to the campus, sponsored by a talk on entrance by an Admissions Department officer, involve from five to fifty prospective students and their parents.

Frequently the tour participants are from the South and West. In many cases the visiting students seem to have already been accepted here, some consent to let their parents ask a majority of the questions.

The questions by the adults generally revolve around the probability of acceptance and social regulations. Many of the questions involve curriculum.

In a preliminary round of questions, parents usually ask the comparative values of the SAT score, high school academic record, extracurricular activities

and recommendations of faculty or alumni.

"Typically some chemistry or physics students, particularly girls, are interested," says the officer.

However, the majority of the questions, especially those asked of the student guides, center on campus regulations.

"Are the hours strictly enforced? Are the rooms checked to insure that no one is in the room after a certain hour? What are the penalties if a girl does not come in on time?" are all typical inquiries made by parents.

Others express relief as when they seem to be absent from the campus.

"I'm really glad you don't have any liquor here," said one parent who had just asked one of her daughters to come to college after a few minutes on campus one Saturday morning. (An unlikely thing to ask for that date on any campus.) "I'd hate to see my daughter have a chance of becoming a drunk," she added.

Others were concerned with the role of the campus Greek system.

"Are your fraternities and societies active groups or are they just social organizations?" one father while another parent wanted to know the role of fraternities on campus.

The convention included a combination of both the State Young Democratic organization and the College Federation YD's. The Virginia Young Democratic Federation is the only YD state organization in the nation which allows the College Federation vote on all matters before the parent organization.

Early commitments by various state and college delegations promise a successful and interesting convention to break this deadlock.



Campus Crier

W. C. Fields will be featured in a film festival sponsored by the Student Association Sunday, March 23 at 7:30 and 9:30 p.m. in the Campus Center Ballroom.

George R. Edwards, professor of New Testament at Louisville Theological Seminary and noted scholar, will speak on "The Lawbreaking Church" at 8 p.m. Sunday, March 23. He will also speak at the 9:30 a.m. convocation service at St. Stephen's Lutheran church, on "The Lawbreaking Church."

Almanac will be coming out again Monday complete with an interview with SA president Tom Marvin. As in the past, copies will be sold for 20c in the Wig, the bookstore and the dorms.

The Fellowship Club will meet tonight in the Campus Center Theatre at 8 p.m.

Situation Study by Joseph Fletcher will be the topic of an address by Dr. David Jones of the Philosophy Department at the

Declaration Fellowship this Sunday at 11 a.m. in Lodge 8. An informal discussion and refreshments will follow the talk.

The "Purge" performance will be open from 8:30-12 midnight tonight. Student poetry readings sponsored by Almanac will also appear to be given.

Mini-Vale is in need of a car to transport workers and perhaps an additional worker for a new project Saturday. Those interested should call Doug Chast, ext. 271.

Stuart Chry will be taking a truck to Gloucester to pick up chiselheads and a privy for the job site on the Chickahominy River this Saturday. Workers will then build the foundation for the privy in Lightfoot.

Tables are needed at the Rawls Ryan Elementary school. Anyone interested in giving time to elementary school students should contact the W&M office at the Baptist Church across from Blow Gym, phone 2280-0265.

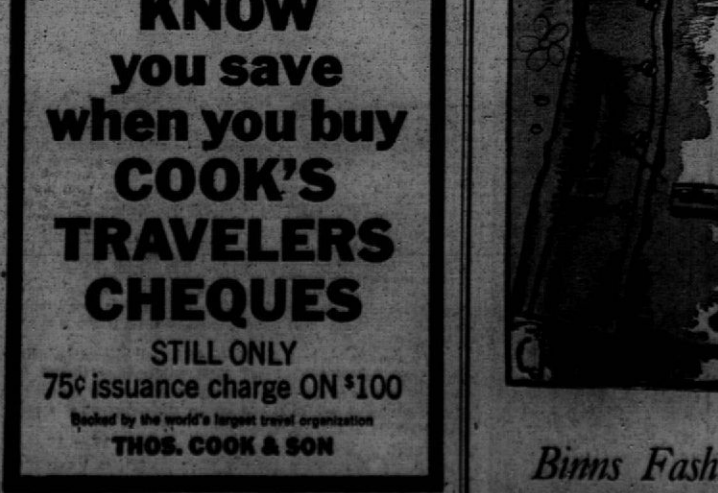


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Reformer John Wesley, Radical - Conservative

Students of John Wesley over the years have viewed the famous 18th century English churchman as either a Methodist historian, a compulsive reformer, or a religious neoplatonist, according to Dr. Frank Baker, professor of English Church History at Duke University, who spoke here Wednesday night on "The Real John Wesley." His visit was sponsored by the Lyon G. Tyler Historical Society.

Baker opened his attempt to recreate Wesley the man from Wesley the myth by describing the three distinct and popularly accepted biographical stereotypes.

While Baker personally prefers the "compulsive reformer" interpretation of Wesley's life, he stressed that there are elements of truth in all three, and that

YD's Win State Offices

Delegates from the William and Mary Young Democratic Club managed to secure three initial state officers and the designation as the host club for next winter's College Federation Rally of the State YD Convention last weekend.

The convention included a combination of both the State Young Democratic organization and the College Federation YD's. The Virginia Young Democratic Federation is the only YD state organization in the nation which allows the College Federation vote on all matters before the parent organization.

Early commitments by various state and college delegations promise a successful and interesting convention to break this deadlock.

John Hollandsworth, a junior history major from Martinsville, was appointed by the College Federation President to the office of State YD Vice-President. He is responsible for the supervision over activities of college YD clubs in the eastern half of the state, the establishment of new clubs and a seat on the State Federation Executive Board.

Phillip Sparks, a graduate student in government from Williamsburg, gained the distinction of being the first member of the College Federation ever elected to a regional vice-presidency.

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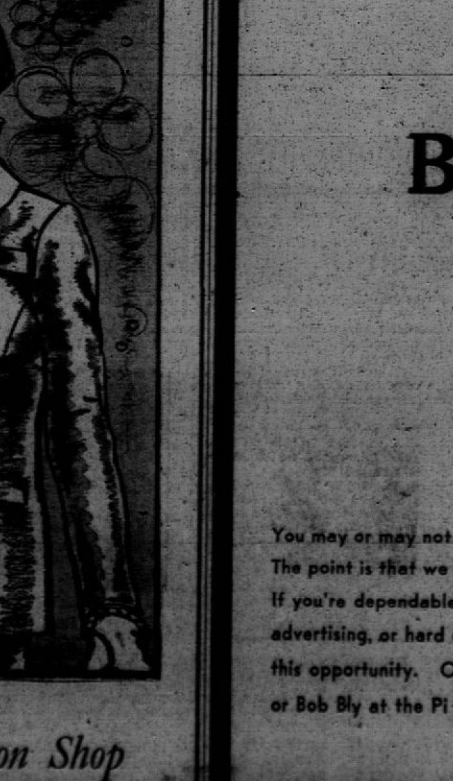
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Reformer John Wesley, Radical - Conservative

Wesley, just as any human being, consisted of a unique blend of psychological contradictions. The core of Baker's lecture explored the four basic personality patterns essential to John Wesley's character.

Cloning a slow-growing and then sudden conversion from his family Episcopalian faith to a new Puritan "Methodism" Baker denotes Wesley as first and foremost a radical - conservative.

That Wesley radically rejected only as his obsessive idealism, yet remained capable of frequently and openly changing his opinions supports this designation, according to Baker.

He states the second paradox of Wesley's life as his thoughtful - activist, a man-perfect blending of meditative and scholastic endeavor with vigorous life of itinerant preaching and pastoral activity.

Baker went on to call Wesley "a charming autocrat," a lady's man in his gentleness and breeding, while at the same time a dynamic and forceful leader.

These three sets of contrasting and yet complementary character traits materialized meaningfully

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Volume 1, Number 4

SUPPLEMENT TO THE FLAT HAT

Friday, March 21, 1969

WILLIAM AND MARY

HAS 276 YEARS

OF PAST.

WHAT OF

THE FUTURE?



Thomas J. McDonald, Editor

Stephen G. Cochran, Assoc. Editor

In this issue we have solicited student, faculty and administrative ideas on the direction William and Mary is, or should be, headed. What are our immediate goals? What would we like to see here in the next few years?

Education Provides Too Many Answers

By Tom McDonald
Editor

We are at William and Mary to acquire an education. Everyone will admit that. But has anyone ever addressed himself to the question of how this education is acquired, and what it is?

The mission of the College, as seen by President Davis Y. Paschall in his inaugural in 1961 was "to give to this commonwealth, this nation, and the world the educated man".

But how has this educated man been "educated"? Has he entered the school, diligently attended his classes, taken notes and carefully catalogued all the information so gained and thus acquired an education?

True knowledge is not something directly transferable from teacher to student — that is information. The student who ingurgitates information and concepts and regurgitates it in an essay has not really learned. Education, in its practice here, is a concrete set of answers which all successful graduates of this institution must know.

If this is William and Mary's educated man, then the College has a Perverted mission. The idea of education and learning need re-evaluation. Higher education provides too many answers; it does not ask enough questions.

Education is not an elixir which bubbles up in a fountain at the College. Education is discovery; awareness; critical appraisal; perception; insight. It is a continual process which is not restricted to the lecture hall or classroom — it is the totality of the College experience.

The great fault of education is that it is teacher oriented — John R. Park points out that "The student who spends all or most of his time in the classroom is not being educated. He is learning only words, verbal abstractions, and these verbal abstractions will not help him solve future problems. Rather he must get out of the classroom and get immersed in real life situations."

William and Mary's educated man is a fallacy. We have no statement as to what an education is anywhere, and in practice, one is considered to be educated if he successfully completes 120 hours of instruction.

The College's idea of an education is a body of knowledge to be infused into its students. Why is that education? Because they say it is? If this is our education, then we must overcome it, and see beyond it by insight. Ordway Tead has said:

"True learnings go beyond memory, beyond verbalizing, beyond manipulation of abstractions in essay examinations. Learning combines thinking, feeling, acting and expressing appropriately to the claims of a situation problem or inquiry. It invokes, requires and makes use of the entire organism and personality. Learning is learning to use. It is an enlarged capacity to deal relevantly and skillfully in areas requiring our attention and mastery not formerly within our powers."

Learning thus is involved not with the teacher, but with the student. The University can be the effective force in learning if every possible means will be employed to give the student insight, to enable him to perceive on his own.

The formalization of education at college is unfortunate. The entire grade system, while perhaps necessary in some form, does in its present form reflect the undue formalized quality of education.

An F or D means nothing more than an inability to meet certain arbitrary standards set by someone else. Who says they are right? An A is often acquired by rote memorization or chattering the night before — Why is that education? Education is something too personal and individual to be measured on a grade scale.

However, some form of grading standard must be established to determine if students are indeed learning. But this standard should be keyed to the amount of perception and insight a person has in regard to concepts and facts, not the concepts or facts themselves.

Higher education must address itself to what it is, and what it can be. The college must be a community of scholars searching for truth and knowledge. It is this search that is the essence of college education — not the pre-conceived answers of the lecture hall. And this search extends beyond the classroom and hopefully continues beyond college. Education is not a commodity one buys at college — it is a continual process one must begin to develop here at College.

In Fear of the Almighty Qual?

By Bob Irvin

The three-layered, double-pronged special Committee to Review the Undergraduate Curriculum and Academic Calendar undoubtedly came as a shock to a good many students who regarded the College's course of study as an immutable edifice ordained by the Charter or at least by Thomas Jefferson.

Indeed, it is not surprising that a lot of people have not looked on the curriculum (or the calendar either) as something subject to significant alteration because there has not been any major overhaul within the living memory of almost anyone here.

The last time the curriculum received a major revision, Frank MacDonald, now head of the philosophy department, was an undergraduate junior; Cary Field was brand-new; and Thomas Jefferson Stubbs was still throwing students out of his history classes for not referring to the Civil War as the War of Northern Aggression.

Now, however, with the formation of a committee which is very serious indeed about the possibility of major alterations in the William and Mary course of study, there is an opportunity for students and faculty members to dream and ponder, with the serious chance that their ideas might soon be implemented.

Everybody has gripes about the system, and with the range of inquiry so wide, it is difficult to know where to begin. One general proposal often heard is more independent study, a goal almost everybody espouses in one form or another.

The so-called 4-1-4 system would seem to be especially attractive in this respect, providing as it does about a month of "independent work" (or anything, or nothing) between two more conventional semesters. Hollins does this, and so do several other colleges.

"Independent work" in such a set-up could apply to an almost endless range of activity: a month studying ballet in New York; writing a thesis; a period of internship on a real newspaper or around the General Assembly; working with the James River Community Action Program; or even digging the valley of the Chickahominy River looking for arrowheads.

Such activities would not only provide something interesting to do during the dull winter months, and solve the problem of an increasingly inconvenient calendar. They would also provide a tie-in between the classroom and the real world beyond the shopping center, the kind of "relevance" so many students find lacking in their courses. (Many engineering schools have long operated on a coop system of a semester of study followed by a semester of work. And though most liberal arts majors scorn most engineering majors, there is no reason to believe that the same benefits would not accrue to liberal arts majors.)

"Relevance", of course, encompasses other things, too, such as what areas a student can major in. And to a lot of people, concentration in a given department just doesn't seem to fit what they are really interested in.

Small school as it is, William and Mary cannot be expected to have (ever) a department on everything under the sun. But a department is not necessary to a major.

There could be available, for instance, a major in urban affairs, drawing on courses from the departments of government, economic, sociology, and history, combining several courses from English and business. There could be a major in classics, including courses in ancient languages, philosophy, and history.

There could be, in fact, a whole sheaf of interdepartmental majors — new areas of study opened up not by the expensive creation of new departments, but simply by the effective utilization

of the departments, professors, and courses here now.

Some system of pass-fail courses could be established, allowing students to take one or more courses per semester that they might be interested in, but would not otherwise take out of fear of the Almighty Qual.

And of course the perpetual all-purpose target, the distribution system, could be totally overhauled, perhaps merely requiring a course in history, without specifying which course; or perhaps including a topical science course consisting of brief glimpses of biology, geology, physics, and chemistry) for nonscience majors and a civilization course (with brief glimpses of philosophy, literature, government, religion, and maybe even art built around a history framework) for science majors.

None of these ideas would qualify as priorities. They have all been tried, more or less, elsewhere — successfully. And there is no reason to suppose that at least some of them wouldn't work at William and Mary — for, who knows, maybe thirty years?

Perhaps
another
30 years?

Assistant Vice-President Willis

The View from the Brafferton

Q: Dr. Willis, I understand you were recently on a panel discussion of the academic revolution. We were wondering how you viewed the academic revolution as it pertains to William and Mary?

A: Well, as you know, we're in the midst of a curriculum revision, planning for curriculum changes which we hope will make a significant contribution to undergraduate education at William and Mary.

Our problem will be to sift out some of the major implications of this so-called revolution, and find ways in which we may modify the curriculum at the College to keep pace with the changes which are occurring all over the country.

As you know, William and Mary's curriculum has been essentially conservative in nature, unchanging except for modest alterations, for a period of approximately 30 years.

I think now we have the opportunity to thoroughly examine the role of undergraduate education at the College, its aims and purposes, and the direction we hope it will take in the immediate future.

It seems to me that there are several aspects of the academic revolution that we need to be aware of and concerned about when we make our own curriculum revisions.

For one thing, we need to emphasize, to a greater extent than ever before, the necessity for individualized study.

Furthermore, I think we must be concerned with making our curriculum much more relevant to the total experiences of the individual student than perhaps it has been in the past.

And thirdly, I think we should work toward a unified curriculum; one which is not piecemeal nor fragmented, but one which adds up to a total educational experience for the individual.

Q: Dr. Willis, how would you implement specifically these goals of individualization, relevance and coherence?

A: That's obviously our problem. We'll be studying it for the next several months and making recommendations to the faculty in the fall. There are many ways an institution can achieve these means, once they are agreed upon.

It seems to me that we already have a suitable basis on which to build: we have an honor program, we have seminars for upper-level students, we have special research projects, which offer a certain degree of individualized study.

However, I think that we should think beyond the present programs, perhaps to the types of opportunities offered by the interim term calendar in use at other institutions. That is, I think that we should attempt to pattern at least a portion of our curriculum or a portion of each academic year to the individual aims of students.

This of course, is a difficult matter and may not be entirely feasible at a moderately-sized state university. But I think we should definitely think in these terms, and attempt at some time during the four-year educational process actually to tailor the programs and courses to the interest and needs of the individual student.

This, then, obviously relates to the relevancy of the education. There's a great deal of faddism now in educational reform around the country. I'm not sure that I agree completely with the emphasis on problem-oriented curricula, which are tailored to particular crises facing society at any one moment.

On the other hand our curriculum at William and Mary has been much too static and has not changed rapidly enough, nor has reacted to the changes in our present society.

Therefore, I would think it very desirable to shape the curriculum to meet the changing needs of society, to focus, at least to some extent, on the political, economic and social problems facing our society. This would make our curriculum more relevant to our graduates who are going out, hopefully, to make their own contributions to the development of society.

By unified curriculum, I mean that both individualized study and relevance to the major issues of our time should be incorporated in such a fashion that the total educational experience adds up in a very meaningful way, in the life of an individual student.

I think our present distribution requirements tend to be piecemeal and haphazard, and I often fail to see the relevance of the distribution courses to the departmental concentrations later on.

I'd like to see us work toward a four-year curriculum which, while it includes concentration and specialization at the upper level, nevertheless, adds up to some coherent pattern from the freshman year up to the completion of the fourth year.

Q: Do you see an increased roll for academic self-determination?

A: Yes, it seems to me that this is very desirable. It's also currently the fad in educational revision. I think that when academic self-determination is used within a reasonable and coherent educational curriculum it makes great sense to allow the students a greater voice in determining what programs and courses they would like to experience.

I think we've had far too rigid requirements particularly in the lower divisions. I hope that we can muster the wisdom to design a curriculum which would give students a much greater freedom in self-determining their educational experience.

Part of this can be developed either through interim term programs, or by increased indepen-



dent work, perhaps even off-campus projects. For one thing we are now particularly concerned with expanding our studies abroad programs, which, in a sense, can be considered part of the concern for greater opportunity in the educational program.

I would like to see an increase in foreign study opportunities, and I would particularly like to see the introduction into the curriculum of more non-Western areas of study. These would offer the student a much greater selection, a much greater opportunity for self-determination.

Q: You have discussed the academic revolution in terms of undergraduate level courses; what do you see in terms of the graduate level?

A: I think that the College must be cautious in its development of graduate level work for several reasons. First, we are concerned that the undergraduate curriculum must never suffer at the expense of an expanded graduate program.

Secondly, graduate education is the most expensive type of education an institution can be involved in; however, as a state institution, William and Mary must be aware of the state and national needs for graduate education.

In this regard, I would expect the College to expand slowly its present offerings at the graduate level. There are probably two or three more doctoral programs we anticipate inaugurating within the next few years, as well as perhaps two or three master's programs.

Graduate education obviously needs some face-lifting around the country, and I'm sure that we'll be concerned with some of these changes at the College.

For one thing, I think we should be concerned with the teaching ability of our graduate students as well as their scholarly ability. But to speak more specifically about a graduate program at the College, I would hope to see a strengthening of graduate programs in the humanities to balance the obvious strength now in the natural sciences and social sciences.

One graduate program lends its strength to another, and they all tend to be related to some extent. Therefore, I think that the College should gradually expand its graduate programs in the arts and sciences to back-up the now-existing courses.

Q: You mentioned the role of the college as a state institution. I wondered if you would expand upon this as regards its entire role?

A: This is a rather controversial topic and one on which my colleagues have divided opinions. It is an unquestionable fact that William and Mary is a state institution, and therefore has a certain obligation to its state.

The problem is that William and Mary also has a national reputation, perhaps justified and perhaps not. Nevertheless the college does operate in a national framework as well as in a state and local framework.

As a state institution, the College should be cognizant of its duties to its citizenry, and particularly to the educational needs of those citizens in this area of Virginia.

Therefore, I, for one, would not wish to turn back the clock and go back to the concept of the College as a small, liberal arts, undergraduate institution which does not take into consideration its greater role within the Commonwealth.

To me one of the exciting challenges for the College is to provide education to a part-time, largely adult population. We have a School of Continuing Studies now which is beginning to formulate plans for this rather sizeable group of citizens in the immediate area.

It is my hope that we can develop programs and expand the offerings to supply post-high school or post-college education, on a part-time basis, either in Evening College or through off-campus centers of the College, for this population.

Furthermore, this relates once more to the relevance of a college curriculum. I think that the College should be much more concerned than it has been in the past, to make a contribution toward solving the social, political, and economic problems of this geographic area. I think it can do this most effectively by tailoring some programs rather specifically to the needs of its citizens in this particular geographic area. We should provide educational leadership for this section of the state and for the entire Peninsula area.

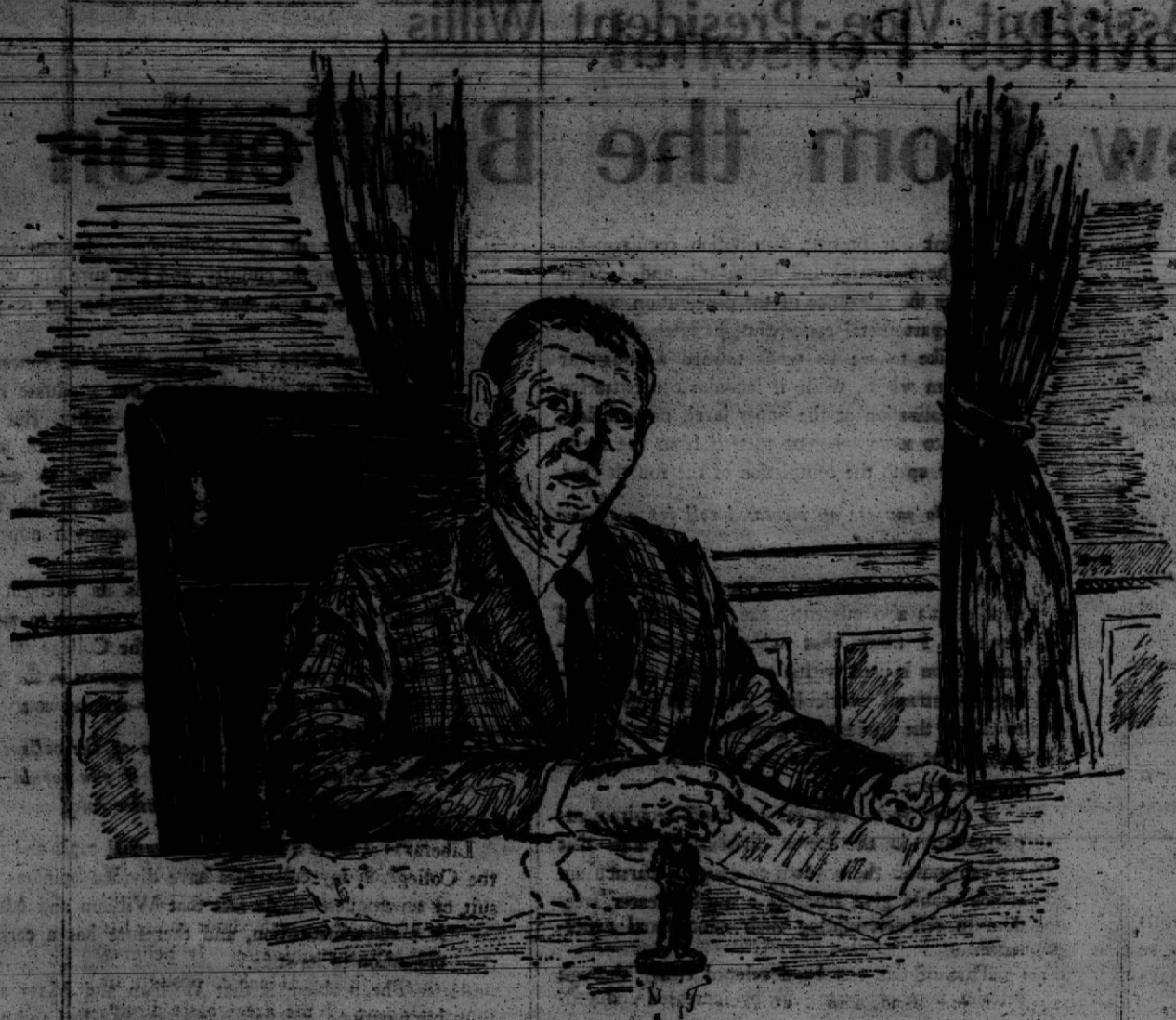
Q: These programs are rather far-reaching; do you think there is any chance of their actual realization?

A: I would certainly hope so.

A major concern of ours will be to design a curriculum reform with built in opportunities for changes, and then to carry this to the faculty. Let me add that I have been ranging rather freely in the course of this interview, and that my comments reflect my own personal opinion and not necessarily those of my colleagues or of the administration. My opinions are shaped largely by my own experience at a medium-size state university and, at the graduate level, at a large metropolitan university.

Therefore, I certainly have a personal bias. My hope for the College of William and Mary is that it can maintain a distinctive undergraduate program, as well as a distinguished graduate program, while it becomes a limited state university.

The challenges are great, but I'm optimistic. This is a very exciting time to be associated with the College. It's a time when we can all make a definite contribution to its future direction if we pool our individual experiences and knowledge in shaping these changes.



The Mission Of W&M: A Personal View

Davis Y. Paschall

I have always thought of William and Mary as basically a College of "good arts and sciences" and that its hard core mission is a strong advocacy of liberal arts. Whereas I appreciate and value other educational and training pursuits, I am strongly persuaded that William and Mary by its heritage and contemporary outlook must retain a primary emphasis on liberal arts.

Definition:

The liberal arts constitute the brilliant thread of continuity of education itself from classical times through the period of settlement of this nation to the present. The phrase is derived from the Latin origins, "artes liberales" — the word "artes" meaning "to make" or "to shape," and the word "liberalis" coming from "liber" meaning "free."

Thus, the term, "artes liberales" has been translated as "activities worthy of the free" as distinguished from those appropriate for a slave. Since it has historically been used in connection with the preparation of such activities, it has been associated with education and may be conceived as "education worthy of free men" — a class or political distinction in classical times, an intellectual or social distinction in colonial times and, I suggest, a democratic essential in modern times.

The liberal arts have, it seems to me, signified those subjects or disciplines which, upon study and assimilation, cement the foundations of personal character, public duty and responsibility, and the individual's commitment to certain values that transcend economic and vocational satisfactions.

I suggest that liberal arts, for us, connotes the value gleanings of western man in his long, arduous gropings for release from the shackles of barbarism. It embodies the discernible fabric of our civilization emanating from the humane landmarks of the past that must become a dynamic, motivating force in the lives of our students if the hand of tomorrow is to be restrained in releasing the power that would return us to the cave.

The Hallmarks of Liberal Arts:

Perhaps another way of defining liberal arts is to describe one bearing the hallmarks of its mastery:

He is one who has tempered the steel of his knowledge of forces that destroy with the wisdom of those that save, and costs his lot with the latter.

He is one who has delved deeply in the purifying crucibles of sacred literature and philosophy in search of a satisfying answer to two ancient queries: Who am I? and Why this Universe?

He is one who has nurtured the wisdom to discern certain questions that defy reason and

logic because their answers as yet reside in the realm of faith.

He is one who has acquired the "where-withal" to manipulate others to his own ends, but at the same time a sense of values that refuses to permit it.

He is one who harbors a sense of moral responsibility for the formulas he devises and the instruments of destruction he invents.

He is one who recognizes the imperfections of government as a responsibility to his own initiative in dealing with them intelligently.

He is one who appreciates the aesthetic experience; articulates his ideas; and thinks conceptually on those matters that merit deliberation and reason.

He is one who perceives in the nuclear arena of the days now upon us the Damocles sword that lurks in the emulation of the tactics

We must safeguard strong undergraduate programs under the quickening impact of graduate work.

and ideologies of a professedly atheistic enemy whereby one may become his own betrayal victim in action, belief and success.

He is one so steeped in the knowledge and values of a broad general education as to enable him to build the skills of future specialization without losing the perspective of the good life.

For those who would say that such hallmarks are too ideal for attainment, I would suggest that those who delved in good liberal arts discovered long ago that nothing in the history of man is more practical than an ideal.

Challenges:

There are certain challenges to a preservation and strengthening of the liberal arts core at William and Mary. I will comment on those which I consider of particular importance:

(1) We must safeguard strong undergraduate programs under the quickening impact of graduate work. We all recognize the

need for more advanced programs in many of our disciplines, and this trend need not affect adversely the undergraduate years if we will consciously be alert to the dangers of the development.

I refer to those situations in some institutions where the library resources of the undergraduate program are sacrificed upon graduate altars; graduate students replace experienced faculty members in the freshman and sophomore classrooms; salary differentials favor the graduate faculty; and general education requirements for the undergraduate are subtly influenced to serve more advanced programs, thus becoming means to a concentration or specialty rather than liberating ends in themselves. I am confident we can avoid these dangers at William and Mary if we maintain forthright vigilance and muster the resources to have a strong program at both levels. The commendable support of higher education in Virginia in recent years, together with our students' willingness to pay for good faculty salaries, encourage this confidence.

(2) We have observed more and more students in the last decade coming to the College who are better prepared than ever before. They now master knowledge in the later years of secondary schools that was standard "fare" a generation ago for the first years of college. These students in some institutions win advanced standing upon entering college and feel they can rightly skip their first years because, with better preparation, many are already under the spell, the lure, the beckoning, the obsession of graduate work that invites a quick rust to a specialty.

In the sense of better preparation for college this is good. In another sense, however, it raises the very pertinent question as to whether the undergraduate program is to be sacrificed between the mills of acceleration at the beginning and the pressure of graduate specialty at the end. If liberal arts are to be preserved, I suggest that this situation warrants our early attention. Instead of minimizing the basic courses of the beginning college years in a wild rush to propel the student into early specialization, we

(Continued on page 5)

Paschall Provides Personal Views; Policy Statements

(Continued from page 4)

must re-think their import and their challenge to the students who are now coming to college.

This task is vital because the type of intellectual activity characteristic of liberal arts studies requires time — time for assimilation, dialogue and contemplation as well as time for the human organism to mature to the point of exercising critical reflection and enlightened intuition. It has been demonstrated that one can develop skills and memorize facts at an early age, but it has not been demonstrated that he can at such age do equal justice to abstract ideas, ethics, art and literature. We must, there-

State Council On Higher Education

The State Council of Higher Education is the agency charged by statute for coordinating the programs of State institutions of higher learning in Virginia. In December, 1967, the Council published a brochure, "The Virginia Plan for Higher Education," in which brief projections of the mission of the respective State institutions were described as viewed for the ensuing ten-year period. The statement in regard to the College of William and Mary is quoted as follows:

The College of William and Mary, the second-oldest in the nation and the oldest in the Commonwealth, is an institution of national reputation which combines the cherished traditions of the past with a progressive twentieth-century instructional and research program. In recent years William and Mary has experienced orderly growth in enrollment and a considerable expansion of offerings with increased emphasis on graduate programs. While preserving its historic name (which the Council concurs with the Board of Visitors should never be changed), William and Mary is in fact a "university" with limited program of high quality.

The Council does not expect William and Mary to become a comprehensive university. It feels the College should maintain a steady growth pattern and develop additional selective undergraduate and graduate programs on the foundation of sound offerings already in existence. The Council believes the College can retain its distinctive characteristics as a residential institution with high standards and at the same time expand its educational services for the rapidly growing Peninsula area, focusing the same at the convenient location of the Virginia Associated Research Center — a graduate center of the College.

It is also expected that, consistent with its historic role of service to the Commonwealth, The College of William and Mary will continue to lend its competencies to the research, extension, and public service needs of the state.

fore, be prepared to afford time for liberal arts, and not hastily propel one's summer into winter. Rather than permit the undergraduate degree to become "commonplace," we must now resolve to find ways to make it unique. It is in this sense that I feel the currently projected curriculum study to be timely and promising.

(3) Closely related to the aforementioned task is the urgent necessity to reconstitute the curriculum pattern to reflect a reversal of the trend toward greater proliferation of courses at the undergraduate years. Compare a college catalogue of a given institution thirty years ago with the catalogue today. What was once an American History course is now three or four courses. Similarly, what was once a historian recruited for the faculty is now an Early American History man, or a pre-Civil War man, or a Far-East man, or a Near-East man. What I am trying to say is that liberal arts disciplines themselves have through a rationalization of new knowledge, tended to become over-specialized at the undergraduate years. Somehow we must face up to the task of conveying a program that will avoid the pitfall of being merely "survey" on one hand, and over-specialized on the other. Many of our honors programs have achieved this, but these are as yet limited to a relatively small number of students. Their concept of a synthesis of knowledge tends to breed wisdom, the hallmark of a liberal education. Such a synthesis or interdisciplinary approach, if distributed in part, at least, throughout the undergraduate — and ideally into the graduate years — would provide the surest means of directing the mastery of sensational new knowledge into the perspective of the wisdom of the race. It might well become the strong, stabilizing factor in the accelerating tempo of modern life, and the surest safeguard against man's becoming enslaved to the "tools of the modern trade."

(4) The quality of liberal arts at William and Mary yesterday and today rests primarily on the quality of teaching. The teachers we remember are those who brought us through the stages of critical thinking to the threshold of our own minds, and opened doors to new thought processes, and inspired learning as a thrilling and rewarding adventure in the realm of ideas. We must deliberately cultivate the soil that nurtures the great teacher and foster as we are now doing, those incentives and encouragements that will occasion him to remain happily here, and build a self-satisfying loyalty to the institution itself.

(5) A chain is no stronger than its weakest link. The College, like an individual, must be viewed as a whole. All of its parts — curriculum, facilities, intramural programs, Student Association, publications, dramatic, lecture and concert activities, its intercollegiate sports program, its fraternities, its sororities and other clubs and organizations — must be of high quality. So long as we have anything that is part of the larger College Community, our purpose must be, very simply, to strengthen that part. The alternative is to weaken the strength and caliber of the institution itself.

If we are to survive as a free nation, then I submit that we must liberally educate for more than survival. If we are now capable of reaching into space, then I submit that we must liberally educate for true worthiness in moving among the stars. If we have now enhanced the rays of the sun, then we must liberally educate for illuminating the dark recesses of our lives. If we are to resolve the destiny of mankind, then we must liberally educate for a worthy immortality. This is the challenge of liberal arts that promotes an education worthy of free men.

Board of Visitors

Any statement of purpose and mission is subject to revision as time and circumstances may demand. The following statement on this subject was adopted by the Board of Visitors on January 14, 1966:

The College of William and Mary is a coeducational and residential college of liberal arts, sciences, and professional offerings at the undergraduate levels.

Its purpose is twofold: to educate the student for a useful and meaningful life for himself and society, and, as an institution, to influence and improve the society of which it is an organic part. The College seeks to provide every prospective degree recipient the opportunity to attain a strong liberal education on which he may build future specialization without fear of losing the perspective of the good life.

Liberal education, as conceived by the College, is concerned with the pursuit of truth: the truth about man, his culture, and the universe. It believes that this truth is attainable through an understanding of the great basic disciplines of human learning. In the pursuit of this breadth and depth in understanding, the College fosters among its students a spirit of free and creative inquiry that seeks first the self-examined life; a reasoned sense of responsibility in the exercise of freedom; a sensitivity to beauty, order and proportion; and an enlightened appreciation of moral and spiritual values.

In addition to the goal of affording the student an opportunity for a broad, basic education that can be applied practically to a useful purpose, the College must, as an educational institution, be an effective unity and force in improving the society of which it is so vital a part.

The latter purpose is specifically implied by the realization that the College is a State institution, supported by public funds, and is, therefore, obligated to serve certain functions and elements of constituency designated by legally constituted authority. This implies a consciousness of public responsibility and a readiness to provide educational leadership and services to the region as well as to the state and nation.

In keeping with this responsibility, the College endeavors to encourage research that will bring new light to contemporary problems; to offer graduate programs that meet regional as well as state needs; to provide opportunities for continuing education at adult levels; and to serve as an educational center where those in the professions, business, industry, and governmental pursuits may convene for exchanging ideas and renewing mind and spirit in an atmosphere conducive to creative intellectual activity.

To accomplish its purpose — for both the student and the society it serves — the College seeks to maintain a faculty distinguished in teaching, research, and public service; to offer high-quality programs; to attract a cosmopolitan student body prepared to benefit from such an education; to provide adequate resources in its library, laboratories, and other physical facilities commensurate with excellence; to plan its physical and organizational structure to permit the fullest recognition of the individual student; and to cultivate in the college community an atmosphere conducive to the attainment of its purpose.



EXISTING FACILITIES		1954-55	1955-56	1956-57	1957-58	1958-59
1	ADMINISTRATIVE BUILDING					
2	LIBRARY					
3	SCIENCE BUILDING					
4	CLASSROOM BUILDING					
5	LABORATORY BUILDING					
6	PHYSICAL EDUCATION BUILDING					
7	STUDENT CENTER					
8	CAFETERIA					
9	RESIDENCE HALL					
10	RESIDENCE HALL					
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PROPOSED FACILITIES		1954-55	1955-56	1956-57	1957-58	1958-59	FUTURE
1	GENERAL CLASSROOM BUILDING						
2	LIBRARY						
3	SCIENCE BUILDING						
4	CLASSROOM BUILDING						
5	LABORATORY BUILDING						
6	PHYSICAL EDUCATION BUILDING						
7	STUDENT CENTER						
8	CAFETERIA						
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This is the Master Development Plan for the College, revised to 1966.
 Changes since then:

H1 and H2, the duplicates of Dupont, will not be built. L1 and L2, the duplicates of Yates, will not be built. Plans for the Lake Matoaka bridge have also been abandoned.

No funds were appropriated for remodeling Washington Hall, James Blair Hall, Rogers Hall, Blow Gym or Jefferson Dormitory in the 66-70 biennium.

Conversion of the first floor of King to dormitory space has been delayed also due to lack of funds, as have additions to Millington Hall and conversion of the Chemistry - Geology Building. Women's and Men's physical education fields have also been put off due to insufficient funds.

When Eastern State Hospital vacates its facilities on Boundary Street, the College will convert it for use as a Continuing Studies and Conference Center, as well as alumni guest housing.

H1 and H2, New Society housing, will have nine units instead of the eight shown. Evanson Security Court will be converted into faculty housing and possible use by married students.

LEGEND
 CAPITAL OUTLAY - \$100,000 - 1966-1970

DEVELOPMENT PLAN
 THE COLLEGE OF WILLIAM AND MARY
 WILLIAMSBURG VIRGINIA
 WRIGHT, JONES & WILKERSON ARCHITECTS
 RICHMOND VIRGINIA
 SCALE: 1" = 100'

Frank MacDonald Looks to The Future



Our Firm Foundation— Liberal Arts

The following are excerpts from an interview with Professor Frank A. MacDonald, Chairman of the Department of Philosophy.

... The liberal arts program has been the basis of any claim to distinction that William and Mary has had in the past. I would hope very much that this program would be continued to be improved and developed in whatever way is necessary to be effective in the future. While we already have a commitment to graduate study and to some extent to vocational and professional education, the maintenance of a very strong undergraduate liberal arts program serves to strengthen these peripheral activities. It is also a program which for its own sake ought to be continued as the most important function that this school can carry on. In many cases where graduate programs have gone into operation emphasis on the undergraduate education has declined. A faculty is very apt to devote its best energies to its upper level students. As soon as you put in a program of graduate level studies, there is always the possibility of the shift to the situation which occurs in any large university — the bulk of the undergraduate instructional program is carried on by graduate assistants. I don't think this has happened here and I trust it won't. I think we can avoid this.

... I would like to see the faculty in an improved communication situation with respect to the Board of Visitors. I think that the results of this communication would very likely lead to an involvement of the faculty in matters of policy of the College. I'm not suggesting that the faculty make all College policy but I do think that the policy-making officials would benefit by some information from the people who are engaged in the actual education of the College.

... I have great hopes for the overhaul of the curriculum as a consequence of the report of the committee that will be working this summer. I think this will have a salutary effect on the whole undergraduate curriculum. We are at a time now where undergraduate education is in a period of tremendous confusion and there are a number of rival points of view about it. We cannot be untouched by what is going on elsewhere in the academic world. I hope that we will have time under the leadership of this committee to seriously consider these and re-evaluate the present undergraduate program and its efficacy and appropriateness to the present educational scene. One thing that we might discover is that the development of education in high schools now shows that they are accomplishing some work which formerly was left to the college, in which case we might be able to avoid repeating this instruction and begin at a higher level. Remaking our curriculum requires a serious attempt to collect data and make comparisons and perhaps get some outside consultants to help shed some light on what is a very complex problem.

... As to upper level graduate programs, I would hope that we would develop in the direction of a small, rather than a large university, and not as a collection of dissociated schools, but one with some kind of corporate unity. I believe that adding on a

casual number of programs to try to duplicate the work of a large university would be a mistake — I would like us to become a specialized university doing a limited number of special things superlatively well, rather than trying to do everything and consequently not doing anything really well. Our emphasis should lie with building up a scholarly community with communication between the various graduate branches in which there is an attempt to deal with specialized programs which we can be very good at.

... Pre-college education has vastly changed and we ought to take account of this in structuring our curriculum. It is not only that the system has changed in our secondary schools, but the character of our whole social structure has changed — the position of young people in society is not what it used to be. We ought to re-examine the whole structure and see whether it can be improved.

... One thing I would like to see in the curriculum is more crossing departmental lines and less compartmentalization of knowledge. An approach to undergraduate education using problems is a way of cutting across department lines to get interdepartmental reaction. This involves starting off with a major problem of the present day and pursuing it into its many aspects. With the problem of pollution, for example, one could deal not only with medicine, chemistry and sociology, but into problems of ethics, city planning, and aesthetics. Some infusion of the problems approach into the curriculum might help to emphasize the unity of knowledge rather than its compartmentalization.

... I would like to see an improvement of the status of the intellectual on the William and Mary campus — the person who is seriously interested in academic subjects. I think that the status of such individuals have vastly improved since the time I was an undergraduate here many years ago. I would like to see a campus in which the primary concern is intellectual activity — genuinely practical activity issues out of intellectual, rational activity.

... The impulse of students to want to become involved in the decision making process is a good one, and it is reasonable to suppose that what students have to say would be worth listening to — with the proviso that you have to be careful when looking at student reaction to separate symptoms from diagnosis. Certainly student reaction suggests something is wrong in many cases, but that doesn't mean that what students say is wrong is necessarily what is wrong. To make a very homely analysis: when you are having your tooth filled is not the proper time to give your opinion of the dentist. But this problem is part of the upheaval in academic America and must somehow be taken account of.

... There is a tendency in some quarters to regard an undergraduate college as primarily a place for either vocational training or social therapy. I would hope that William and Mary would resist this tendency and preserve and develop a basically intellectual orientation.

Thoughtful Planning

Solving the Dorm Dilemma

By Dee Curwen

With the increasing student population, the college finds itself with the same housing problems that plague any over-populated area. Spilling over into additional off-campus, make-shift dormitories such as Ludwell and James Blair Terrace is an unsatisfactory solution. To retain the atmosphere of a resident college and support the expanding college community, steps will have to be taken within the next five years to provide necessary accommodations.

Thoughtful planning and a little imagination would enhance the appeal of dormitory living at a time when there is a growing national trend against the barracks-like conditions and lack of independence associated with dormitories. Since the college obviously needs new residence space, the opportunity lends itself to utilizing new ideas in the expansion project. One of the first steps is the elimination of James Blair Terrace and Ludwell, whose off-campus situations have none of the supposed

Try the Dream College Calendar?

By Joan Flynn

What arrangement of the academic year would the dream-college calendar feature?

Virginia colleges present a variety of solutions to the question of the ideal college year. Of the 40 Virginia schools surveyed, the majority (28) operate on the traditional semester system; ten chose quarters and two used the short-semester plan.

With the exception of Virginia Tech and Radford, all of the larger schools divide their calendar into two parts.

The semester division causes particular inconvenience around Christmas time. Most students and faculty members complain of the vacation followed by two inefficient weeks of classes, in turn followed by examinations and another short break.

Tech's quarter system offers one solution to the Christmas problem. Exams take place before the three week Christmas holiday. A similar vacation divides the winter and spring quarters.

Course content is geared to twelve-week increments, credits counting two-thirds of their semester value. The student often avoids midsemester examinations, and he may opt to finish in three years by attending school during the summer quarters. The summer session becomes an integral part of the school year.

It is interesting to note that every new community college surveyed chose the quarter system when setting up its calendar.

Two schools, Hollins College and the Presbyterian School of Christian Education, offer an unusual arrangement of the academic year. Each features a September to December semester, a short one-month January semester, and a third February to May semester.

The Hollins student uses the short term for independent study on a subject not otherwise available. At the Presbyterian school, a compressed adult education program fills the January semester.

A program not featured at any Virginia school is the trimester -- similar to the semester system, but with a normal academic summer program. Like the quarter division, this plan facilitates graduation after three full years of study.

Most Florida schools and the University of Pennsylvania provide a program which would most simply solve William and Mary's semester difficulties. These schools begin the first semester early in September and finish examinations before Christmas vacation.

This system frees the holiday for special projects or relaxation rather than for exam cramming. Students also complete the year early enough to get preference in summer jobs.

Virginia Military Institute adopted this Florida system for the 1968-69 session and has been pleased with the results.

Any of the systems, however, seem to work more efficiently than the present one.

Student Government: Challenge For Change

By Jerry Lazarus

To recommend new ideas about what student government should be calls for criticism of what it is presently. Three major flaws are apparent in the present system that make it unable to function properly. These are lack of communication among students and no cohesion in action; too many quasi-legislative bodies that have little power but elect people to leadership; and this leads to feelings that student government is not only ineffective but childish.

Lack of communication is apparent when students not in power positions are uninformed about proposed changes. Further, students confront the administration in such a fragmented manner that one group may be used as a foil against another with nothing being accomplished. To illustrate these facts, the Honor Council has proposed changes in the Code no one knows about. Students confront the administration in the Board of Students Affairs meetings as twelve different groups instead of one.

And how can a student government be effective when the WDA, the IFC and the classes and every other partisan group refuses to give up any autonomy for the sake of effective government? None of them have actual power, only pretended graces that fool no one. The Student Association Assembly is a debating society, but in the only place any problems concerned with in the whole school are considered. This can only be due to the fact that students are not

very serious about how their government runs only that titles are handed out by the bushes so that graduate schools and business people will be impressed.

These latter generate a feeling and an atmosphere that student government is childish and hardly worth troubling about. It is the last link in a vicious circle that can, and must be broken. It takes a concern that is little demonstrated by most students, who are very interested in change but have no way to express their grievances and thoughts except in the small and parochial groups they have entered into.

This process of changing to a dynamic student government is more than demonstrations, petitions, rhetoric or confrontation, but demands thinking together, as well as concerted action.

These proposals for change are modest and probably would do little to solve the problems. They are only suggestions which might stimulate others to consider the same questions and to answer them vocally.

The Student Association is the student body. The Students would elect a President, a vice-president, a secretary and a treasurer. The vice-president would preside over an autonomous senate. The senate would set its own procedures. This would mean that the senate would direct the president in policy and would necessitate senators being informed about what factors are in power and what is actually going on.

Further a student court would have responsibility for legislative review and student discipline with referral and final appeal to the president. If students are able to administer discipline as a theoretical concept why are more practical matters beyond their comprehension?

All other student governments would be subordinate or non-existent. Class officers would no longer exist but instead a cabinet could help the president. Those areas of concern could have secretaries to investigate them.

The time is now to revitalize student government in its entirety. Students are in a ferment over changes they would like to see, and this must be channeled into student government. Students must think of themselves as important and responsible; this is the first step since committees never pass resolutions, faculty and community members take our opinions seriously. Only then will any sort of student government be exciting, dynamic and viable.



The JBT bus -- an unwanted tradition. Photo by Jeff Howell

benefits of off-campus living and only the inconvenience.

Instead of the proposed sorority complex, an upperclassmen coed apartment complex could occupy the Lake Matoaka site. This presents many possibilities in designs that are both efficient in terms of construction costs and satisfactory to the demands of the students, including such things as outside entrances, a single kitchen for a three or four apartment cluster and a common recreation area. As the graduate program continues to grow, another possibility is efficiency apartments for married students, built and rented by the College. These would alleviate excessive commuting made necessary by limited apartment space in the immediate Williamsburg area. Apartment living provided by the university is in operation now in places such as the Universities of Florida, California, Colorado and Pennsylvania.

"Efficiency dorms" would offer cheaper student accommodations by being maintained and cleaned by the students themselves.

Assuming that in five years at least no-curfew key system will be in operation in the women's dormitories, there is a need for additional social areas where students could go for coffee and talk after the local restaurants close. Visiting privileges in the apartment complex would be left to discretion of individual students. Open visiting hours in underclassmen dorms would be regulated by agreement of the students -- such as Saturday and Sunday afternoons.

The possibilities for improving conditions in existing dormitories and designing new ones, if not limitless, at least offer creative alternatives to the over-crowded student living conditions which seem inevitable in the next few years. The possibilities are not utopian; they only require slight breaking with traditions, taking advantage of current trends in construction design and believing in the maturity of college students to govern their own living patterns.

Advertisement for 'The Think Drink' featuring the headline 'Your Psychology professor lives with his mother?' and 'Think it over, over coffee. The Think Drink.' with an image of a coffee cup.

A Future Dream... Variables Unknown

By Mike Chesson

What our beloved alma mater will be like ten years from now is anybody's guess, but here are a few things that are possible but probably not inevitable at William and Mary.

The little gnome that lives deep in the bowels of Earl Gregg Swann will have died from inhaling too much book dust and the library will once more become an integral part of the campus, existing to serve the students and not the other way round.

Our library will have over a million volumes, one requisite of a "university", some of which will deal with topics other than the alleged supremacy of the Anglo-Norman race. In this way some serious academic research could be accomplished which is presently impossible.

Perhaps the great god of library science could be persuaded to drop all the Virginian rags except the Pilot, and subscribe to some respectable journals — Toronto Globe, Ta Kung Pao of Hong Kong, Stockholm's Svenska Dagbladet and the Bernes Bulletin to name a few.

And with the increased enrollment students will be able to use all the library doors instead of just one. Inexplicable bottlenecks presently exist not only at the library but at James Blair.

An enrollment of 8,000 will lead to an increasingly depersonalized campus and an honor code which presently applies to few areas of student life will by then have been relegated to the dustheap.

The College will have realized the futility of trying to be a good college and a first rate football power on a shoestring budget and thus will cease to compete with Syracuse, Navy and Hokie-High for supremacy on the gridiron.

No more football scholarships will be awarded, since our admission standards narrow the chances of getting a first-rate athlete who is also a competent scholar. Nevertheless, a few slip through each year with a belief in their own license to kill and

maintain, thus making the termination of the present system desirable for several reasons.

Various academic departments will be eliminated, those which are not needed by the students and the professors, and most of the departments seem to have a few. If the movement to take away the academic credit of ROTC has reached the benighted Southland by 1979, we will also deprive such "courses" as astrology, football physics and freshman English of credit. (If you can't write complete sentences or lack a knowledge of basic grammar, take the course on your own time and as an additional course.)

The entire education and home economics departments will be rendered devoid of credit. In order to maintain professional standards, the tuition for all students will be doubled to pay for faculty salaries and give scholarships to students in need of aid.

Some miracle will occur, releasing the College from the tentacles of Colonial Williamsburg and coeds can stop dressing like little girls out of the Saturday Evening Post, as the CW imposed dress regulations will have become as defunct as said magazine. If Wales is for the Welsh, a college should be for its students and not tourists.

Curfew rules and all the other rituals of this 19th century finishing school will be mailed to Westhampton (see These ad) and hence there will no longer be any need for the Society for the Protection of Virginity. Those who would play God over their peers can go back to being third grade bathroom monitors.

The chances of the new gym being finished by 1979 are dim, but when it is completed we can hope to attract additional talent to renew the vigor of a sport that has not done well recently among the Indians.

With alumni like Hugh Haynie and

Walt Kelly on the Board of Visitors, the administrators of the College might be allowed to go out of the state for financing where our reputation is good rather than being dependent on a reputation dominated by the graduates of the Alcoholics Anonymous chapter at Charlottesville.

On campus there will be a better balance between the fraternities and the independents, with the independents getting living quarters and conveniences equivalent to those enjoyed by the frats. The IFC, an organization where discipline for activities such as illegal pledging depends on the offenders punishing themselves, will be replaced by an organization slightly less utopian.


In 1979 no students will be required to eat in the caf, and surplus food will be given to the campus center dogs. The staff of the infirmary, presently diagnosing male appendicitis as pregnancy, will be replaced by a doctor.

Some features will remain for the William and Mary of 1979 and future years to enjoy and benefit from. The money presently used for pigskin antics will be engaged in finding the worthiest possible successors to men like the recent recipient of the Thomas Jefferson award.

Such administrators cannot be replaced; but men of integrity and intelligence whose prime commitment is to scholarship must be found, for the administrative underlings of 1969 show little of the dedication and love for the College that characterizes the older generation. The immortality of the present Dean of Students may be a myth, so a successor should be groomed for the job.


If the College is to grow and prosper into a place where scholars can study and students can live without hypocrisy, old institutions must be abandoned and good men must be rewarded.

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Colonial Williamsburg: Beyond the Looking Glass

By Ben McKelway

Colonial Williamsburg — mecca for old ladies. All year long hundreds of old ladies, flabby matrons from far and wide, make the big trip to Williamsburg, the constant reminder of our nation's past.

Wherever one goes in Williamsburg, it is extremely difficult to escape the old ladies. Perhaps they are symbolic of the general atmosphere of the city. In any case, they are everywhere. The oldest of them seem to enjoy packing themselves aboard the drab grey CW buses, looking not unlike sardines as they squint out through the windows at the many age-worshipping attractions along the route.

Other matrons, a little younger, prefer to strut through Merchants' Square dragging their pale, skinny husbands with them as they peruse the "very distinguished grouping of sophisticated shops."

A good description of the town of Williamsburg and the huge corporation which controls almost everything in it must begin with old ladies not only because many come here as tourists but because of what lures them here to begin with and causes them to smile with a warm glow of satisfaction on the way home.

Basically, Williamsburg is a center of stagnant inactivity which is so preoccupied with the past that it cares little about the problems of the world today. This is obviously not a healthy atmosphere in which a modern university is likely to thrive, and the fact that it is not may help to explain why William and Mary is not a modern university and why the word "wallowing" must be substituted for "thriving."

Wallowing is an old tradition at William and Mary. And that's the problem. The significance of an old tradition is lost once everything becomes an old tradition. The cult of worshipping the past to the extent that one is afraid to try anything new long ago crept down the Duke of Gloucester Street to blanket the highly esteemed and highly colonial College of William and Mary in Virginia.

Quite peaceful, aloof from the world's problems, the College is not only tempting to tourists but to anyone. It is tempting at first that is, or at least until one begins to wonder whether the function of college is to remain aloof. After all, what is this subversive stuff we hear from the rest

of the country about how a university should be an open marketplace of new ideas, open to fresh thoughts and actively engaged in seeking solutions to today's problems?

Whatever it is, one surely cannot find it here. Here students and administration both are content to let the rest of the world go by, maintaining a rigid schedule of inactivity. After all, why should we be encouraged to make our own decisions and become our own people? Haven't our forefathers made all the decisions for us? Why of course we are content to sit and follow the administration's maze of childish rules. It makes us feel like we really are living in the Golden Age — the "good old days" of the 1700's. And what an effective way of reminding the students that they live in one big antique showcase.

But were the 1700's really that good? Perhaps it is fitting here to investigate the CW myth a little more closely. The corporation would have one believe that celebrated period of American life symbolized the height of just about everything — Good and Pure and Right and that anything we do today is tiddleywinks compared to the work of our god-like forefathers.

There is far more to it. One would conclude from the tour that there were never any problems in utopian Williamsburg of olden times. Everyone led the good life, sitting around in spotless, recently pressed clothing drinking tea in well-polished dining rooms, no doubt remarking to each other what a glorious age they were living in. In other words, all was clean and rosy. But does CW "tell it like it was", as they claim to do? Do they show the open sewers and the brothels of the real colonial period? Do they maintain the dusty or often muddy roads? Do they mention

in their movie how many illegitimate children Thomas Jefferson had? (Wait a minute — you mean he could have been human?). Of course not. They wouldn't make as much money that way.

So then, Williamsburg only tells half the story. The part they leave out shows that the colonial citizens were not really as superhuman as the DAR would have us believe. They were people. They were alive. They had the initiative to solve the problems of their day on their own, unafraid to try something new; to buck the establishment; to pledge "our lives, our fortunes, and our sacred honor" on something radical. Yet surely they didn't mean for us to spend so much time looking back at them we ignore our own set of problems and in awe of 1776 shrink from the task of trying out new ideas to solve unique problems.

Closely examined, then, Colonial Williamsburg can be seen as little more than a retreat from reality; an antiseptic view of a human era. Perhaps there is no hope for modern outlook on the part of contemporary Williamsburg citizens.

But it is not too late to revive the College. Students here have not been raised in Williamsburg and consequently have knowledge of the outside world. By pushing the administration a little, these students can make the College begin to pull away from the past. Within the next five years the College can broaden itself in outlook and tolerance as well as in physical facilities.

First, William and Mary has no logical right to forbid students to keep automobiles in the city. No matter how much power the administration thinks it should have over the lives of students, the city streets should be seen as beyond the boundaries of college regulations.

It is absurd that the College believes they have the right to banish a suspended student from the city for a certain period of time. Of course it is logical that the student be required to leave the campus, but the College has no more authority to kick someone out of Williamsburg than it has to forbid them to enter Bandung, Indonesia.

Third, without further delay the College should abolish all housing regulations and allow any student to live off campus if he or she so desires. Restricting students to dormitory living is yet another of the many antique rules here. A student should be given the choice of living where he wants to live, and the final decision should be up to him and his parents only. It is difficult to conceive of how one's residence could harm his education, but if it does, that is the fault of the student, not the College. The point is that weighing for himself the advantages and the consequences of living off campus is good experience for any student and will help him responsibility for his own decisions. As the system is now, all but senior men are nestled snugly in their dorms with no options open to them. Unable to even consider an alternative, their minds have been made up for them. They don't have to think.

"How quaint," say the tourists as they stroll around the grounds of William and Mary. The College's image, that of sturdy old buildings standing firm along the magnolias and clinging tenaciously to the ideas of the "good old days", exudes every virtue from apple pie to southern womanhood.

Hopefully, however, assuming the students work hard at demanding change and voicing their discontent, ten years from now old ladies will feel very uncomfortable on campus.

'Big Time' Football

A Misguided Effort

By Steve Cochran

What role should intercollegiate athletics play at the College of William and Mary? Should athletics be de-emphasized or should a greater emphasis be placed upon it? Should the efforts of the Athletic Department be channeled in a different direction?

In the last few years football has assumed a predominant role in athletics, with basketball a none-to-close second. The football and basketball teams receive many times more money than the other so-called "minor sports."

The football schedule has been expanded, along with football costs, so that William and Mary can enter the arena of "big-time" football, with all its national prestige.

To obtain football players with enough ability to compete at the big-time level, the College has had to bend its admission standards, while to retain these same ball players, the College continues to offer crisp courses such as home economics.

Despite the increased emphasis placed on these two sports, the results have been

discouraging — neither produced a winning season this year. But even if significant advances had been made, they would hardly counterbalance the academic and financial costs.

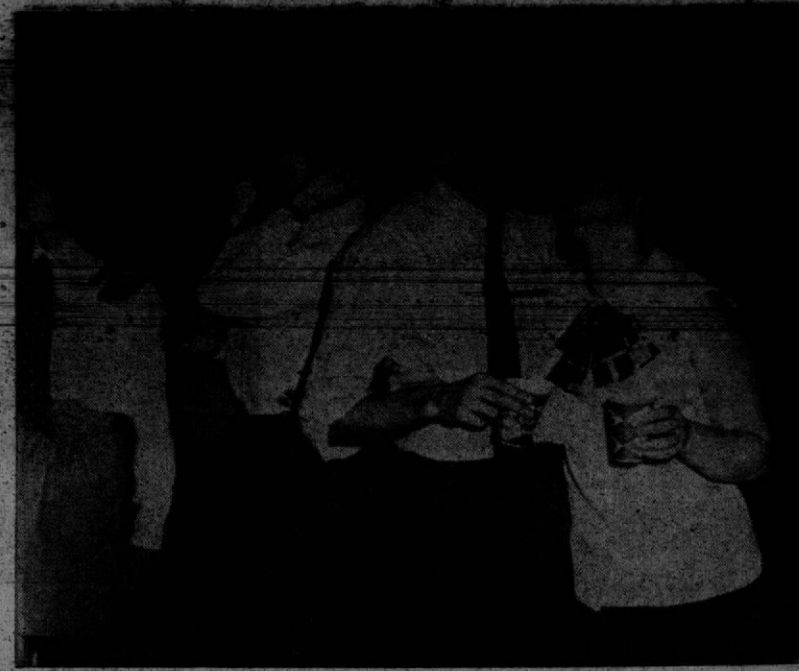
On the other hand, the "minor" sports at the College have progressed tremendously. Wrestling in its brief four year existence has achieved national fame with almost no assistance in the way of scholarships. Also, the wrestling team, as a whole, has performed extremely well academically.

The various track teams — indoor, outdoor, and cross country — have been highly successful, yet they too are slighted financially because of the dominance of football and basketball. The remaining "minor" sports, such as gymnastics, lacrosse, and soccer are similarly handicapped.

Admittedly, football and basketball provide the majority of the revenue, but this in itself is not sufficient reason to place such a great emphasis on the two sports. "Big-time" football and basketball, and the costs they entail, are incongruent with the goals of the College.

COLONIAL WILLIAMSBURG
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The Greek System



Where to Now?

The following represents the gist of an interview with Interfraternity Council President Dave Cole. In keeping with our theme of the future aspects of life at William and Mary, Cole was asked specifically about his program for the coming year and how this fits in with his vision of the future of the College's Greek System. Areas covered were the general over-all view, rush and rush regulations, academics, social life, communication and sports activities.

What do you see as the general theme of your administration, and how is this coordinated with your view of the future of the system?

"With houses comes an increase in responsibility, resulting in a campus-wide responsibility to see more things that are lacking" in the College community and to do more both as individuals and organizations to change them. To this end, Cole feels that the key word for the IFC program is 'communication.' He intends to establish a Greek newspaper that will emphasize not only bringing the Greek world together, but will bridge the gap between the fraternities and the community at large and will give incoming freshmen an opportunity to get acquainted with the system. Cole feels that the Junior Interfraternity Council will have a major function in the continuing integration of the fraternity system into the College community. "By providing a link between the newest members of fraternities, independents, students whose academic achievement did not allow them to rush and high school students, the system can improve itself here and find out what a prospective member wants intellectually and socially."

You mentioned that the new fraternity housing was providing an impetus for an increased role in campus life. Specifically, how do you see this role taking effect?

"The fraternity system is definitely on the uprise, and one reason is because of the new houses." The increase in organization that is necessary to run a house carries over into other areas, and rush is much more important, giving fraternity men two reasons to expand their role on campus. Cole sees automobile and social regulations liberalized to a great extent in the next five years, and feels that this, too, will provide an impetus for the fraternity system. "There is ceasing to be a stereotype" of the fraternity man, he says, and that increasing diversity will attract more members into the fraternity system. Cole sees an increasing trend that has already started in which prospective members "don't have to worry about fitting in" and because of this "interest in the fraternity system will grow."

Do you feel that the increasing academic stringency will have an effect on the fraternity system? or, more specifically, on the intramural sports program and on social activities?

Cole does not see the increasing academic excellence of the College as having much of an effect on the fraternity system. He feels, however, that the quality of individual students will rise as a result of harder admission requirements, and that individual fraternity men will reflect this change. In intramurals, however, Cole feels that "we will get better as the quality of athlete at William and Mary gets better." He noted that new sports would probably be added, as soccer was added last year. He had lacrosse in mind specifically as the next addition.

What will be the changes in rush and rush regulations in your tenure and later on?

"It wouldn't surprise me if we switched to first semester rush." A problem in undertaking this type of rush, he commented, would be a growing impersonalization between the fraternity man and the rushee. Academic requirements will perhaps be dropped within the next few years, but Cole felt that these regulations were necessary now because social life is a temptation to those students who are academically deficient. Cole is emphatically in favor of rush regulations. He stressed that, although hard to enforce, they "are for the freshman's protection, and limit the competition between fraternities to a reasonable level."

Would you care to reiterate your views on the directions that the fraternity system is taking?

Cole sees the end of the stereotyped "fraternity man" and the continued evolution of the "branching out into more areas on campus" of fraternity organizations. The theme of his program, "communication," he sees as allowing the fraternity system to integrate itself more fully into the workings of the College community.

Fraternity

By Carl Nelson

Sorority

By Mary Anne Mason

Greek Trends Analyzed

Traditionally, the fraternity-sorority system has been characterized by the "stereotype" that Dave Cole informs us in on the way out. This homogeneity of membership is enforced by, first a commonality of goals and ideals that naturally come about in group relationships, and are embodied in the rituals; and second, the ball system wherein a prospective member can be kept out of an individual house by the dissent of any one or two members. But Cole states: "There is ceasing to be a stereotype" of the fraternity man. Since the fraternity-sorority system seems almost predated on homogeneity, this leads us to a persistent question. Will the fraternity-sorority system's characteristics be radically changed in the future; and, if this can be answered affirmatively, will this change not, in effect, yield a fraternity-sorority system aimed essentially at satisfying the individual members' social needs?

The fraternity-sorority system of the past was an organization formed with a set of abstract goals that were essentially the same for each individual member body — i.e. scholarship, Christian ideals, class justification and brotherhood or sisterhood. When Cole characterizes the fraternity system of today as "branching out into more areas on campus" and increasing the diversity of its members, and when Barbara "feels that the sororities are becoming increasingly diverse in their membership," they both are predicting the end of the fraternity-sorority system as we now know it. Of course, the individual Greek will continue to play a great role in

At a time when the Greek system on many of the nation's campuses is considered to be in its death throes, more girls than ever registered for this year's rush at William and Mary. Barbara Pate, incoming Pan Hellenic Council president, feels that this indicates that, in spite of fears to the contrary, sororities had made a favorable impression on freshman girls.

Seeing this coming year as a crucial one for the Greeks at the College, Barbara stressed the importance of strengthening Pan Hel which, she feels "can do anything." She sees the revision of rush as the most tangible change to come in the next year. She indicated that there is considerable sentiment for eliminating the "frilly skirts and superficial" aspects of rush, in an attempt to make it a more personal experience.

Barbara feels that the sororities are becoming increasingly diverse in their membership, and that although they are by definition a small group they have not created an atmosphere of strained coexistence between Greek and Independents. Indicating that Pan Hel would welcome an integrated rush, she pointed out that Pan Hel is powerless to enforce it. That, she said, must be left to the individual sorority.

Mentioning that each sorority has a philanthropic program, Barbara feels that it is in this area that sororities can make contributions to the community. Last fall an all-Greek Philanthropy Board, including Pan Hel and IFC, was set up which Barbara indicated may sponsor some kind of community aid project in conjunction with Greek Week-end.

In response to questions concerning the sororities' contributions to a student's educational experience, Barbara indicated that all sororities stress scholarships goals. In conjunction with this end, every sorority had contributed to the College Wide Reading Program and that the Greeks have financed the visit of one of the reading program speakers. The Greeks were approached for their support of the reading program, Barbara says, because they represent the all-round student on this campus.

Prospective programs for this year's Pan Hel Barbara sees as a continuation of the Pan Hel scholarship fund and the possible innovation of Pan Hel sponsored orientation programs for freshmen, aimed at study habits and other freshman adjustment problem. In addition, Pan Hel hopes to publish a pamphlet for freshmen with rush information, similar to the present IFC rush handbook.

campus affairs, but the organizations, if they loose their homogeneity and goals that appeal only to a limited segment of the college community, will loose the organizing power that characterized them when they were able to mobilize a sizeable segment of student opinion and consequently, will become social clubs.

The trend toward diversity cannot be emphasized too strongly as one of the major contributing factors in the decline of the Greek system. For example, both Barbara's and Cole's rush programs envision making the fraternity system more attractive to potential rushees; by making the sorority program more personal and the fraternity program more attractive to different types of people. Incoming students, too, are becoming a more diverse group. But a highly diverse membership will greatly reduce the tendency of Greeks to vote in a bloc, and thus effectively limit their organizational power. Also, the goals of the Greek system will become largely irrelevant to any individual member if they are broadened to appeal to a heterogeneous group.

What, then, will be the character of the Greek system five years from now? If the present trend continues, and we can reasonably assume that it will, it can be predicted that the fraternities and sororities at the College will become more and more socially oriented. This is the only area of campus life in which diverse group can obtain common satisfaction.