

# THE FLAT HAT

VOLUME 60, NUMBER 45

COLLEGE OF WILLIAM AND MARY, WILLIAMSBURG, VIRGINIA 23185

FRIDAY, MAY 14, 1971

## Group Conducts VP Interviews

By Bill Salt  
FLAT HAT Staff Writer

The Search Committee that will select the new Vice President for Academic Affairs is presently entering the final stages of its preliminary screening of nominees.

W. Melville Jones, who currently serves in this capacity, must retire at the end of his present contract period, Aug. 31, 1971, because of the College's mandatory age requirement.

Nominations for the appointment were accepted from the faculty in addition to the number of candidates suggested by Committee communications with academic foundations and other college presidents.

According to the by-laws of the Board of Visitors, the Vice President for Academic Affairs shall administer the instructional and educational programs of the College and of the Branch Colleges.

Also, the Academic Vice President shall coordinate the affairs of the respective schools and faculties.

In addition to supervising the College calendar and curricula, he makes recommendations to the Executive Vice President regarding salaries, promotions and appointments of the faculties of the College.

Candidates have met with student representatives while visiting the campus for interviews, but Harold L. Fowler, Dean of the Faculty of Arts and Sciences and chairman of the Search Committee, has required that the specific processes of the final selection remain confidential.

Chair Sandquist and Jim Almond, the student members of the Search Committee, invited student leaders in an advisory capacity to several interviews with visiting candidates.

Recapitulating their lack of organiza-

tional ties with students through the Student Association, Sandquist noted, "we have created meetings open to more than the two student Committee members to give people other than ourselves a chance to meet the candidates."

As charged by President Paschall at its formation last December, the Search Committee will report to Executive Vice President Carter G. Lovason and President Paschall, who will recommend to the Board of Visitors a successor to Jones.

The Committee expects to suggest, before graduation in June, "no more than three or four" candidates.

Administration members have expressed the hope that the person appointed by the Board can assume the duties of his position by Sept. 1, 1971.

The Presidential Search Committee has currently completed its interviews and will recommend five candidates in order of preference, at the May 21 meeting of the Board.

### Student Representatives Marshal Dissent

By Bill Witting  
FLAT HAT Staff Writer

Pending approval by the Board of Visitors, next year's Student Handbook will contain a regulation requiring parental consent for any student under 21 years of age to participate in a scheduled open house.

The adoption of the so-called "Basic Regulation" prompted the incorporation of this provision into the revised Handbook by the College administration.

The new regulation, part of the revised Student Handbook, will be submitted for approval to the Board of Visitors at their meeting next Thursday evening.

Following meetings of once or twice a week over a period of several months, the committee reached a "basic consensus" on a draft for the new Handbook and presented it to the President.

According to student members of the committee, "we concentrated our efforts on trying it all together, utilizing the provisions of the old Handbook. They said that their major work had been in the area of Regulations Governing Conduct and Student Life."

President Aggs

The Provision, added as one of the "Conditions Governing Open Houses," states: "Participation in a scheduled open house requires that the written consent of the parents of any student under 21 years of age be filed with the College."

Butler said that the "effect of the expansion would be to provide a four-year college for whites."

"On the agency of the state, Bland cannot impede another agent of the state, Virginia State, in its efforts to fully integrate the student body," Butler concluded.

Dissenting, however, Butler would have allowed the Bland decision to continue but he voted with Merhige and Blitzer not to require either the merger or the state-wide desegregation plan.

Noting that Virginia State recruits both white students and faculty members, it has 43 white faculty members and 70 white students among its 2,000 students. Butler said a four-year Bland would "reverse Virginia State's efforts to desegregate its student body because the commuters would favor Bland."

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Protesters, KA Soldiers March Peacefully  
Kermit Dance talks with fellow protesters (left) while Kappa Alpha fraternity members prepare Saturday's march on DOG Street (right). (See story, another picture, this page.)

## Visitors Consider Parental Consent for Open Houses

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## Court Condemns Bland Escalation; Suggests Community College Status

A three judge federal court ruled Wednesday to halt the expansion of two-year Richard Bland College to a four-year institution.

In a 43-page opinion, the judges ruled that the proposed escalation of Bland would perpetuate a racially identifiable dual system of higher education in Virginia.

Because the state is required by the courts "to take affirmative steps" in order to establish a unitary system of higher education, the court said, neither the William and Mary Board of Visitors nor the General Assembly had the authority to expand Bland.

The court refused to grant the plaintiffs' request to require the merger of Bland and Virginia State.

The plaintiffs, six faculty members and four students from Virginia State and three parents acting for their minor children, also asked for but did not get an order to require the state to formulate a state-wide desegregation program.

Neither College President Davis Y. Paschall nor Del. Roy Smith, chairman of the House Appropriations Committee had any comment on the court's decision.

"I have no comment on the decision right now," said Smith, who represents Petersburg and who was instrumental in obtaining funds for the Bland expansion. "I have not seen a copy of the opinion and prefer to read it before I comment," he added.

Commenting on the decision, Carey Stronach, one of the plaintiffs and a member of the physics department at Virginia State, said, "Of course, I'm pleased. It is a shame the situation had to get this far."

He noted that the Bland escalation had been a "transparent political scheme from the start" and that Smith "had done a disservice to the community by pushing the expansion."

Although Stronach fears the case will leave "racial bitterness in the air," he hopes that the "community will work together to improve higher education in the Petersburg area. I see no reason why

we shouldn't cooperate in the future," he continued.

"As far as class action used to desegregate colleges is concerned," Stronach continued, "the Bland decision is the second in the country. The first in Tennessee, was more limited in scope than the Bland decision," he added.

He expects Bland to be placed eventually into the community college system.

Both Gov. Linwood Holton and the State Council of Higher Education, who were among the defendants in the case, have urged that Bland become a member of the community college system. Presently, it is the only two-year college outside the system.

Holton recommended the switch in his plan for the desegregation of Virginia's colleges which was submitted to the Department of Health, Education and Welfare in December. HEW has not acted on Holton's plan.

Besides Holton and the Council, defendants in the suit which was argued March 17 were the Boards of Visitors of both William and Mary and Virginia State and James M. Carson, president of Bland.

KA March Avoids BSO Confrontation, Protest

By Mary Whitesell  
FLAT HAT Staff Writer

Kappa Alpha's traditional Secession Parade took place Saturday morning, without any direct confrontation between the fraternity and the Black Students Organization which presented the parade.

The BSO charged that the wearing of Confederate uniforms in the parade symbolizes "the perpetuation of traditional Southern prejudices."

Speaking about the protest, Thomas commented, "We don't deny the right of anybody to protest, so long as no one denies us the right to have the parade."

BSO president Harry Tucker stated that he was "truly pleased" with the way the protest was conducted on Saturday and planned that support for the protest come from both black and white people. He promised that next year "more concerted efforts" will be made "to try to reach more organizations and interest parties and to see that the parade isn't repeated."

Sumers that the Klu Klux Klan had contacted Kappa Alpha and offered to participate in the parade were flayed by the fraternity. Tucker also denied any belief in the rumors, but should the KKK ever participate, Tucker said, "it would make the potential violence much greater."

## Protesters, KA Soldiers March Peacefully

Called together on Wednesday morning to see the version of the Handbook being submitted to the Board for their information, the committee discovered that the President had added a provision of his own to the draft.

The provision will be accompanied by a verbatim statement of the "Bland Resolution" in the Handbook. The resolution itself "advises the presidents and governing boards of all State-supported institutions of higher learning that visitation of students of the opposite sex in college dormitory bedrooms without proper regulation, control and supervision, and without the prior consent of the parents of any student under 21 years of age, is contrary to the public policy of the Commonwealth inimical to the standards of morality, public decency and decorum which are indispensable for a stable, well-ordered society."

The new provision, apart from the rest of the Handbook will be submitted to the Board for final approval rather than simply for informational purposes.

Student committee members Nancy Terrill, Skip Stiles and Tony Thiel spent all day yesterday talking to key members of the administration and expressing their dissatisfaction with the action. (See related statement, editorial page.)

"We felt the students should know about it," stated Terrill.

They commented that they had been expected to represent the student's interests and yet they have been unable to discuss their actions with other students because "what had been established at the beginning of our meetings was that we should wait until the draft was in final form before it was released to the College community."

Since they have had no say in the inclusion of this provision in the Handbook so far, the dissenters will appear before the Board next Thursday.

"We felt we couldn't appear before the Board without hearing the opinions of the students," they pointed out, "and so we decided to release this to them," in so doing Thiel expressed their common desire to hear from the student body.

"We hope that students will express their opinions to us, and to the Board in letters, he stated.

Student Association President Roy Butler promised to set aside a place in the SA office for students to submit letters to the Board.

Adoption of the regulation will become effective only upon final approval by the Board.

Students Plan Protest

By Mark Reynolds  
FLAT HAT Staff Writer

Definite plans are now set for Charles Evers' march of Fayette, Miss., to address the College community June 6 at 10:30 am in Blow Gym, according to Craig Windham, treasurer of the senior class.

Senior Suzanne Bisset revealed after an organizational meeting last night that there is a good possibility of some sort of student protest at commencement exercises. However, there are no definite plans in this area as of yet.

Concerning the use of the gym facilities for Evers' speech, Windham said, "It looks like we weren't going to get any decent facilities since Vice President for Student Affairs Robert English, Jr. and his forces wanted to stick us out at the Masons amphitheater."

"This was a definite compromise. My commitments to President Davis Y. Paschall who personally arranged the compromise."

Windham also noted that the time of the speech was specified so that the students must be out by noon in order to avoid any disruption of graduation exercises.

Concerning the possibility of a protest at graduation exercises, Bisset said, "We are planning some expression of our discontent and we urge any seniors who might be upset about the circumstances concerning graduation and the selection of a speaker not to stay home and sulk, but to come out and express their dissatisfaction."

Senior John Dadds said, "There has been talk of a walk-out at graduation. We think that there are a lot of people who are outraged enough to walk out. However, we are still talking and sounding out people to see what the situation is on the issue."

Bisset noted that there is a meeting Monday at 7:00 pm in the Student Association office for those people who want to express their opinions concerning forms of protest at graduation. Also, people who could help collect money to pay

the expenses of Evers' visit should also attend this meeting.

Both Bisset and Windham emphasized the financial problems associated with bringing Evers to the College to speak. According to Bisset, the approximate cost is \$1,000, so far the junior and sophomore classes have pledged \$150 and the SA has pledged up to \$200.

Dadds said that people interested in collecting money in the dorms Saturday or at the concert Saturday afternoon should meet at the end of the Sunkin Garden at 11:45 am or call him (339-4030) or Bisset (ext. 331). Those meeting in the Sunkin Gardens should see Chester Goldstein at that time.

Windham mentioned that students are trying to get a faculty member or student in every department or school to help. They may also sell Evers' campaign material in order to raise money.

Rees Urges One-to-One Exchange With Hampton

Problems concerning this semester's one-way exchange with Hampton Institute should be solved next year when the exchange will function as it was originally conceived," according to Tom Rees, who participated in this year's exchange.

The exchange next semester will be on a one-to-one basis as far as we know," Rees added. Marie Bradley will come from Hampton to William and Mary with the possibility of other participants from the Institute as well.

Selection of participants from William and Mary will be made from among eligible students who were chosen to participate in the exchange this semester but were unable to go to Hampton.

Seniors Rees and Tim Groves went to Hampton this semester although no one came to William and Mary from Hampton because of lack of interest in the exchange at that campus.

"Groves and I were compromised so the exchange would not die. We paid room and board to Hampton and talked to W. and Mary and they did not lose a cent," Rees added. "Hampton compensated and lost \$200."

"The exchange was one ball of an experience," he said. "I was able to get rid of some guilt and develop some hu-

man relationships with black people."

"The decision to go to Hampton should not be a flippant one," Rees added. "It would be a real challenge for a white student, particularly one coming out of William and Mary."

Eligible students from William and Mary chosen from among 30 original applicants for the exchange program are Mark Scarr, Terry Rinehart and Dan Holt.

Hampton Institute is currently closed until the beginning of the summer session because of disorders arising from student protests over the suspension of the vice-president of the student body. Decision as to the assigning of grades for the semester was not certain as of press time.

Free Concert

The Class of '72 is sponsoring a tree concert in the Sunkin Gardens from noon to 5 pm tomorrow. Tentative groups include Waterfall and Cabo Parish, as well as many other local groups. No refreshments will be provided.

Local persons or groups wishing to participate in the concert should call Bruce Charwell by midnight tonight at 339-1354.

KA peacefully "secedes" from College for weekend. Photo by Mills Arthur

**THE FLAT HAT**  
 Founded, Oct. 5, 1911  
**Editorial Page**

# We Ask Delay

Students are apt to see President Paschall's tentative alteration of the open visitation policy as yet another instance of manipulation by an administration which has repeatedly disregarded the student voice. The lack of open discussion prior to the move is characteristic of a system which forces students into a puppet role by denying them the right to act, to participate in making the rules that govern their own lives.

We recognize that the College had to make some response to the Bateman resolution but we question the workability of Paschall's proposal and the manner in which it was presented. Students were not even consulted on the matter, much less allowed to aid in the decision.

The President's initiative is also inconsistent with his former lame duck stance. Such an arbitrary change in policy will present myriad problems for the new president, yet this same consequence has been Paschall's excuse for inaction in past months. In December, for example, he refused to appoint a committee to study the governance of the College on the grounds that it was too important a decision to be made so close to the beginning of his successor's term.

The new president, who must implement, enforce and defend the College's visitation policy, should have a voice in its making. Accordingly we ask the Board of Visitors to delay action on the proposal pending discussion both with students and Paschall's successor.

We would like to emphasize that this policy change is still only tentative, and that the opportunity exists to present our argument for delay with reason and clarity. The three students on the Handbook Committee are scheduled to speak with the Board of Visitors next week. Through them or the Student Association, we urge students to express their opinions.

It was for the purpose of eliciting such response that these three students decided to make an otherwise confidential matter public. We hope the student body will avail itself of this opportunity to demonstrate their maturity, responsibility and strong concern for participatory government.

# Stop at Two

The federal court's decision to stop escalation of Richard Bland College into a four year institution is commendable, if inevitable under the law. Retaining Bland's two year status may serve as the beginning of the important process of establishing a unitary system of higher education in Petersburg; it has effectively halted an effort which would have undermined the quality of education available to Virginians of all races.

From the first, we have agreed with the opponents of the escalation proposal who contended that it was not only unworkable but clearly illegal. Title VI of the Civil Rights Act of 1964, signed by all state-supported colleges and universities in the South, specifically provides that the states will act to abolish dual systems of education and erase racial identities of public institutions. Even proponents of the Bland expansion have admitted that it would result in the perpetuation of a "white" college and a "black" college in Petersburg.

Governor Holton, who has repeatedly re-affirmed his goal of making Virginia a "model of race relations," opposed the Bland move, saying that one should not be able to point to institutions and define them by racial character. The United States Department of Health, Education and Welfare questioned the escalation proposal in its reply to the governor's statewide desegregation plan. The State Council on Higher Education is on record opposing the move, stating that Virginia already has enough four year schools and does not need another in Petersburg. Predominantly black Virginia State College students and faculty have concurred.

Not only would a four year Bland impede full integration of Virginia State, it certainly would not have been able to accommodate a "state wide" student constituency or provide students with a high quality of education. The woeful inadequacy of the state legislature's initial appropriation of \$150,000 for the third year expansion makes one wonder what its backers had in mind, if not the perpetuation of segregated facilities and less than optimum educational opportunities for future students of both VSC and Bland.

Bland is now the only two year institution outside of the state community college system. The merits of placing it within a unified system deserve careful study in the immediate future. Still, however, any separate Petersburg campus of Richard Bland will probably tend to attract only whites while VSC will recruit mostly blacks. Perhaps the best possible solution, neither granted nor specifically prohibited by this week's decision, would be a merger of the two state colleges, creating a truly unitary system, expediting integration in a racially tense area and easing race relations statewide in the long run.

# Statement

The final draft of the Regulations Governing Conduct and Student Life as approved by the Handbook Committee was sent to President Paschall for his approval. He returned it with a few minor changes and the insertion of the following regulation which is tentative pending approval by the Board of Visitors: "Participation in a scheduled open house requires that the written consent of the parents of any student under 21 years of age be filed with the College."

President Paschall noted that the excerpt from the Bateman resolution is included in the draft to show that the addition of this requirement is in response to the legislative action taken earlier this spring.

We felt it necessary to bring this matter out of the committee for the following reasons:

1. We are concerned that students were unaware of this provision, and feel very strongly that student opinion regarding this action be taken into account.
2. We feel that the technicalities and implementation of this regulation will require a great deal of work and that the decision to initiate such steps should be left up to the new President.
3. While we recognize the College's position with respect to the Bateman resolution and the necessity to assure the state legislature and the Attorney General that the College is not ignoring the resolution, we feel that certainly the legislators would agree that this resolution should be dealt with judiciously and with an eye to practicality.

Because the resolution is directed to both the president and governing bodies of each institution, we plan on presenting our ideas to the Student Affairs Committee of the Board of Visitors along with our proposal that they delay action on this issue until the new President has been installed.

In addition, we hope to meet again with President Paschall to discuss this proposal before it is presented to the Board. We would hope that student opinions regarding this matter will be channeled through the student government and the student representatives on the Handbook committee, so as to effectively relate to the Board of Visitors the sentiment of the campus next week.

### Joint BSO- KA Weekend?

To the Editor:  
 (This letter is directed to members of Kappa Alpha Fraternity in response to their Secession Parade last Saturday.)

While I realize that the intent of the members of your fraternity was not racist, symbols of black suppression were displayed in the parade and a period of black enslavement was glorified. As such, it was quite naturally offensive to the black people and I think in very poor taste.

I would ask each of you to try to imagine facing the discrimination, oppression and frustrations the black people have confronted throughout history. Suppose that a situation offensive to you is then staged and glorified. Perhaps you would not merely suggest that this event cease, but rather would demand that it cease.

You may think of the Secession Parade as fun - but surely you don't want fun at the expense of insulting others. You may think of the Secession Parade as tradition - but war, poverty and racism are also traditions. I am asking you to be tolerant and sympathetic toward the feelings of others and to put an end to this Secession Parade.

Finally, I would like to suggest that in the future, the Southern Bell and Weekend be a joint effort between the Black Students Organization and Kappa Alpha Fraternity. Let the weekend symbolize equality and togetherness of the races. Let it symbolize the South as it ought to be. RIGHT NOW.

Larry Rubinowitz  
 Department of Mathematics

### Lowance Lends Mantle to 'Yahos'

To the Editor:  
 When they hammered their manifesto with its thinly veiled racial slurs to the Campus Center door, one would have thought they'd given sufficient notice to the College as to what sort of people they were.

Yet the following day Carter Lowance lent the mantle of his office to dignify this gaggle of adolescent yahos.

As a responsible public official and a gentleman, he owed it to the college community not to participate in the tasteless display. Saturday Dr. Lowance was neither.

John Greenbacker  
 Law School

### We're Anti- Everything Decent' and Don't Deserve Diplomas

To the Editor:  
 I doubt my comments will be published since the staff of the Flat Hat for the past few years has been anti-President Paschall and anti-everything decent or sensible. However, after

### 17 years I am sending my first letter

The letter of William J. Jackson, Class of 1974, on April 30 is the straw that broke the camel's back. How can a youngster not yet dry behind his ears dare to criticize a gentleman with the educational background and experience of President Paschall? To me it reveals immaturity, ignorance, spite - a braggart who has much to learn, among them manners of a gentleman.

President Paschall has always shown a sincere interest in students and the College. He has made every effort to be helpful and fair. You will show the same disrespect for any other president. If anyone is willing to accept the position, Students who behave as you do are no credit to your parents. I doubt you show them respect or consideration. You know the old saying, "Fools step in where angels fear to tread." We have had far too much of these actions and words.

If I were President Paschall I would cancel all commencement exercises and ask the Registrar to hand out diplomas from the office or mail them. Many do not deserve diplomas. You and they are a disgrace to a great college.

I predict that unless very strict steps are taken immediately, radical faculty and radical students will ruin William and Mary. Members of the Alumni Association with whom I have spoken fear the same fate for the College and are shocked at your rude behavior to President Paschall and other administrative officials.

As a member of the faculty I would refuse to attend graduation exercises if Charles Evers were permitted to give the commencement address, not because of color. I am not prejudiced, but because of students' behavior.

I do not know Mr. Evers' qualifications as a commencement speaker, but I doubt he would interest many people except a few radicals. I doubt students are interested in him as a speaker. This is one more opportunity to show rebellion and disrespect.

A few years ago I called the editor of the Flat Hat and suggested the paper be discontinued. When I joined the faculty 17 years ago I enjoyed reading it. It was not at that time a mud-slinging vehicle. With the exception of sports reports and a few other reports, the remainder is offensive.

(Name withheld by request)  
 Member,  
 Gay Liberation Group

### SA: Atrrophy, Hypocrisy and Emptiness

To the Editor:  
 The actions of the Student Association Senate Tuesday night completely obliterated any lingering claims to legitimacy as a representative student structure.

The method of requesting Senators to resign over the telephone permitted delegates representing less than one-third of the undergraduates of the College to enact legislation affecting the entire College. When reminded of the meeting, Senators felt it was easier to quit than to attend the final business of their government.

The hypocrisy increases, however, by recalling the Senate meeting of the previous week. At that session, a majority upheld the ruling that legislative action is valid only as long as a quorum remains. Most of the representatives concurred because they felt that action by less than a majority contradicted democratic principles they adhered to.

My feelings at first tended toward anger and outrage over this manipulation of rules beyond ethical limits. Later, however, they shifted more toward pity for an empty organization that must grovel to sustain itself.

I do not intend to imply that the SA is entirely worthless; certainly many functions, such as the non-elected committees, have achieved reasonable successes and necessarily deserve to be continued and encouraged.

But the representative nature of the Student Association has steadily atrophied in recent years, accompanied by the continual loss of support from the students. I regret that if the SA does not quickly find strong leadership and begin to re-establish itself as a government of the students, the Flat Hat's coverage of future SA Senate meetings may be a simple obituary.

John Russell  
 Class of '73

### Residents Robbed Of Initiative

To the Editor:  
 Due to the fact that my contract for 1971-72 was withheld without substantial reason, I no longer feel under obligation to the Assistant Dean of Women nor to the College.

Unfortunately the student personnel staff is harassed by unprofessional procedures which make it difficult to serve efficiently as a head resident. Complete lack of philosophy or theory of student education in dorm living is evident by rules concerning broken rules - personal opinions are used to make important decisions. A head resident is condemned for any initiative or attempt to improve conditions in a dorm. Students are asked to report on adults. Unfounded accusations are made against persons in "charge" of a residence hall. Students and adults alike who play the game are rewarded.

As long as such conditions are condoned by student deans, the students, namely women, will continue to be deprived of their rights to live and grow in education outside the class room.

Mildred Stjibgen  
 (Mrs. Kenneth)  
 Dupont Hall

### Thanks for Trying to Understand

To the Editor:  
 We the members of the William and Mary Gay Liberation Group wish to thank Mr. Edwards, Tom McDonald and the Flat Hat staff for the time and effort involved in publishing the May 7 article concerning homosexuality and especially for the desire and effort to understand and give those who may have misconceptions about the homosexual insight into the lives and minds of other human beings who are after all, first, humans.

(Name withheld by request)  
 Member,  
 Gay Liberation Group

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The problem of grade pressure occurs in any school situation, and is just about impossible to solve. Such pressure comes from many sources: parents, teachers, a student's own ambition and competitive spirit, and the influence which grades may have on a student's acceptance for college, graduate school, or employment. No one of these factors can bear all the blame, nor can they be lumped together and classified "the school."

I admit that pressure is very high at this university, and that good grades are not often easily earned; but lowering the standard of work expected would not solve the problem. Since I have been here, I have always found the faculty reasonable and sympathetic - they often take great pains to aid students having difficulty. The tutoring services available in many departments, and the time teachers willingly give to individuals who come to them for help, show their interest. In the situation I mentioned above, the instructor was concerned only with showing the students their error, so they could correct it, and learn from it. Yet some were willing to sacrifice their intellectual integrity and let the erroneous answer stand, as long as they got credit for the question.

The final responsibility for a decision to "work for grades" - it is a decision, whether conscious or unconscious - rests not with the teachers or the school, but with the student; who, after all, chose to come to this school, presumably with the hope of gaining knowledge, not Brownie points. Why are we here? And what makes the attitudes of a school fit the attitudes of its members?

Sarah Tolson  
 Class of '74

### Andrews Display Is Students', Not Artists'

To the Editor:  
 The majority of the paintings, watercolors, sculpture, ceramics and prints on display in Andrews Hall are not the products of artists, but of art students, some of whom are not art majors.

In comparison, your article reviewing the exhibit is the product of a student who cannot even claim to be a journal student, much less a critical reviewer. The Andrews Hall exhibitors claim their "insensitive, dull, unimaginative" works by signing them.

However, your reviewer prefers to remain anonymous, much like a person who stands in a dark alley and shouts obscenities at little old ladies in second-floor apartments. For the sake of Peter Zenger, give a by-line to your reviewer's opinions!

M. Linda Rowan  
 Class of 1971

Editor's note: The byline, omitted at the printers', belonged to John Bria.

### Working for Grades - the Student's Choice

To the Editor:  
 In one class today, a rather heated discussion arose, concerning a test question which had been misunderstood by many members of the class. During the course of the discussion, the problem of "working for grades" was brought up. One student blamed the College of William and Mary for the emphasis on grades here. For any institution for higher learning, especially one which prides itself on encouraging a well-rounded, "liberal education" in the truest sense of the phrase, this is a very serious accusation.

John Russell  
 Class of '73

### ODK Urges Courtesy to Evers, Downing

To the Editor:  
 The Eta Circle of Omicron Delta Kappa would like to express its hope that the 1971 Commencement Exercises on June 6 and the visit to campus on the same day by Mr. Charles Evers will not in anyway conflict with each other.

We would encourage all members of the college community to support both events and exhibit the respect and



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# SA Senators Resign Before Last Meeting

By Bill Harpine  
FLAT HAT Staff Writer

In the last scheduled Student Association Senate meeting of the season Tuesday night, the Senate passed an amendment to the SA constitution defining the term of the Speaker of the Senate and approved funds for a representative to the National Student Association convention this summer.

After twelve of the Senators not attending the meeting submitted their resignations, in person or on the telephone, the eleven Senators in attendance composed a quorum of over one-half the Senate. Soliciting telephone resignations, SA secretary Bill Brun explained that this was to be the last meeting and that a quorum was necessary to complete business before the summer.

The Senate approved by a vote of eight to three an amendment to the SA constitution that provided for the reelection of the speaker for the remainder of the term during the fourth week classes were in session and prohibited the reelection of an incumbent speaker. The Senate had approved the same amendment at last week's meeting.

In other action, the Senate considered a motion to provide \$330 to pay a week's expenses, not including transportation costs, of two delegates from William and Mary to the convention of the National SA this summer.

In discussion of the resolution, SA Treasurer Rick Bowman commented, "We can't afford it. We can afford one member. If we know how much we're going to give to the Senator-Clerk for Charles Evers," Evers is to speak to the senior class June 6. The SA is pledged to provide up to \$500 to help finance Evers' appearance.

SA Vice-president Andy Purdy responded, "We have to decide if we're going to stay in the National SA and I think we need to send two." Brun asked who would be the delegates to the convention, but no conclusion was reached.

Brun then moved that only one delegate be sent and that he be provided \$185 for expenses. The resolution was so amended and passed.

After the meeting, Purdy told the Flat Hat that either he or SA President Kay Rorer would be the delegate to the National SA convention.

Concerning the method of obtaining a quorum, Purdy stated that "We used the rather unorthodox method of asking Senators to resign in order to obtain a quorum because we felt it was important to get another Senate meeting in before the end of the year and it wouldn't be possible to get a quorum for Thursday, because five of the Senators present said they wouldn't be able to come Thursday. And a meeting was essential because of the need to act on the constitutional amendment for the speaker and the need for funds for the NSA convention."



Senators discuss admission to the Hoi Polloi.



SA Speaker Frank Roach

# Pub Management Replies To Admissions Questions

By Nancy Zickfoose  
FLAT HAT Staff Writer

Questions regarding the admissions policy at the Hoi Polloi have arisen due to the large number of non-students being admitted to the Pub.

Past SA vice-president Bobson, who was affiliated with Pub through mid-April, said that he felt the admissions policy was "discriminatory." Ranson reported that he discussed the problem with Gerry Finn, assistant manager of the Pub.

"If the people at the gate of the way they looked, they in," said Ranson, speaking of Polloi patrons without student identification cards.

When asked about a supposed discriminatory policy at Pub gate, Frank Gerry, manager of the Student Association-Crotty Brothers sponsored Pub, replied that the two sponsoring organizations desire the policy for admission. The policy states that no one is admitted without a student unless he is a guest of a student.

According to Gerry, non-students who wait outside the gate are admitted when they are with a student as that

student's guest. Gate-keepers have no way of knowing if the non-students are legitimate "guests."

Gerry suggested a guest register as a possible alternative to the present policy. This system would help to eliminate those who have no affiliation with a student. Such a register, however, would require a revision of the existing policy.

Gerry emphasized the students' responsibility in maintaining the Hoi Polloi as a pub for students by allowing only their personal guests to enter and by accepting responsibility for those non-students who are their guests.

Non-students have been expelled from the pub when found unaccompanied by a student. Junior Phyllis Perdue, commenting on salaries paid to students who work at the Pub, stated that she is employed behind the counter at a salary of \$1.80 an hour while men are paid \$1.90.

Asked why she received waitresses' pay for working behind the counter, Perdue replied that Gerry Finn explained the discrepancy to her by the differences in the type of work done by men and women.

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### Student to Face Narcotics Charges

College student Dan McHugh was arrested yesterday and charged with two counts of possession of illegal drugs.

### Panhel Makes No Decision On Complex

Panhel's Council President, Mark Henry, said in an interview yesterday that there has been no decision as to who would be moving into the five-building sorority complex now under construction near the Commons.

All members of the nine campus sororities could not fit into the complex, which will accommodate approximately 400 students. According to Henry, some of the sororities are willing to make "a firm commitment to move in" at this time.

The General Honors Program has expressed an interest in using the buildings for co-ed housing, possibly holding classes in the lobby, under a revised experimental program.

### Bulletin Board

- FRIDAY, May 14
Sigma Chi Dinner - CC Ballroom, 8-12 pm
"Chabon" - Phi Beta Kappa Hall, 8-10 pm
Senior Picnic - Lake Meade, 12-4 pm

### Food Stamp Revisions To Affect Students

By Brian LaFerre
Single students living in dorms will probably find themselves ineligible for food stamps, according to a series of new revisions handed down by the United States Department of Agriculture last month.

### Contracts Include Changes for IFC

The new Inter-Fraternity Council contracts with the College have given the fraternities several advantages, according to IFC President Gary Pfeiffer.

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Another difference between the old system and the new is that, according to Pfeiffer, under the new system the fraternities will have a "100-day grace period" at the beginning of each semester during which the fraternities will not have to pay rent on their houses' empty beds.

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Pfeiffer noted that this was important because of the beginning of the second semester freshmen do not sign bids until about two days after the beginning of the term.

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### Aging Antiques

Formerly a skating rink, the above building now serves as the back room of an antique shop located outside of Williamsburg.

### Summer SA Proposes Key System

By Chuck Pinkerton
The annual six-week Summer Association period will open Saturday, May 15 at 9 a.m. at the Capitol. Events will be read from the Virginia Declaration of Rights and Edmund Pendleton's Resolutions for Independence.

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### New Catalog Adds Admissions Change

By Chuck Pinkerton
The 1970-71 College catalog issued this week contains for the first time a statement asserting that admission to the College "is without regard to race, creed, color or national origin."

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# Sig Ep Challenges Lambda Chi Lead

With the intramural season nearing the end, two fraternities are in a neck-and-neck battle for possession of the Intramural High Point Trophy.

Lambda Chi presently holds a slight lead, but Sig Ep, which has held a tight grip on the trophy in recent years, is very close behind. A last-minute win in the fraternity softball league by Lambda Chi stretched the lead a little, but with seven intramural categories remaining to be calculated in the final point totals, the defending champions can't be counted out.

The final day of intramural track will be held this afternoon, and once more it looks as though the two leaders will again be battling each other for the top spots.

In the single tennis competition, Lambda Chi picked up some more points when Phil Ferguson defeated Pi Lamb's Bob Woolridge in three sets, 6-4, 4-6 and 6-0. Woolridge reached the finals by defeating Sigma Chi's Larry Menaker in the finals of the loser's bracket.

One of the most exciting contests of the intramural season will conclude this week when Dave Francis and Mike Lubeley come head-to-head in the final match of singles handball.

Although Lubeley lost to Francis earlier in the season, he came back to win the loser's bracket and salvage one more chance for the championship. In a must match for Lubeley, he defeated Francis on Tuesday to even the score at one match each. The winner of the next match will be the undisputed intramural champion.

Both Francis and Lubeley are still alive in the doubles competition as well. The team of Lubeley and Jim Rumpier has already clinched the winner's division, but in the loser's bracket the Francis and Jeff Steckroth duo will face the Johnston and Glen Conrad pair for the right to play in the finals.

In the pool competition, John Stepokura has captured a position in the finals and will face the winner of the loser's bracket.

tion in the finals and will face the winner of the Jemmot and Glen Conrad game in the loser's bracket.

An Independent, Michael Yap, has won the winner's bracket of intramural ping pong and will face Theta Delta's John Faussett, winner in the loser's bracket, for the ping pong championship.

In the golf competition, which just began two weeks ago, all contestants have played their first rounds and the scores have been quite variable. The six best scores will qualify for the finals, probably to be played next week.

The Intramural High Point Trophy, probably the most sought-after award in the fraternity system, is given annually to the fraternity which accumulates the highest total number of points during the entire school year.



Action in Tuesday's lacrosse match against St. Catherine's. The Indians' second team won the match, the last of the season, 7-5, for their third victory of the season.

Photo by Barry Klumstra

# Eight Make All-State In Lacrosse Tourney

William and Mary's girls lacrosse team competed against eleven colleges in last weekend's Virginia State Tournament at Sweet Briar and after three exciting games had eight girls named to All-State teams. Although Madison College overwhelmingly captured the team honors by winning all three of their matches and placing 13 individuals on the State teams, the Indians' coach Joy Archer said the Tybe "played beautifully" and pointed to several "spectacular performances."

The Tribe's Cindy Hicks turned in one of the tourney's top performances and was named to the Virginia I roster, the highest honor of the meet.

Two other Indians, Paige Reid and Umpie Graves were named to the second team, while captain Pat Albright and Cheryl Macklin placed on Virginia III. Cindy Wiebold and Mary Astura earned a spot on Virginia's fourth team, and two more Indians, Debbie Rawlings and Nancy Brewer were named to the honorable mention list.

The four teams chosen at Sweet Briar will now progress to the Southern District Tournament scheduled for Memorial Day in Baltimore. The Virginia squads will face teams representing Pennsylvania, Baltimore and Washington. Five of these teams will be chosen to attend the National Tournament in Glassboro, N.J., on June 5 and 6.

Although the Indians had a slow start in the tournament

when they fell to Bridgewater, 11-8, Coach Archer said that the Indians were probably better as a team but could not contain one extremely strong Bridgewater player.

In their game against Hollins, the Tybe, led by the spectacular performances of Hicks, Albright and Reid, salvaged a 4-4 tie over a team that soundly defeated the Indians last year.

But the key match was against Madison, probably the strongest team in the state. Although the Indians lost 9-7, it was a great improvement over the Tribe's performance when they played Madison earlier this season.

"It was a back-and-forth battle for almost the entire match," commented Coach Archer. "It was exciting to the very end, and everyone said it was by far the best match of the entire tournament."

Developing an extremely good sense of teamwork and knowledge of fellow players, Wick has been constantly improving. They have a very balanced scoring attack, with eight of 12 members having scored at least one goal during the season. Macklin led all scorers with 18 goals.

The girls' jayvee squad has also been improving all season, defeating St. Catherine's, 7-5,

for the first time in four years this Tuesday.

Led by co-captains Lil Virmiye and Terry Hughes, Coach Archer terms this year's squad as "the strongest second team we've ever had." Eight different girls have scored this season, and Coach Archer is "looking forward to many of them playing on the varsity next year."

Although the Jayvees finished the season with three wins and four losses, their record does not indicate the truly good performance that showed up during the season. Coach Archer praised the junior varsity's teamwork and stated that they improved greatly during the season.

Virmiye had an especially excellent season, collecting 14 goals to lead the team in scoring.

Although the girls' lacrosse teams have improved greatly in recent years and usually provide an exciting exhibition of ball handling, the student support has not been the best.

The season started in the middle of March, with the first home game being played against the Virginia Lacrosse Club on April 2. The two girls' squads played seven games at home, with their final match on Tuesday.

# Nineteen Students Pass Skill Tests, Receive One Semester P.E. Credit

by Dana Pescosolido  
FLAT HAT Sports Writer

Having passed both a written knowledge and comprehensive skill test, nineteen students have been granted exemptions from one semester of physical education. Comprehensive written tests were offered in thirteen sports; while 83 took tests, 37 passed with a grade of 80 per cent or better. Yet only 25 students took the skill test, 19 passing. The skill tests were made available to the students prior to their administration and proved to be quite complete.

Passing the basketball test means beating the clock in four skills: dribble and shoot, speed dribble, speed pass and penny cup, which consists of quick reaction and clear thinking. The

testee sprints 20 feet. After 5 feet a color is called and the testee must either shift to left or right or continue straight to drop a penny into the corresponding color cup. This must be repeated four times in 36 seconds. In addition to these skills the test includes playing ten minutes with three man teams, to be subjectively evaluated by the instructor. The test is taken from the Knox Basketball Test and was submitted by Coach Joe Agee.

The golf test, fairly standard, requires a demonstration of skill with the nine-iron, driver and putting, as well as a round of golf played at 14 strokes over par or better. The nine iron shots must be 90 yards or longer, have a good loft and land in a 20 yard circumference. The one wood shots must be 175 yards or longer and land in a 40-50 yard landing area for a maximum score.

In order to pass the Soccer Test, one must volley well against a kickboard for thirty seconds, demonstrate skill in maze dribbling, as well as be proficient in corner kicking for accuracy. The testee is given ten kicks from either corner of the offensive area, and to receive maximum credit he must legally hook the ball into the goal.

The Wrestling Skill test consists of takedowns, both offensive and defensive, escapes and reversals from defensive positions, rides and break downs on the offensive, as well as wrestling 3 one minute periods. Offensive moves which the testee is expected to know include double leg tackle, single leg tackle, duck under, fireman's carry, barrel roll, head and heel pick-up and arm drag takedowns. The test will also include a demonstration of five different pin combinations.

The Fencing test requires accuracy in lunging, skill in both offensive and defensive moves and performance in a bout, with a five minute maximum.

The Lacrosse test includes a timed throw-and-catch drill, a mass drill and scooping on the run, both toward and away from the ball.

In order to pass the Gymnastics test, one must exhibit proficiency in floor exercise, on the side horse, rings, and vaulting, and on both the parallel and horizontal bars.

In the tennis test, which none of three testees passed, one must meet rigid standards in serving, returning with both forehand and backhand methods, volleying at the net, and playing a game demonstrating the following points: game strategy, footwork, and ability. Grading rests on the instructor's evaluation of service, baseline rallies, net play, overhead smashes and change of pace.

The Badminton test involves a 30-second wall volley, serving test and three games to be rated by two people, the ratings of which must be above average in order to pass.

The Volleyball Test necessitates skill in the underhand serve, wall volley and in basic playing ability as demonstrated in an actual game. Of nine who applied, none were exempted.

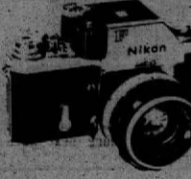
Passing the Handball Test requires favorable analysis of 30-second volley, mid-court shot and back wall shot, as well as playing performance.

The swimming test requires demonstration of basic leg and arm strokes, some diving, treading water and floating, in addition swimming 400 yards with the front crawl, backstroke, sidestroke and breaststroke, and 200 yards of the student's choice. Nine of nine passed the swimming skill test.

Finally, the Track and Field test requires skill in jumping (long, high and triple), running, both distance and sprint, and shotputting and discus throwing. Coach Ed Jones, in charge of the Proficiency Test, released the information Tuesday and indicated that the tests would next be administered in the fall.



The Indians' Bob Daniel, Southern Conference javelin champion, in last month's state tournament held in Charlottesville.



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### Indians Fall; Tech Takes 5' Title

Virginia Tech defeated Williams and Mary in baseball 1-1. Jim Van Arnhem's homer in the sixth of the game provided runs John Foster and the Tech pitcher provided the only runs the Indians were able to score. The Indians who had also committed five errors in the game.

Richardson who pitched for the Indians in the loss and brought in a record to 6-5. John the Gobbler pitcher, who pitched for Tech, gave five hits including a home run.

in gave Virginia Tech Five Baseball Championship. The loss dropped Williams' season record to 1-1.

the Indians fell to Tech on Tuesday, the first game over a five team during the season.

al weeks ago the Tribe Virginia Tech, 4-3, lasted 13 innings and at Cary Park.

by the hitting of David and Steckroth and Richardson and Sanson, the Indians have season full of ups and downs. They started out with several wins but in an extensive road trip, they were hit hard by a spring break. The have also had trouble with the pitching staff, often looking for the first game but as Reh stated, "We let down in the second game."

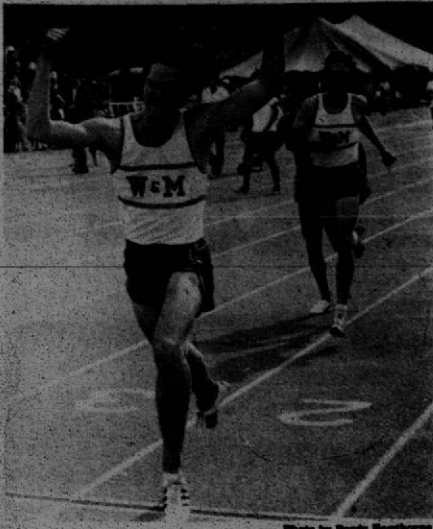


Photo by Barry Klammer

The Tribe's Lewis McGehee crosses the wire just ahead of teammate Allan Sharrett in the 850 yard run during the State meet held in Charlottesville during the last week in April.

## Michael Captures Mile Run As Maryland Crushes Tribe

By Randy Hawthorne  
FLAT HAT Sports Writer

Howell Michael ran his fastest mile of the season, 4:03.7, but Maryland rolled to an easy 99-46 victory last weekend in a meet at College Park, Md. Maryland, Atlantic Coast Conference track champions for 15 consecutive years, won 12 of 17 events and were in command for the whole meet. Otherwise,

it was not a very good performance for W&M.

In the mile, it was a head-to-head battle between Michael, a four time Southern Conference Champion, against John Baker, three time Atlantic Coast Conference champion. Baker raced to the front, and led with quarters of 59.5, 2:07, and 3:03.5. Michael, hiding his time just a stride behind, turned on his kick coming into the final straightaway. His 4:03.7 qualified him for the NCAA and AAU Championships in June. Baker, who finished in 4:04.1, also qualified for the meets.

Other winners for the Indians were Jack Matthews, running 55.9 in the 440 intermediate hurdles, Mike Graham, who triple jumped 47 feet, Ben Helmandollar, who ran away with the 220 in 22.4, and the mile relay team of Helmandollar, Allan Sharrett, Lewis McGehee and Michael, which ran 3:22.1.

The Tribe also picked up only 15 second places. They were Graham, who broad jumped 22' 1 1/2", Helmandollar, who ran 10.2 in the 100', Sharrett, second in the 880 at 1:54.5, Joe Grillo, 58.1 in the intermediate hurdles, and Charles Strude, who pole vaulted 18 feet but placed second on the basis

# Indians Ready for 'Tough Season'

By Jim Rees  
FLAT HAT Sports Editor

After six weeks of practice and two spring exhibition games, the Williams and Mary varsity football team appears nearly ready to attack one of the college's toughest schedules in history. But when the Indians kick off the season at Charleston, S.C., against The Citadel on Sept. 11, the Tribe will field one of their most balanced and potentially powerful teams of all time.

Both spring contests revealed that the Indians will definitely use the pass more than they did during most of last season, when frequent interceptions and a streak of quarterback injuries paralyzed the Tribe's aerial attack. But the question next fall will not be whether W&M will pass, but who will do the passing.

Holtz has used three signal callers in the exhibition games. Steve Ragan, John Gargano and Rip Scherer. Ragan, who last year came into the Indians' line up after the injuries of three other quarterbacks to lead W&M to the Tangerine Bowl, has looked good in both spring games. But rising freshman Gargano looked even better, compiling a two-game completion mark of 21 of 40. In the first game, he also demonstrated his running ability by picking up 85 yards on the ground and leading the Green squad to an easy victory. Scherer, who will also be only a sophomore, played for both squads in the last game and completed 4 of 7 passes for 50 yards.

"Each quarterback had his individual strengths and weaknesses," reported Holtz. "The one who overcomes his drawbacks best between now and the first game will be the man we'll go with."

The Indians' strongest point is the rushing attack which last year consistently penetrated seven yards of the area's best defenses. Phil Mosser, last season's Southern Conference player of the year, has continued to perform well this spring. But a recent operation to remove torn cartilage in his knee puts a slight doubt on the star's condition.

"We have every reason to believe that he will be ready to play next fall," stated Holtz. But although the chances are that Mosser will respond favorably to the operation, only time will tell.

Todd Bushnell, the second half of last season's fearsome two-piece, is in excellent condition and is expected to continue in the role of constantly good ground gainer.

With the return of Paul Scallaro, Warren Winston, Bill Uzozell and Bill Monday, the defensive secondary is deep in experience and is termed by Holtz as another strong part of the team.

The lines, however, appear to be the Tribe's weakest areas on both offense and defense. "We have good talent there, but we're awfully young," said Holtz. "The capability is there, and I definitely think it will come along." Both lines are suffering from the loss of several extremely good ball players, including All-American center Bob Herb.

But as Coach Holtz pointed out, preseason weaknesses often turn out to be strengths when the season starts. Such was the case with last season's running game, which blossomed into the best in the conference.

But even with such a potentially good team, the Indians will have a tough time winning games against such tough competition. In the first three games, the Tribe will face a trio of the S.C.'s best, The Citadel and East Carolina are

close out the season against arch-rival University of Richmond, but this time in Williamsburg.

Although Holtz terms their upcoming games as "the toughest schedule of outside teams in 20 years," he commented that "the team that worries me most is ours." It is very true that a coach can only elate in

Davidson, the Indians' third foe, may be a little easier to handle, but then the "challenge" part of the schedule begins. The Indians will first visit New Orleans to face Tulane, who beat Colorado in last season's Liberty Bowl. Then they will tackle West Virginia, a team the Tribe has never defeated, and Virginia Tech, always one of the state's most dangerous opponents.

The Indians return home to face the improved VMI Keydets on October 23. North Carolina, who played in last season's Peach Bowl, will probably be hard to beat at Chapel Hill the following weekend, as will ACC champion Wake Forest and Temple.

Again this year, W&M will

the fact that all of his most powerful offensive weapons and his entire defensive backfield are returning to play again this season. But as Coach Holtz admits, "I can't do anything about the good teams we are facing, but if our boys come back completely dedicated to having a winning team, if we can do our own thing, we'll be alright."

### Varsity Football Schedule 1971

DATE	OPPONENT	PLACE
Sept. 11	The Citadel (N)*	Charleston, S.C.
Sept. 18	East Carolina *	Greenville, N.C.
Sept. 25	DAVIDSON	Williamsburg, Va.
Oct. 2	Tulane (N)	New Orleans, La.
Oct. 9	WEST VIRGINIA	Williamsburg, Va.
Oct. 16	Virginia Tech	Blacksburg, Va.
Oct. 23	VIRGINIA MILITARY	Williamsburg, Va.
Oct. 30	North Carolina	Chapel Hill, N.C.
Nov. 6	Wake Forest	Winston-Salem, N.C.
Nov. 13	Temple	Philadelphia, Pa.
Nov. 20	RICHMOND*	Williamsburg, Va.



Photo by Barry Klammer

The jags' Austin Roberts makes a tag on a Horn base runner in an Independent League softball game. The Horns lost to the defending champion Jags, 14-0, although they lost to Lambda Chi in the All-College championship game.

## Lambda Chi Nips Jags, 3-2, For College Softball Crown

Moving one step closer to the Intramural High Point Trophy, Lambda Chi won the all-college softball championship yesterday by defeating the defending champion Jags, 3-2.

In an extremely close game, Paul King's third inning home run broke a 1-1 tie to give Lambda Chi the win.

The game started out disastrously for the Lambda Chi nine, when in the top of the first two walks and an error allowed the Jags to jump out to a 1-0 lead.

Lambda Chi bounced right back, though, and scored a run of their own in the bottom half of the first when Ray Anderson batted in John Fletcher.

Both teams suffered a hitting drought until King connected in the bottom of the third to give

Lambda Chi a permanent advantage.

It looked as though the Jags would bounce back and did squeeze across one more run in the fifth inning. But in the final two stanzas the Jags had to settle for three scattered hits which left three men on base.

Rick Clark was the winning pitcher, going the distance for Lambda Chi. "Pencil" Clark was also one of the main reasons the Lambda Chi squad reached the all-college championship game. He led the team's defense the entire season with a hard fast ball and an effective change-up.

Lambda Chi reached the finals by virtue of their massacre of league leading PIKA on Wednesday. The win put Lambda Chi in undisputed first place. A PIKA victory would have necessitated a play-off, with four teams (Lambda Chi, PIKA, Sig Ep and Sigma Nu) tied for first place.

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# College Bell Tolls 255th Year Under Succession of Bell Ringers

By Larry Diehl  
FLAT HAT Staff Writer

"A bell-ringer? I thought it was electric!" a student commented recently concerning the regular tolling from the Wren Bellry.

The first mention of a bell for the College, according to documents in the library, was in 1716 when the administration ordered a bell eighteen inches in diameter from Brimms Company in England. The bell was installed in the Wren Building and the next reference to it is in the diary of James Blair, president of the College from 1693 until 1743.

In 1785 an official from England arrived in Williamsburg to enforce the Stamp Act and was met by an angry crowd of citizens. They escorted the poor man to the Raleigh Tavern to think things over. In an amazingly short period of time, the official decided not to take any action until he heard more from England. The College bell joined in ringing with those of Bruton Parish to celebrate this minor victory. The bell would ring again in 1783 to celebrate peace

with England. The bell played an important role in the Great Campus Riot of 1830. Between eleven and twelve o'clock one night, the bell began ringing repeatedly. When several professors went to investigate, they discovered the bellry occupied by students who were engaged in "discharging missiles at the door and windows of the President's House."

Officially termed "Rioters," the students broke 60 windows on the second floor of the Wren Building, demolished furniture, tore down a blackboard, destroyed the door to the bellry, broke 74 windows in the bellry and smashed two half-sashes.

When the Wren Building burned to the ground in 1859, the bell was set up on the lawn in front of the President's House. Plans were made to rebuild the Wren Building in the "Italianate Style of Architecture" with two towers flanking it; the bell to be set up in one, an observatory in the other. Finally, in March 23, 1860, the bell was hung in the completed tower and could be

heard "to a distance of nine or ten miles."

President Benjamin Stoddard Ewell, who is buried near Blow Gym, was the first documented bell ringer for the College. His tombstone records the fact: "...by ringing the bell during the silent years from 1881-1888 when the College was closed, he preserved its Charter."

President Ewell was succeeded by President Tyler who engaged a young man to ring the bell who was to remain for 65 years. Henry "Doc" Billups began working for the College in 1896 when he was 14, as a waiter in old Ewell dining room. The wages of six dollars a month plus board persuaded Henry to stay on until 1898 when he was given the job of College bell ringer.

As Hugh DeSampier commented in an Alumni Gazette Article in 1955, "So Henry undertook the job of keeping the Wren Building clean, fireburning in the fireplaces of each room, wood chopped and ashes carried out, and just to regulate his day, rang the bell each hour for the change of classes." (All this at the age of 16.)

"Doc" Billups became something of an institution at the College. He was given a place of honor in each Homecoming Parade, considered a good many students and was present at most ceremonies of the College. For example, Henry was one of the privileged few who witnessed the swearing in of President A. D. Chandler in 1891. A book published by one of the alumni of the College was dedicated to Henry and attests to his popularity.

However, by the 1950's, age and the times caught up with him. DeSampier commented, "Henry, who once knew every student by name, had become almost forgotten by many in the hustle of the modern College. Students knew him, but there was not the close friendship that once existed between Henry and every student."

When Henry died on July 11, 1955, at the age of 59, he had already given up his position of official bell ringer for the last two years. A resolution was passed by the Board of Directors of the Alumni Society to "Record with deep sorrow, the death of Henry Billups."

In 1967 the College football team managed to defeat Navy, 27 to 16. Upon hearing the news, several students rushed over to the Wren Building and began to ring the bell. About five minutes later, there was dead silence. The bell had fallen off its frame and crashed through the floor just above the clock works.

Today, the bell is back in its proper place. Hill rings the bell 18 times a day to begin and close most classes. The original College bell, ordered in 1716, has indeed had a long line of offspring.



Gay Lib contingent celebrates life in D.C. Mayday activities.

Photo By Jim Fox

## Burgeoning Movement

# Gay Lib Engenders Self-Awareness

Liberation Front was formed immediately and has expanded rapidly since.

More important, however, is the sweeping spirit of self-awareness and solidarity it engendered in homosexuals across the nation. And according to the Kinsey reports, this represents a sizeable number of people. There are approximately 2,600,000 men and 1,400,000 women in this country who are exclusively homosexual for long periods of their lives. Kinsey further found that 50 per cent of American males have been conscious of specifically erotic responses to other males, and 37 per cent have had at least one homosexual experience leading to orgasm.

A New York homosexual publication has categorized the problems of gay people into seven principal areas: physical attacks; legal codes which declare private homosexual acts between consenting adults illegal in every state except Illinois; occupational exclusion; psychological pressure "by all of the media, public institutions, organized religions and every part of the establishment"; blackmail; limited housing; and lack of freedom to assemble openly. Some writers have noted that because homosexuals have experienced so much of the reality of oppression and bigotry in their own lives, there is very little class or racial discrimination in the gay world.

Two of the older and more conservative homosexual groups are the Mattachine Society, named after 16th-Century Spanish masked court jesters, and the Daughters of Bilitis, which derives its name from the "Songs of Bilitis", a series of lesbian love lyrics by 19th century French poet Pierre Louys. Both were essentially founded as alternatives to the high-priced and often degrading gay bars, and information organizations for the homosexual communities, but their safe, cautious approach to relations with the outside world has caused them to be labeled "the NAACP of the homosexual movement" by younger and more radical gay groups.

Nevertheless, their expressed goals and attitudes

probably reflect the larger portion of the gay world. In a column for the New York Times.

New York Mattachine President Michael Kotis discussed his organization's definition of homosexual morality. "There are two overriding considerations which must be borne in mind," he wrote. "One, homosexual relations between consenting individuals bring joy, not harm, and are therefore moral; two, individual man must not be manipulated by government, church, or society to

fulfill goals inimical to the happiness of individual citizens when their happiness does not infringe upon the rights of other individual citizens."

Contends writer George Weinberg. "The 'homosexual problem' is the problem of condemning variety in human existence. If one cannot enjoy the fact of this variety, at the very least one must learn to become indifferent to it, since obviously it is here to stay."

Another well-known homosexual author, Paul Goodman,

attacks the prevalent snobbish apoliticism of many homosexuals as an "ego-defense," and prefers to link homosexual awareness with a larger sense of social conscience.

"When I give occasional talks to the Mattachine Society," he explained, "my invariable pitch is to ally with all other libertarian groups and liberation movements, since freedom is indivisible. What is needed is not defiant pride and self-consciousness, but social space to live and breathe."

# Good Hard Rock, Variations in Style Top New James Gang Album 'Thirds'

By Steve Bates  
FLAT HAT Reviewer

The James Gang, a group of guys that have recently gained recognition as one of the country's top hard rock groups, have established themselves as three of the country's most versatile musicians with their new album "Thirds."

Opening with their current single "Walk Away," the disc quickly changes tempo, mood and style. "Yadig" is an interesting change of pace, but not quite as happy and carefree as the cut "Dreamin' in the Country."

Side two opens with a fairly simple but beautiful song "Midnight Man," which benefits greatly from the female vocal.

"Again," the next cut, is the only mediocre cut on the James Gang's three albums and is followed by a well-done, soul-inspired song "White Man/Black Man," with a background song by the "Sweet Inspirations."

"Live My Life Again," the final song on the album, captures the down-to-earth theme of the group's latest work with

a fade-out reminiscent of "Ashes, The Rain and I" from the "James Gang Rides Again" album. However, the effect is not quite as intense and the instrumentation not as superior as on their second release.

Whereas their first album "Yes" and "Rides Again" are appealing simply as solid hard rock discs, "Thirds" sacrifices some continuity but does have a wider appeal. The new album lacks the superb, super-freaky guitar solos that highlight earlier cuts such as "Take a Look Around" and "The Bomber"; medley and song arrangements are not as critical. Yet the overall quality of the album is just as high as that of their earlier two releases.

Really the only thing lacking on "Thirds" is a long instrumental like the fantastic live cut "Lost Woman" off "Yes" Album.

"Walk Away" rates with the James Gang's biggest hit "Funk 49," which is reason enough for you to buy the album "Thirds." But first listen to their first two albums. You may wonder how good a group can get.



The James Gang on a recent trip.

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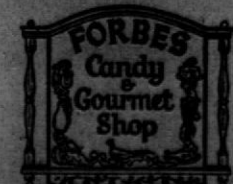
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**Denies Racist Motivation**

# Smith Defends Bland Expansion

**By Ellis Johnson**  
Special to the FLAT HAT

Denying that the escalation of Richard Bland College was racially motivated, Del. Roy Smith explained that competition for students with John Tyler Community College and projected increase in college enrollments underlay support for the expansion.

"It is our feeling," he declared, "that Richard Bland was not established for racial purposes, as an all white school or as a four year school. Other events have made it a four year school."

In an interview with the Flat Hat Wednesday prior to disclosure of the Bland decision, Smith, chairman of the House Appropriations Committee also denied rumors that College President Davis Y. Paschall engineered the Richard Bland escalation in return for Smith's promise for more money for William and Mary. (see related story this page.)

Smith was instrumental in obtaining an appropriation of \$150,000 for the third-year program for Richard Bland and in blocking attempts to include Richard Bland in legislation favored by the State Council of Higher Education, which would restrict it to two years unless it had the Council's approval.

When Richard Bland was established in 1960, "it was envisioned as a two year school," explained Smith who represents Petersburg which is adjacent to Richard Bland's campus in Prince George County.

Ernst credited Smith as the first sponsor of Richard Bland. "I've been given more credit than I probably deserve for the founding of Richard Bland," he added.

Ernst urged the state to build a college on land owned by the state and abandoned in the fifties when the original occupant, a school for mentally defective Negro children, moved to new quarters across from Central State Hospital, a state operated mental institution in Petersburg.

Ernst, Smith said, "saw an opportunity for additional education in southside Virginia. Noting that there was nothing in Ernst's background to say that Ernst wanted to start a lily-white school, Smith established the community college system."

"Because Bland was a branch of William and Mary, it was not placed in the community college system."

## Special Report

### An interview with Roy Smith

Smith phrased that Ernst had a strong interest in education.

In 1960, Smith explained, "it was clear to everybody in Southside Virginia that nobody could have control over the laws and circumvent the 1954 Brown decision. There was no racial motivation in the escalation of Richard Bland, he said.

The 1960 General Assembly established Richard Bland as a two-year branch of William and Mary, although some consideration had been given to making Bland a branch of Virginia Poly-

technic Institute.

"Bland was begun at the same time that the state established the community college system," Smith continued.

"Because Bland was a branch of William and Mary, it was not placed in the community college system."

He continued, "Richard Bland is open to students of both races. We do everything to provide an open door policy. We have always accepted that Bland should have an open door policy. All schools should have."

Given the contemporary racial situation, Smith noted, "if both schools are open door schools, and they are, a majority of white students would go to Bland while a majority of blacks would go to Virginia State."

By 1980, he expects the racial situation to have changed and forces more blacks at Bland and more whites at Virginia State.

## Harvard Professor Speaks; Equates Minds, Machines

**By Mary Timmins**  
FLAT HAT Staff Writer

Garret Birkhoff, professor of pure and applied mathematics at Harvard University, delivered a lecture on Mathematics and Psychology Wednesday evening at 8:15 in the Campus Center Little Theatre.

The lecture was the last in a series of six given under the auspices of the University Center in Richmond.

Birkhoff's lecture covered a variety of topics, including historical background in mathematics and psychology, and various aspects of algebra, geometry, calculus, computer science and mathematical and Aristotelian logic.

The main focus of his speech was the differing and complementary abilities of the computer and the brain, emphasizing "the extraordinary richness of the human mind," and the necessity of taking into account "the organization of the eye and the ear in teaching."

He differentiated between two types of learning: formal learning and the understanding of what lies behind the patterns being taught.

He stated that "the symbiotic relationship between a human being and a computer each doing what they're best suited for is what we're aiming for." He added that "the human brain can work in a mysterious way which so far no one has successfully programmed a computer to do."

Birkhoff received his Bachelor of Arts from Harvard in 1932 and in 1933 was chosen to serve as a junior member of the Harvard Society of fellows.

In 1936, he was elected to the faculty at Harvard and in 1946 received his full professorship.

He has served as a consultant for various industrial and governmental agencies and as a lecturer for different organizations. He has received three honorary degrees, from Walker Ames (University of Washington), Tait (University of Cincinnati) and the National University of Mexico.

He is a member of the American Mathematical Society, the American Academy of Arts and Sciences and the American Philosophical Society, and is President of the Society for Industrial and Applied Mathematics.

He is the author of two books: "Hydrodynamics and Lattice Theory" and has co-authored four more. His visit to William and Mary was the last lecture in a six-lecture tour sponsored by the University Center in Virginia, Inc.

# THE FLAT HAT

## Legislators Expand Drug Rehabilitation

Working within the structure of state alcohol rehabilitation centers, a new program for the treatment of drug addicts is under evaluation in Richmond according to a freshman member of the House of Delegates, Carl Bain.

A Richmond pharmacist, Bain whose bill in the 1970 legislative session authorized the plan, explained that he had watched the drug abuse problem grow in Virginia and felt that utilization of existing agencies was the quickest way to attack the situation.

His bill expanded the Division of Alcoholic Studies, established in 1946, to include drug studies as well. This meant that 11 centers across the state for alcohol rehabilitation can be used for drug treatment.

Currently Bain is monitoring personally an approved methadone program at the Medical College of Virginia. Following evaluation of this center, expansion and increased funding of the program is expected, Bain commented.

"I am personally for the methadone program until something better comes along," he added. "It is not to be used indiscriminately, but most people in the center now think of it as a real break."

"We should view these people as those with other diseases, such as epilepsy, which can be controlled by drug maintenance," Bain went on. "They should not be considered criminals."

"My judgment is that the methadone program and the Division of Alcoholic and Drug Studies should be transferred from the Health Department to the Mental Health Department," the Virginia Republican stated.

Bain noted that the first step was convincing the general public that there was a drug problem. "It is a continuing challenge to Virginia and will never end," he said.

Those currently in the Richmond center have often been into "hard" drugs for as long as 20 years.

Bain emphasized that the program needs help from all community groups concerned about drug abuse. "We need input from young people," he said.

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## Johnston Explains Pass-Fail Courses

Pending faculty approval, Juniors and seniors may be able to take elective courses on a pass-fail basis beginning next semester. Students choosing to continue under the old curriculum, as well as those graduating under the new (which specifically provides for pass-fail courses) will have the option.

Associate Dean of the Faculty Robert Johnston indicated Wednesday that next year each upper class student may choose one course to be graded pass or fail outside of his field of concentration and in addition to fulfilling new curriculum sequence requirements.

Registration will remain the same for both pass-fail and regularly graded courses, Johnston explained. Sometime after registration, the student must notify the registrar as to his choice of the pass-fail class.

Professors will not know which of their students are utilizing the pass-fail system, according to Johnston.



Birkhoff

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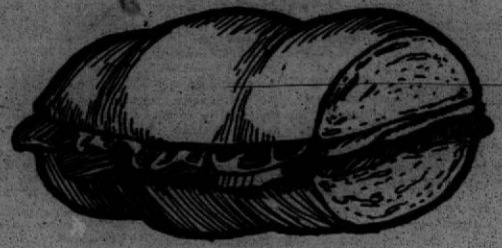
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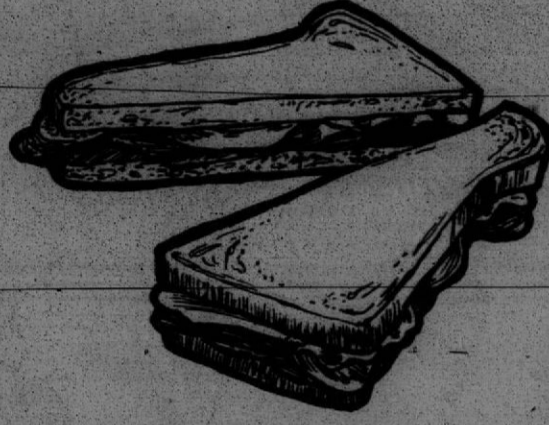


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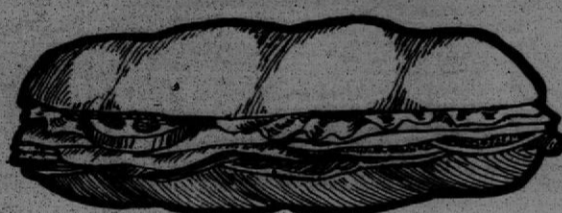
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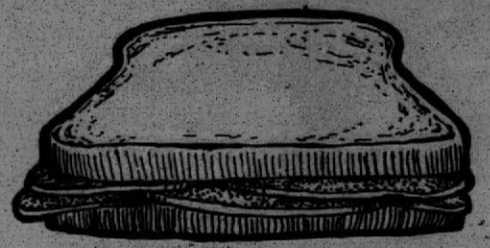
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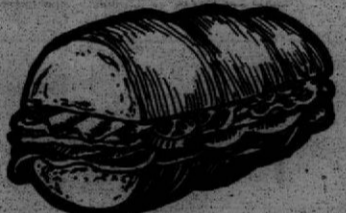
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# THE FLAT HAT

## Higher Education Supplement

This semester, a course in the Philosophy of Higher Education investigated the fabric of the modern university. Some of the students in co-operation with the Flat Hat present the following reports in the hope of fostering continued critical appraisal of the university system.

May 14, 1971

page 11

# Ambiguous admission criteria work against women, minorities Emphasis on SAT scores seen as questionable policy

By Rich Guardino

Our present admissions system is not doing an effective job. The criteria for admission reveal little about a student's potential to be educated. The admissions system screens some high school students unfairly and discriminates against other students fairly. A system of open admissions would be a vast improvement over the present inadequate system. The S.A.T. is used in all admissions offices in determining who will be accepted and who will not. These tests are administered by admissions offices in determining who will be selected out of the possible admits category and who will be rejected. The tests are not accurate. Even in terms of their criteria any score on the S.A.T. is subject to a thirty percent variance from a student's score. The makers of the test admit they are not sure what they are measuring. They say it is not intellectual capacities or intelligence quotient. They say it is a measure of the ability to do well on a test. "Doing well" in terms of the makers of S.A.T. means doing well on a test. The test only establishes a correlation between their scores and the ability to do well on a test. "Doing well" in terms of the makers of S.A.T. means doing well on a test. The test only establishes a correlation between their scores and the ability to do well on a test. "Doing well" in terms of the makers of S.A.T. means doing well on a test. The test only establishes a correlation between their scores and the ability to do well on a test.

seems rather bizarre that a high mean score for an entering class has become a status goal for many admissions departments. The tests tell us nothing about the education process of the school, nothing about the student's motivation, the student's ability to be challenged by the college environment and nothing about the ability of the

### Pressure Cooker

The adolescent period is an intense time and to impose additional pressures on a young student to ACHIEVE/Achieve is unfair. The educational process involves more than the accumulation of skills in a fierce competition for grades. Education in the high schools needs to be less of a pressure cooker and more of an opportunity for an ungainly adolescent to gain confidence and experience in solving problems academic and otherwise, in different circumstances.

The high school student should be taking the first step in Hutchinson's terms: "developing a habit of mind." This habit is developed through the study and interaction in many different areas by which one develops critical abilities and is able to handle problems in changing situations very well. If this habit of mind is to be sought in college, the high school should not be exerting pressure to become good admissions bait.

Current admission practices discriminate against blacks in their emphasis on merit criteria. In recent years

fewer than one percent of all degrees awarded by predominantly white state universities were awarded to black students. Among the 1.5 million new freshmen who entered in 1968 between 5 and 7 percent were black. This proportion has changed little since 1968. Not only are Negroes enrolled proportionally less than whites, but the schools where they are enrolled are more likely than second rate institutions. Almost half of black freshmen attend predominantly Negro institutions while Negroes make up less than 2 percent in more than half the colleges in the country.

Admissions offices have always used merit criteria composed of grades and S.A.T. The result is that there is little question that the average black high school student compares unfavorably with the average white student on the merit criteria. Consequently the blind application of such criteria in college admissions will result in a proportionally fewer blacks than white being admitted. The partial segregation of the races with few blacks being admitted to the most selective institutions.

These conclusions raise some fundamental questions about the merit criteria for college admissions. I have already pointed out some weaknesses of the S.A.T. The correlation between high school grades and college grade point average is higher, but it too is inaccurate.

(continued on page 14)

### CONCLUSIONS

In concluding the research on admissions, the group agreed that William and Mary's procedures need investigation and revision in many areas, including the following:

I. GOALS OF THE INSTITUTION. Most crucially, a concrete educational philosophy is absolutely necessary before any kind of admissions policy can be formulated. "Concrete" implies clarification of the vague ideals now espoused, what is a liberal education, or simply, what is education? Is education synonymous with academic success or with perseverance to graduation? The specifically stated goals of the institution will and should have strong repercussions on the policy of admitting students into that educational community.

II. ADMISSION CRITERIA. On the basis of studies cited in this report, those who set admissions guidelines must reevaluate and change the traditional merit criteria, such as the SAT and high school averages, for acceptance to college.

III. MINORITY AND SPECIALY ADMITTED STUDENTS. The administration, particularly at William and Mary, must recognize the problems of black students and students specially admitted, such as athletes and children of alumni. The habit of ignoring an issue as uncomfortable as blacks on an overwhelmingly white middle class campus must be corrected. Again, the need for overall objectives and goals, and for a carefully considered plan for recruiting and admitting blacks and other minorities in accordance with those goals, seems to be lacking both here and at many other schools. Further, if students are specially admitted, the need for special programs and attention cannot be ignored if those students are to benefit from their admission.

IV. STATE-WIDE COORDINATION. Finally, following the example of the systems of higher education in New York City and New York State, we propose the coordination of all the schools of higher education supported by the State of Virginia into one cooperative endeavor. Such centralization would allow for better integration of both resources and students, and would avoid the types of problems which characterize the controversy over Richard Bland.

# Admissions policy based on boards, grades, school rank

By Alan Waites and Mark Shriver

In 1963 the Board of Visitors of the College issued a policy statement which established in part the hierarchy of the admissions decision-making process as well as presenting general admissions guidelines or policies. The Board of Visitors is the highest body for creation of policy and decisions regarding admissions procedure. Next in line is the President of the College, followed by the Executive Vice-President and the Academic Vice-President. The President's primary function in this hierarchy is the appointment of the members of the Faculty Committee on Admissions, a function which is retained for the sole reason that this is a college-wide committee, whose members are designed to be representative of the entire faculty of the College. There are presently two students serving on that committee, appointed upon recommendations from the President of the Student Association. The Faculty Committee is beneath the Academic Vice-President in this organizational structure and is followed by the Dean of Admissions and the staff of the Admissions Office. The Admissions Office is observed to have little at all to do with the formulation of admissions policy and decisions, with the exception of the Dean, who sits on the Faculty Committee. The authors of this study have found that the Board of

Visitors has, since the issuance of the 1963 statement, participated at a decreasing rate pertaining to admissions policy and practices. Decisions made on changes in admissions policy and procedure appear to rest primarily with the Executive and Academic Vice-Presidents and the President. The 1963 statement is, with a few exceptions, not seen as binding on this decision process, and hence the Board of Visitors is consulted only on matters of major importance, an area which is left largely undefined. One administrator remarked that the Board of Visitors statement is a little out of date, and further commented that several changes have been made in areas of policy not covered by that statement. However, much of the change in admissions policy since 1963 has been of such a nature that it supplements the statement, rather than directly altering it. Hence, new recruiting and admission of minority group students, are made largely with the consent of the President and his Vice-Presidents. The Dean of Admissions and his staff are used mainly as advisors, rather than participants in the decision-making process. The Faculty Committee as a whole, seen as a policy-making body without decision-making authority, is presently limited to the submission of reports and recommendations. The Dean of Admissions seems to regard his function in this process as providing pragmatic

and procedural viewpoint on the proposals under consideration. There are 26 explicit guidelines governing exactly where certain types of decisions may and must be made within the hierarchy. This situation could quite conceivably promote a pass-the-buck situation with the decisions being made primarily by the President and the Board of Visitors. At present, it does not however appear that this occurs with any degree of regularity.

### Admissions Procedures

As an attempt to give a factually detailed report would result in some tedium for the reader, we will instead present a more concise account which deals with the more important aspects of admission procedure. The procedure of reviewing and accepting applications to the College is generally a pragmatic affair, although somewhat restricted by state requirements concerning the in-state, out-of-state student ratio, availability of dormitory space and so forth. In addition, there is a strong degree of adherence to certain sections of the 1963 policy statement, to wit: the College selects those who present the strongest qualifications in scholarship, character, personality, adaptability, performance in extra-curricular activities, and breadth of interests.

(continued on page 12)



# College athletic program: financial aspects

By Jim Almand

The information in this paper is based on interviews with H. Lester Hooker, the Athletic Director; Edmund Derringer, the Business Manager for the Athletic Program; Robert English, the Vice-President for Business Affairs; and Robert Johnston, Chairman of the College Athletic Committee. Other information was derived from the President's ten year report, "Highlights of Progress 1960-1970," and a 1968 faculty study for the football program. It should be noted that the figures mentioned in the paper are not exact but are within a couple of thousand dollars and are based on estimates that may have been modified a little at a later stage in the approval of the budget.

The athletic budget may be divided into three main sections. The operational budgets of the individual sports; the money paid for the salaries of their assistants, secretaries, the Athletic Director, the Business Manager, etc.; and the money spent on grants-in-aid.

The entire athletic budget is in the neighborhood of \$570,000.00. The President's ten year report states that this is an increase of some 160 percent in the last decade. Revenue for athletics comes from several sources. The "revenue sports" which are football and basketball provide revenue through gate receipts, television, etc. These two sports do not defray completely their own costs though they do provide much income. This past year basketball failed to come even close to its expected income due to the failure to complete William and Mary Hall in time to have most home games there.

A large portion of the athletic budget comes from student fees. In 1968-69 the student was about \$219,000.00, for 1970-71 about \$234,000.00. This is approximately 50 to 55 dollars per student. This fee

has not increased very much with the increased enrollment, more money has been obtained from this source in absolute terms. As a percentage of the total budget, the student fee has gone down as revenue from other sources has increased. There is a State law that no revenue from State funds may be used for intercollegiate athletics.

A third major source of income is the William and Mary Educational Foundation which raised close to \$75,000.00 in

1967-68. This money, which is raised from alumni and friends of the College, goes toward grants-in-aid. The foundation raised only \$14,000.00 in 1962. Contributions are tax deductible.

The final major source of revenue is miscellaneous income. Revenue is derived from the sale of programs, radio rights, concessions at games plus the revenue obtained from the Capping Machines all over campus. The Athletic Program also receives about \$30,000.00 from the general fund-local of the College which is made up of items such as profits from the Book store and rent from the fraternity complex.

Approximately 40 to 50 percent of the athletic budget is spent on grants-in-aid. The actual or formal awarding of grants-in-aid is done by the College Scholarships and Student Employment Committee. In fact, however, this commit-

tee almost without exception approves the recommendations of the coaches. There have been cases though where the committee refused to revoke a scholarship when that is what the coach wanted.

Grants-in-aid in the last few years have been characterized by a decrease in the number given in football and an increase in money and scholarships to basketball, track, and some of the newer (to William and Mary) intercollegiate sports. At present the plans for the next few

years give football 22 scholarships a year, though, with the attrition of the 1970's, this should keep the over total around 75. Including some partial grants football had 90 in 1970-71. This is a decrease from a couple of years ago when the number was as high as 112. Early in the decade there were as few as 43. Basketball now has 16 scholarships which are projected not to exceed 15-20 in the future.

Track Gains  
Next year track will have \$20,000.00 for grants-in-aid, wrestling has \$3500.00. Baseball and tennis both have an out-of-state scholarship, and swimming has a partial scholarship.

What kind of justification can be given for spending \$570,000 a year on a small minority of students? Many would argue that there is none, and this report attempts to stikly the premises and manifestations of inter-collegiate athletic programs here and elsewhere, with an eye toward honest appraisal and constructive criticism which will allow athletics of a progressive nature to remain within the fabric of the university.

# Aesthetic, scientific view of sports cuts competition, profit, reputation

By Ron Payne

Attempt to discover the place for athletics in the university is, of course, a difficult business—pre-empted by examples, but only those with which to begin. William and Mary, as a university, is confronted with a relatively athletic program which is impossible alien to the university. The aim of the university is the establishment of a habit of mind, an aim which is impossible alien to the university. The exact place of athletics in this goal is hardly an open question, but there are a number of arguments for the programs which are made. They are: athletic activity leads to a healthy and healthy mind; a habit of mind, an aim which is impossible alien to the university. The exact place of athletics in this goal is hardly an open question, but there are a number of arguments for the programs which are made. They are: athletic activity leads to a healthy and healthy mind; a habit of mind, an aim which is impossible alien to the university.

c. athletics give a good name and reputation to a school through public awareness. Athletics provide a strong tie with alumni and can turn a profit for the school. As for the first argument, the university may as well require the student to eat his peas or spinach. This area is obviously the responsibility of the individual, and the only duty of the university in this case is to provide for the proper facilities to enable a student to fulfill this personal responsibility. Hence, no P.E. courses can, in good conscience, be required by the institution on the grounds that "it's good for you."

The second argument fosters competition as an aim, and competition, be it for grades, admissions or scholarships or between schools (team spirit) is a detestable state contrary to the aims of education in the academic atmosphere, one hopes for cooperation in achieving understanding, knowledge, a habit of mind. Competition undermines cooperation. To test

one's body against another in a wrestling match is one thing (similar to testing one's mind against another in the academic world); however, to attempt to beat one another, to get the better grade, to win the championships, these are the goals which tend to undermine the spirit of cooperation, of advancement through a test of strength or of intellectual argument. Therefore what is commonly called "team spirit" needs to be banished from the university.

### Bread, Circuses

The third argument—the "public awareness" approach—is indeed frighening because the public is all too aware of the athletic program of universities but not in the least aware of the universities themselves. Team sports currently are providing entertainment for the public—not the least knowledge of the university. University athletic programs should, in the future, be oriented toward

(continued on page 14)

(continued on page 14)

# Value from non-classroom activities requires change in traditional extra-curricular idea

By Ed Lytwack

The concept of out-of-classroom education has undergone a great deal of change in the decade of the sixties, mainly in response to social pressures that have affected all other aspects of American society. Perhaps the most obvious is the distinction between out-of-classroom education and extra-curricular activity. In a sense the traditional educational philosophy has united these concepts; today we see out-of-classroom education denoting something much broader than extra-curricular activities. The traditional role of out-of-classroom education has been filled by numerous officially sponsored extra-curricular activities. These activities in the past have tended to range from lectures to informal interest groups. The main philosophy behind these has been that they act as a supplement, a balance to the in-classroom academic education. They have been characterized by a relatively fixed structure and limited approach—limited in terms of involvement and place within the total educational framework.

Today out-of-classroom education has taken a far larger emphasis in the total academic situation. Underlying this larger role are three values inherent in a philosophy of education: education as a total experience, creativity, and relevant involvement. As we will see these three approaches have found inclusion in the academic framework chiefly in terms of non-traditional aspects of out-of-classroom education.

Perhaps the first question which should be asked is what constitutes non-traditional out-of-classroom education? Each of the three aspects above has found unique instantiation in university life. The attempts to expand the university education into a total life experience has been dealt with primarily through co-ed living experiences, experimental colleges and new techniques and approaches to learning such as sensitivity training. The concern for relevance has seen the rise in student involvement in political and social concerns of all kinds, along with an interest in the relevance of the learning procedure and material which is in the free university programs.

Before considering the more specific nature of these three aspects of non-traditional education, we must answer two fundamental questions. What has given rise to these new forms of educational experience? Even more basically, what relevance do these forms have within the structured university system?

It is almost impossible to give an answer to the first question, but roughly we can distinguish two forces combining in a broadening of emphasis on non-traditional education. On the positive side we can see that the same forces that have fostered a re-evaluation of American society as a whole (especially in regard to the Vietnam War, racial equality, urban and poor people in the U.S.) have naturally sought to re-evaluate the place of the university and its liberal education in that society. On the negative side, this re-evaluation of the university has found the traditional situation highly inadequate, especially in the three areas discussed—creativity, relevance and a total life experience.

Even more fundamental to the whole issue is the basic question of the place of out-of-classroom education within the total academic framework. In the absence of administrative initiative it has been the students themselves who have started these activities. The students in many instances have been the main force behind any educational reform.

One very significant exception to administrative inaction has been the effort to make the university life a total living experience. The important consideration here has been to break down as far as possible the distinction between in and out of classroom education.

Most of the experimental colleges have tried to mold students and faculty into a single community with completely flexible relations. The emphasis has been on a minimum of structure with a maximum of academic freedom. On a more limited scale co-ed housing has been instrumental in providing new aspects of college education. The most radical attempts have been the method of evaluating students with the institutions concerned, but have involved private organizations. Applicants to these houses are carefully screened and selected.

Though organized, they seek to provide a maximum of male-female interaction in a total living experience. One of the most notable student responses to the sterility of their academic situation has been the free university programs. Organized by students and faculty on an independent basis, the free university has attempted to provide academic situations directly related to the interests of the students. These free university classes meet informally but maintain varying degrees of structure wholly dependent on the nature of the subject.

Within the official academic framework there have been new approaches to the learning

student involvement has dramatically increased. In the area of social commitment we have seen not only the traditional involvement in community social institutions such as hospitals, nurseries, etc. but the rapid expansion and involvement of students in programs of all varieties especially in respect to the nations poor and underprivileged.

It is not necessary to continue. Hopefully I have pointed out some of the areas where non-traditional out of classroom education is fulfilling the needs of students. Still it is necessary to draw several conclusions: 1) The students' relation to the traditional academic education supplemented by limited, small scale extra-curricular activities has in recent years undergone a great deal of re-evaluation. In the light of the re-evaluation there has been a growing sense of their inadequacy especially in respect to relevance, creativity, and a new outlook toward the educational experiences as a total living experience.

2) In response to a lack of administrative initiative in changing the academic situation to be more responsive to these values, new forms of non-traditional out-of-classroom education have arisen and had a great influence on the lives of university students.

3) The final area of non-traditional education that needs attention involves student participation in political and social action programs. It might be commented that we are striving our concept of extra-curricular activities including this area. Political and social involvement to a limited extent has always been a common feature of university life. Yet it has not been until recently that

experience itself. Chief among these has been sensitivity training. Usually conducted on a seminar basis, this type of experience has tried to open up new methods of relating the individual to his environment.

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## Outside The plan

On an ever-increasing level, professional educators, faculty, and students have been examining the amount of learning that occurs outside the traditional academic situation. In the past, more emphasis for educational reform has centered on the more structured in-classroom learning experience. This is not to deny the vast potential that extra-curricular activities can have, not only as a supplement to the classroom, but as an equal and essential part of the total liberal education.

## Students analyze self-consciousness as alternative to traditional study

By Donna Ireland

Can education exist outside the limits of the traditional classroom—the classroom with an accredited professor, lectures notes and reading assignments on conventional subjects (social sciences, humanities, mathematics and science)? In this daily changing world the answer is that the educational system can and must revise their system and broaden their limited scope. The universities must acknowledge the changes in the world which have changed the students. There has been some response by the universities in turning and attempting new approaches to old ones.

One area of learning which has been overlooked in the traditional classroom is Black Studies, the thematic study of black people based on black experiences as opposed to white experience. It is the study of their past contributions and life style as well as their present one. Black Studies extend beyond the limits set by prejudices about the knowledge of black people and make clear definitions and experiences of blackness and their relationship.

To develop an adequate understanding of the black man there is a need to understand how the basic knowledge of black people was omitted from the realm of knowledge in the first place. What does it mean? How can it be corrected?

Black studies gives insights into the historical and contemporary role of black people. It assumes that black people can be studied in their own terms. The black community is a vast storehouse of unexplored knowledge which will give insight into the myths, joys, sufferings, goals and desires of a culture not trying to imitate a white culture or grow in its shadow, but a culture which is unique Black Studies develops a pride far beyond the rhetorical level. This pride would make possible a challenge to the system which has tended to ignore and allow it to remain dormant. The university should respond creatively to this problem in acknowledging the independent character of black studies along with its organic relationship to the standard student curriculum.

Many schools declare their reason as liberal arts but the courses they offer have an overspecialized narrowness.

Other subjects have been experimented with to discover viable ways of learning other than those of the traditional classroom. Many schools declare their reason as liberal arts but the courses they offer have an overspecialized narrowness. In an attempt to make its curriculum more relevant, one school began experimenting with courses based on the life of the mind which is the heart of liberal arts. The courses developed under the title of Interdiscipli-

nary Studies, subordinated and at times almost eliminated subject matter other than the student himself.

One of the first courses tried was seminar on alienation. Students were provided with reading material by Kenneth Keniston who analyzes and defines student types. There were two possible approaches: 1) to make clear what Keniston was saying or 2) to ask whether Keniston's findings were in any way meaningful or true of the

They discovered that what most of them took to be natural, inevitable and universal in the way that each of them thought about the world was in fact a learned capacity, different for each person, over which they could exercise considerable control.

students in the class. The second approach became the teachable subject. The process of group discussion and confrontation was used to acknowledge the universe of views and personal values that were found among students.

The second course experiment was a specific application of philosophy, designed to enable people to think more clearly. The first part of the course threw students into a series of experiences—like walking through the city. They were to be conscious of what they were perceiving and to create order out of their impressions. The next step was to analyze how they had gone about deciding what kind of order to create out of their impressions. They discovered that what most of them took to be natural, inevitable and universal in the way that each of them thought about the world was in fact a learned capacity, different for each person, over which they could exercise considerable control.

The second part of the course consisted of devising some projects of self-conscious creation with the aim of not simply creating but of practicing self-consciousness about problems and processes of creation.

Other challenges to the traditional classroom barriers are the external degree and the open university (somewhat similar ideas). The State University of New York College at Brockport innovated a new program in which the Bachelor of Liberal Studies degree (the external degree) combines individual study, correspondence

courses, television classes and any classroom work a student decides to take at Brockport or any other institution. The only residence requirement is a three week seminar at Brockport. Students work in four study areas—social sciences, humanities, natural sciences, and integrating study. There are no majors and no required courses. Each student sets up his own program with the help of a faculty advisor.

The counterpart to Brockport is England's Open University which first began in January 1971 with an enrollment of 25,000, upping England's college population by 40 percent. None of the students live at the headquarters of the university at Milton Keynes or attend lectures face to face with the faculty. All teaching is done by means of educational technology—television, radio and correspondence courses. Local study centers are open three or four nights a week for students to consult with tutors and counselors.

## Admissions policies require foundation in educational goals

(continued from page 11)

Elsewhere, the statement notes that "superior achievement in the secondary school is considered of prime importance," and also that particular attention is given to the candidates' class rank. When asked to rank the criteria used in order of importance, the Dean of Admissions replied that there was no real ranking of criteria, and no set method of ranking applicants existed, though he did agree that class rank was of major importance, as were College Board test scores. When confronted with the same question a member of the Faculty Committee remarked that a probable ranking was: 1) class rank; 2) high school grades; 3) verbal scores on the SAT test. Information from a study made to correlate the freshman year grade averages and previous academic performances for 1966 enrollees in Virginia state-supported institutions was made available to the authors. For William and Mary the correlation coefficients were: secondary school class rank .573; SAT Verbal score .376; SAT Mathematics

score .256; combined SAT scores and class rank .617. Correlational figures are not usually considered significant until they reach the .700 mark. When questioned about the validity of these scores, Dean of Admissions Robert Hunt admitted that the correlations were not as good as he would like, but he found it necessary to use the scores, as they are the best available indicators for predicting academic success.

Female Applicants

Admission for women is generally more competitive than for men, and particularly so for out-of-state women as they must rank in the upper 10 percent of their graduating class. An additional competitive factor for women is that there are more applications made and there are fewer women dormitory spaces available. For men, there is less competition resultant from a larger number of housing spaces, the more diverse nature of the male applicants, and a lesser number of applicants per number of dorm spaces.

After review by the Director for Men and Director for Women, applications are examined by the Admissions Review Committee. This committee makes the decision to accept or reject, based on a group evaluation of all the factors involved on each applicant. Some attention is given to the geographical distribution of accepted applicants in order that there be a diverse, yet academically well-qualified entering class. Candidates not accepted are either rejected outright, or replaced on a waiting list.

however, should not be over-emphasized. It was pointed out by a committee member, for instance, that the only guideline which is "insisted upon" in the application is in the upper half of his graduating class. Needless to say, a directive of this breadth hardly qualifies as a foundation from which to construct more definite basis for selection.

To further demonstrate their non-involvement, the members of the Board were not actively involved in the seemingly important decision to employ a black admissions officer.

The Committee is composed of the members of the faculty representing the liberal arts, sciences, and school of business and education. Dean of Admissions, Robert Hunt and two students also sit on the Committee. The appointments are made, as noted earlier, by the President of the College. Meetings are usually once a month and more often, if necessary. In the meetings standing policies are subjected to review and revision. The studies are carried out by various sub-groups which deal within the Committee based on individual philosophies rather than copies or modifications of those of other institutions. However, with regard to major policy revisions, the amount of study of other institutions on a par with William and Mary is directly proportional to the gravity of the issue. This is particularly significant in the light of the questions which have been raised concerning black admissions and the level of standards.

The policies are outlined and recommended by the Committee but are interpreted and implemented by the Admissions Office unless otherwise directed by the Academic Vice-President, the Executive President, or, most likely, the President. However, since there do not appear to be any great differences of opinion with regard to the basic admissions criteria as they now stand the recommendations made by the Committee are generally accepted.

Upon becoming familiar with the admissions policy and procedure at this institution one inevitably finds that a study of this nature is not complete without an evaluation of general educational policy. First, consider however, the admissions practices as they now exist. It is evident that

there is no real, formalized admissions policy, but rather a year-to-year pragmatic action which is primarily influenced by a number of circumstances ranging from new state requirements to a change in the method of evaluating applications. William and Mary, "Dean Hunt noted, "seems to be typed as a high quality academic institution." The Admissions Office's task becomes an effort to admit those students who give some demonstration of academic success in the past, and who will probably have academic success in the future—that is, they will graduate.

In this way, admissions practices seem to serve the image of the institution. Of course, there is an effort in the evaluation of applications to determine whether the student will benefit from his stay at the College. We take this to mean that the student will benefit by graduating. But, we ask, in what way? Surely the objectives envisioned encompass much more than merely receiving a diploma.

Lack of Policy

Another problem lies in the hierarchy of decision-making. Those who are nearest to the student situation have the least autonomy regarding decisions of this nature. The Faculty Committee can develop reasonable plans and policies, only to have them revoked by the President or either of the Vice Presidents, and if not revoked, "just on a desk" for, often, quite a length of time before any positive action is taken. Practices of this nature infuse the selection process with sufficient flexibility so as to subject them to administration "desires" for a "type" of student body. Though this, per se, may not be undesirable, the fact remains that the policies as they stand are entirely too arbitrary. There are several other characteristics of the admissions procedure which could be labeled as wrong, or unsatisfactory, or without any sustaining rationale that is apparent. The basic problem then, as stated earlier, seems to lie in the realm of educational policy.

There is no educational policy at William and Mary. Any individual or group which has attempted to institute a change will most likely agree that if the change is

significant, there must be a study of other colleges to see what goes on there first. If, by comparing William and Mary to other colleges with which it is presumed to be on a parallel, and William and Mary appears to be lagging behind, the change will usually be made. The case hold true for educational policy, with the exception that no study has been made. But why must we, especially in such a fundamental area, follow and be typed by others?

Pearls from DYP

In the standard pamphlet for prospective students is a quote from President Davis Y. Pabshall, "the basic image and mission of the College of William and Mary in Virginia is to provide a graduate who is the educated man—one so imbued with the knowledge and values of a liberal education as to enable him to build the skills of a future specialization the good life. This statement, although inoperative and well-intended, leaves more questions unanswered than it answers. What is the educated man? What is a liberal education and why is it good to have? What skills, yet to be acquired, will a liberal education provide a foundation for? What is the good life? In simplest terms, there has been no hard, critical look at the aim of the College, its educational (as opposed to academic) goals, and what educational direction should be taken in the future.

We believe that as long as such a policy void continues to exist, there can be no admissions or any other policy, much less one that is correct or suitable for this institution. A college must decide, specifically, what its educational mission is and must attempt to anticipate the direction for the future which is desirable before it can decide what type of student it wants, what the students' qualifications should be (if any at all), and what type of graduate it should create.

The problem here at William and Mary appears to be the total absence of any differentiation between academic and educational policy. They are not synonymous; the distinction is valid. To set on remedying admissions policy without first, defining, then establishing an educational policy is to do nothing more than engage in patchwork.



# Experimental colleges: process, possibility, innovation

## Heathcote School of Living offers compelling alternative

By Ellen Griffith

Heathcote School of Living is an experimental, living-learning community on 37 acres of land in the north of Baltimore, Maryland. Not a school in the sense to which we are accustomed, Heathcote makes no distinction between students and professors. All have come to learn skills and ideas from each other. Heathcote holds no classes and, of course, no grades or exams.

Some of the members of the community live in an 1847 mill which all are free to build their own dwellings on the property. And many have. There is every conceivable home, a tent of worn blankets, reconstructed chicken houses, a corn crib, a spring house, a trailer, a steppe, and a log cabin.

The pace at Heathcote is slow. To ask if they are achieving their goals is almost paradoxical; the absence of striving which characterizes their daily life denies the goal orientation of our more formal educational institutions. No one is in a hurry to get anything done, but a lot gets done. Talking to visitors, which interrupts their work, seems to be a real pleasure. Though some of them tend to think of the school as a temporary refreshing period of reflection, others see it as a permanent way of life. Each hopes to educate others to consider this reflective way of life as a realistic alternative.

How does one educate Dick and Jane in the Twentieth Century? How does one make an education within ivy covered walls relevant to problems of the rest of the world? At one time such was not a problem for the colleges and universities. Their function was merely to educate, to produce scholars. But as time has gone on and public interest in education has increased, the university has acquired another function, that of service to the community.

It must be recognized that the reason for four years at a college is not just to prepare a student for life in the real world. For Dick and Jane today do not need four years of hibernation from the world, nor do they need four years of isolation from them. What is called for is an integration of the scholarly and social functions.

We have visited some of the following schools and would like to offer these descriptions of experimental colleges as alternatives.

## Wisconsin experiment emphasizes environment

By Pamela Crowson

One of the biggest complaints made by college students today is that the academic community is not relevant to the exigencies of the modern American society; the values and standards of the majority of Americans are centered around materialism, consumption, and, unfortunately, disregard for the preservation of our natural resources, both human and environmental. The University of Wisconsin at Green Bay has tried to close the gap by initiating a structural change in its academic plan.

Launched in 1969, the new

academic plan focuses on man and his environment. Not only does this theme tie the different departments of the institution together, but also it unites the students with members of the surrounding community. The college has become a "community" where the students work in the town and the members of the community come into the classroom to interact.

There are four main sections which comprise the University of Wisconsin at Green Bay, each based on an environmental theme: majors, called concentrations, in the College of Environmental Sciences emphasize the problems of the natural environment; those in the College of Community Sciences focus on the process by which man relates to his social (man-made) environment; those in the College of Human Biology the emphasis is on human adaptability to the social and physical environment; and in the College of Creative Communication human identity—man's impact on his social environment. There is also a full range of liberal arts disciplines with certain applied or professional and teacher certification programs.

student selects at least five hours of work in each of the theme, colleges, and takes as many electives as he wants concentrating on courses from the college which interests him the most. Instead of trying to cover all the topics of each subject intensively as is done at William and Mary, general introductory courses emphasize how the subject is related to man and his environment.

The tuition and fees for out-of-state students runs about \$899 per semester. Financial aid is offered. Housing includes apartments with two bedroom units containing a living room, study area, kitchen, and bath. The apartments are fully furnished and each accommodates four students, but it is not required that the students live there, that is, they may live off-campus. Transfer students are required to have at least half "B" and half "C" averages on all credits carried.

The new academic plan now operating at the University of Wisconsin at Green Bay is at least a step toward solving the problem of irrelevance between the student and the society which he will most likely end up supporting.

## Work-study, social action, research, admission mirror flexibility, experimentation at Antioch

By Cindy Viau

The Washington-Baltimore Campus of Antioch College in Columbia, Maryland is seeking an alternative to the rigid bureaucratic structure of most traditional universities. Antioch at Columbia is attempting to construct a program which is both meaningful to the individual and of service to the community.

There is an atmosphere of flexibility and experimentation that does not exist on traditional campuses. The feeling of controversy surrounding the campus indicates the innovative and exciting nature of some of the programs Antioch-Columbia is currently experimenting with.

Perhaps the most distinctive aspect of Antioch-Columbia is the concept of work-study. The philosophy behind a concurrent course of study and work is to give the student an opportunity to relate theory to practice and to reinforce his academic learning.

In turn, the student can contribute to society while engaged in the education process. Hence the school requires that every student work the equivalent of 85 full weeks to meet degree requirements. In addition academic credit may also be granted for learning experience through the job. Problems exist in the program, of course.

There also exists an environmental design program, an Appalachian study center located in Appalachia, and an American Indian Studies program in the planning stages.

Antioch provides astonishing opportunities for student initiative and self-governance. The administration building on the Columbia campus, the Manor House, is entirely student run and students receive work credit for their administrative capacities. Majors in Human Ecology have an advisory committee of two faculty and one other student. Student initiated projects are encouraged and required by the various centers, but self-motivation is a very real problem for Antioch. Some of the students and faculty advise that a bit more direction be given in the academic program to aid freshmen unprepared for the freedom at Antioch.

Concerning admissions policies, an Antioch pamphlet states, "The campus wants effective groups of students who can use the collected resources of the college for personal growth and societal change." The school is also committed to cultural pluralism and is

seeking to diversify its student body, staff and program content.

There is currently a student recruitment on and it is my impression that students with a background in basic courses at traditional schools would be welcome at Antioch as well as students with disadvantaged backgrounds.

Graduate opportunities also exist at the Washington-Baltimore-Columbia campus. While there are no graduate programs, special arrangements for graduate students to study 'in absentia' at some of the centers can be made. In this situation credit is granted by the student's home institution for his Antioch study. Although tuition is high, \$3,200 for 1971-72, every effort is made to assist students in meeting the costs. The policy of the school is never to turn down an eligible student because of financial difficulties. The statement on costs reads, "We expect a student and his family to pay what they can. Although someone will pay more than others, each will bear a burden proportionate to his resources."

Requests for further information should be addressed to: Admissions Office, Washington-Baltimore Campus, Antioch College, Oakland Manor, Old North Road.

How does it work? Each

of one's existence. Past confusions as they exist in the present of the learner may be clarified or are seen in a new light; his future, as it too, exists in his present, takes on a new direction. Education is by its nature ongoing, progressive, as needs lead to behavior from which arise new needs; questions demand answers, however tentative, from which come new questions; each new whole evokes responsibility to flow its wholeness and make necessary a new synthesis.

This view of education implies to some extent the institutional goals of Goddard and the ways in which these goals are sought. At Goddard there are "few lectures but much inquiry." "Instruction" implies development of skills with which one can seek one's own answers. Each student's education is his own business and his own responsibility. "His learning is something he does not something someone does to him."

These are appealing words and admirable ideals, but practically, how does one "structure" his learning to give it coherence and direction? At Goddard, the basic structure for learning is "a unit of work to be done." The student chooses and defines the unit. For example some units might be expressed in these ways: "I want to read a lot of novels to see what the art of writing has to do with life." "I want to learn how the nervous system works." "I want to learn how to teach young children." Whatever the area of inquiry, the definition of the unit is the student's business and if the definition is vague, "a first step in learning may be to clarify it, with the recognition that the clarifying and restating of aims and intentions is a never ending process." A definition is a starting point, not an unchangeable commitment. Yet, the units of work, if it is to be truly a part of education, will have shape and form -- in short, unity.

Currently, the following are several "programs" which are loosely organized to give direction and provide resources for learning: The Third World Program -- emphasis on black studies; a Humanities Studies Program -- formal study in the liberal arts; the Teacher Education Program -- to correlate the different studies and work experiences for prospective teachers; a Radical Studies Program -- developed "as an outcome of the nationwide student demonstrations which followed the Kent State shootings; a Design center focusing attention on architecture and construction in meeting the building needs of the college; and a program called "304" (symbolizing triangle, circle, and square and thus all forms) in which students and faculty work in writing, journalism, photography, publishing and poetry.

## Goddard program offers field project alternative

By Patrick Lang

Under its charter and by-laws on file in the Office of the Corporation Counsel in Richmond the College is operated by a board of trustees who have the power (1) to acquire and dispose of property (2) to appoint the officers of the college and (3) to attend to all other matters financial and legal. This board is made up of educators, businessmen, and students. The other source of power at the College is the students and faculty themselves who participate in a town meeting form of government. They make the policy as regards all matters of day-to-day concern at the college such as, for example, schedules and special events, membership, and powers of college committees, etc. Although there are occasional conflicts between the board and the students and faculty, the board is for the most part responsive to the resolutions reached at the town meetings. The administration does not follow a policy of 'in loco parentis.'

The practices of the College of the Potomac are not, by any means, free from criticism. Judson Jerome, author of the book *Culture Out of Anarchy*, visited the College of the Potomac and later made a number of criticisms in his book. One is that it is extremely difficult to evaluate the success of the College's emphasis on "process orientation." This is, as he himself admits, because there are no grades or exams at the College. A student's performance at the College is evaluated only at his own request. His file contains only those letters which he wishes in placed there. When a student wishes to enter a graduate school, he is most likely to ask the College to support his application. A committee of faculty and administration takes responsibility for evaluating the student's performance when he requests that they do so. Those students who take advantage of the no-grade system soon find themselves out of touch with their fellow students. Because of the strong feeling of group awareness the problem concerning the lateness of certain individuals usually solves itself.

Consistent with Goddard's educational philosophy and student oriented framework, the concept of community is very important. The governance system is realistically designed to incorporate student policy making and student responsibility for implementation of policy, and this is apparently successful to an extent difficult for a William and Mary student, accustomed only to the Mickey Mouse poses of student government here, to imagine.

This year Goddard adopted a trimester system to make the fullest use of its facilities and to allow for maximum flexibility in student and faculty programs. A typical program for an entering student would be: Resident Study -- Field Experience -- Resident Study -- Vacation. The Field Experience is a trimester during which a student pursues an independent project off campus involving creative effort or practical work experience (or both). Degree requirements are, briefly stated, nine trimesters of study of which at least six must be in residence (or clearly equivalent to resident study) and at least one must be a field experience trimester, and the making and carrying out of a senior year plan including senior project, the large-scale independent study through which a student culminates his undergraduate education.

There is no grading at Goddard. Instead, evaluation of a markedly different kind is considered important. The Goddard people say it like this: "The making of records and the formalities of evaluation are less important than the widespread acceptance among members of the Goddard faculty and those students who have had some experience that learning involves not only doing but a concomitant awareness that a student may come (a teacher may help him to come) to an unselfconscious ability to look deeply at what happens from day to day and how it relates to long-range plans or -- in less linear terms -- to one's image of oneself. Such an evaluative attitude helps a student use earlier experiences in planning future ones; in a larger sense, it helps him move towards more complex questions. Over time, he may come to grasp and effectively to make his own -- truly to comprehend -- more and more of what goes on in the world and himself as part of the world; what John Dewey called the "progressive organization of subject matter" through "the reconstruction of experience."

Progressive education is expensive. The average cost of a year at Goddard -- tuition, room, board -- is about \$3900. Various aid programs, particularly for minority group people, are available however, and Goddard stresses that no one should refrain from applying to Goddard because of limited financial resources.

Every attempt is made to involve students in stimulating jobs along their lines of personal interest. In practice this does not always occur. Hopefully Antioch builds up ties with the community, more internships with both public and private enterprises will be developed for the students.

Because the school is not committed to any one philosophy of education, but rather preparing students to operate effectively in a rapidly changing environment, there exists a great deal of diversity in the approaches to education found at Antioch-Columbia.

The school is divided into several centers which vary in content matter and strategy of teaching. They all, however, stress individual projects, student initiative and participation--no one of which is exclusive of the other two. It is this sort of emphasis which underlies the formula for education at the College of the Potomac.

## Potomac students treated as adults

By Ed Creelmore and Lani Lobouder

The educational goals of the College of the Potomac are in essence those of any traditional American College. Like the more traditional colleges it seeks to enable its students to develop their intellectual and physical talents, to acquire a sensitivity for other human beings -- in short, to enable them to actualize their potentialities as fully as possible. It differs from traditional schools only in its formula for realizing these goals.

According to James Russell, former executive of the Educational Policies Commission in Washington D.C. from 1957 to 1968 and founder of the College of the Potomac, traditional institutions of higher learning approach the problem of attaining these goals in the wrong sort of way. They require that professors communicate to students the actual substance of what has been learned in their particular disciplines up to the present time. This approach, which emphasizes what Russell calls a "substantive orientation," is bound to fail, for it does not take into account the important fact that the vast volumes of knowledge that have been gradually accumulated in the past are today increasing at such a mammoth rate that it has become virtually impossible for today's student to learn very much of it during his four undergraduate years. He estimates that from the time the present college freshman was born until the time he reaches age 80 the total store of human knowledge that he must learn will have been increased 32-fold.

As a constructive alternative to this emphasis on substantive orientation Russell has suggested that the emphasis be shifted to what he calls "process orientation." That is to say educators should, as Russell sees it, attend to the processes by which a given field of knowledge grows. These processes are basically of three kinds: inquiry, communication,

and creation--no one of which is exclusive of the other two. It is this sort of emphasis which underlies the formula for education at the College of the Potomac.

No Laziness Problem

The college's basic formula is to make learning a truly student-initiated activity. The College recognizes, of course, that little is actually known about the learning process. Still, the College thinks it is basically correct in maintaining that learning is best furthered when the student himself decides that he wishes to learn and what he wishes to learn.

It sees its own function as providing an atmosphere in which the student is not hampered by someone else's ideas about how and what to learn but is, rather, stimulated to seek his own answers to these problems. It seeks to do this by (1) offering rich resources in people and technology which students can tap at will; (2) avoiding judging or evaluating performance in any way that a student may perceive as a threat to himself, his integrity, or his work; and (3) encourage a feeling of community based on mutual respect where each person is accepted not merely for what he promises to become, but for what he is: a unique human being.

There are, of course, problems involved in placing the complete responsibility for getting an education upon the student himself. While a few students find focuses of interest rather quickly most students require time and adjustment before they are able to do this. Though it is undoubtedly true that a handful of students require more and more time and adjustment in order to find a focus of interest simply because they are not interested, this is probably not the case as regards the majority of students. Their difficulty in finding a focus of interest is, in most cases, the result of their never having had to choose before, and a lack of practice in looking inward.

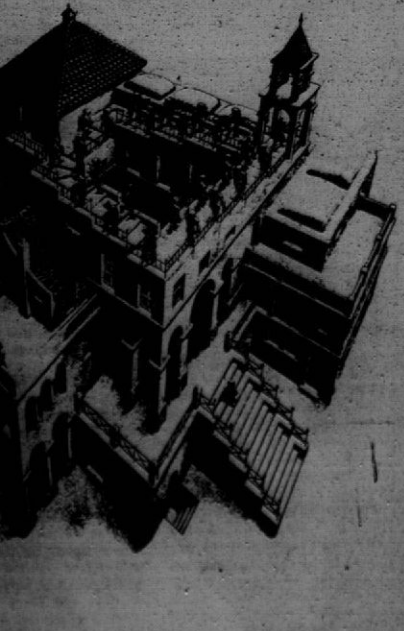
After the student has found a focus of interest, he may go about pursuing his interest in a variety of different ways. He may study individually (by himself or with the help of a professor). He may, on the other hand, study with others who share his interest in a seminar. In his individual studies he is free to go about studying in any way he sees fit. He can read, travel abroad, join "vistas," or even take courses in traditional institutions such as George Washington University. At the student's disposal are a faculty with a wide variety of competencies and a liaison office in downtown Washington with a staff experienced in locating persons and in performing other forms of assistance. Some of the topics that have been pursued in the seminars are: Revolution, Post Eastern Philosophy, Einstein and the Theory of Relativity, Constitutional Law, Analysis of Senatorial and Congressional voting in the 1890's, The Poetry of Houseman and Yeats, Karate, and Chesapeake Bay Cookery.

No Evaluation

Since the College sees grades and examinations as being potential threats to the self-esteem of its students, there are no grades or exams at the College. A student's performance at the College is evaluated only at his own request. His file contains only those letters which he wishes in placed there. When a student wishes to enter a graduate school, he is most likely to ask the College to support his application. A committee of faculty and administration takes responsibility for evaluating the student's performance when he requests that they do so. Those students who take advantage of the no-grade system soon find themselves out of touch with their fellow students. Because of the strong feeling of group awareness the problem concerning the lateness of certain individuals usually solves itself.

Under its charter and by-laws on file in the Office of the Corporation Counsel in Richmond the College is operated by a board of trustees who have the power (1) to acquire and dispose of property (2) to appoint the officers of the college and (3) to attend to all other matters financial and legal. This board is made up of educators, businessmen, and students. The other source of power at the College is the students and faculty themselves who participate in a town meeting form of government. They make the policy as regards all matters of day-to-day concern at the college such as, for example, schedules and special events, membership, and powers of college committees, etc. Although there are occasional conflicts between the board and the students and faculty, the board is for the most part responsive to the resolutions reached at the town meetings. The administration does not follow a policy of 'in loco parentis.'

The practices of the College of the Potomac are not, by any means, free from criticism. Judson Jerome, author of the book *Culture Out of Anarchy*, visited the College of the Potomac and later made a number of criticisms in his book. One is that it is extremely difficult to evaluate the success of the College's emphasis on "process orientation." This is, as he himself admits, because there are no grades or exams at the College. A student's performance at the College is evaluated only at his own request. His file contains only those letters which he wishes in placed there. When a student wishes to enter a graduate school, he is most likely to ask the College to support his application. A committee of faculty and administration takes responsibility for evaluating the student's performance when he requests that they do so. Those students who take advantage of the no-grade system soon find themselves out of touch with their fellow students. Because of the strong feeling of group awareness the problem concerning the lateness of certain individuals usually solves itself.



(continued on page 14)

# Discussion needed of cost, relevance of varsity sports

(continued from page 11)

Once the Athletic Director has worked out what he thinks is a reasonable budget, he presents it to the College Athletic Committee which reviews the budget "line by line," making any changes deemed appropriate.

The budget then goes to the Vice-President for Business Affairs who goes over it with the Athletic Director. Changes may be made here depending on anticipated revenues from student fees, the general current fund-local, etc. After this, the budget is presented to the President and Board of Visitors for final approval. Each year the State Auditor reviews the budget to make sure no State funds were used for intercollegiate athletics.

Since a \$130,000.00 debt was paid off in 1962-63, the Athletic Program has not run a debt that carried over into the next year. When the projected budget runs a deficit, then it may be made up by asking for contributions from friends of the College or by transferring some surplus money from other areas of student fees.

**Fiscalian aid**

The President has provided much assistance in fundraising for the Athletic Program. He has traveled over the State speaking to alumni on behalf of the Athletic Program. When recently the Educational Foundation fell short of its goal, the President wrote to some friends of the College who contributed the necessary amount.

The justification for spending over half a million dollars on Athletics appears to include the following: The State Report states that the Athletic Program has increased its "breadth" in order to provide an opportunity for an increased participation by a larger number of students. This has been the case with the addition of several new intercollegiate sports which do not provide much income nor receive much spectator support. The reason that greater participation by more students in more sports is worthwhile, states the President's Report, is that "such participation brings and encourages a certain vitality that is healthy for the student and the campus."

The Athletic Director stated that the Athletic Program could be related to the academic and educational nature of the college because it provides a laboratory for tough competition which close to the way life really is. This is most true, he said, in contact sports, but still applies to a lesser degree in the more individual competition of other sports such as track.

The other main value that the Athletic Program has in an educational institution, said Mr. Hooker, was the recreational value it provides for the student. It is the recreation and leisure time, the recreational use and value of spectator sports has increased.

Another justification for the Athletic Program was cited by the President and Vice-President for Business Affairs. The Athletic Program provides a way for alumni to maintain interest and connection with the College. This interest is shown in contributions to the Educational Foundation and in the interest and expressions of numerous alumni.

In the context of the Athletic Program, it is commendable that the increased revenue in athletics has been put into the expansion of the number of intercollegiate sports at the College. The goal of greater student participation is a commendable one as well.

Yet, I think what the Athletic Program, its directors, and supporters need most is a greater dialogue about the role and goals of the Athletic Program in the context of an academic institution. It needs to be determined if spending a half a million dollars a year is justifiable as being the best and least

expensive way of increasing student participation in sports. It also needs to be asked if it is necessary to spend a half a million dollars to "encourage a certain vitality that is healthy for the campus" as the President suggests. Indeed, nearly half of the student athletic fee is paid by women who are not participating in the sports where most of their athletic fee money goes. It needs to be asked of the women if it is through their athletic fee that "certain vitality that is healthy for the campus."

Are the recreational benefits provided by intercollegiate athletics worth \$370,000.00 a year? Can other types of comparable recreation be obtained at less cost? Can the present program be reduced without losing present recreational benefits?

It may well be that the Athletic Program is justified on any one of the above grounds or a combination of them. The point is that there has been all too little attention given to such questions.

### Info Screen

There are two reasons why there has been so little dialogue about the Athletic Program and its relation to the educational goals of an academic institution. First, it is extremely difficult to get information on the financial aspects of the Athletic Program. That it is not impossible is obvious from the earlier portions of this report. The reasons I was given for not being allowed to see the figures by a member of the administration and a member of the athletic staff were that the figure for tuition and fees was a set sum that was not broken down for students. Before coming to William and Mary the students knew what the overall fee was and if they did not want to pay it they did not have to come here. I was told that if the figures were broken down, someone might want to refuse to pay because of no interest

in athletics. This would create a problem that is unnecessary and avoidable by keeping the lump figure.

Here is a policy devised to avoid discussion about its merits or demerits. A program of policy worth having ought to be worth defending. It should be able to withstand questions and even criticism.

### Campus Inference

This failure is not to be placed solely on the administration or the directors of the Athletic Program. The sparsity of many students and faculty members is the second main reason for lack of much effective dialogue about the Athletic Program. If there are questions and suggestions about athletics, answers can be found and questions asked of the College Athletic Committee which determines much of the policy and makes budgetary decisions. This committee has both student and faculty representation and provides an excellent avenue for dialogue. This avenue should be used so that the whole program and its operations would be generally open and available to all interested. In this way policy decisions and budgetary matters could be based on a broader representation of student and faculty opinion.

The Athletic Committee points to the need for coordination by the Student Association of the student members on faculty and College committees. Failure to communicate with these representatives contributes to a lack of full effectiveness on their part.

The Athletic Committee recently discussed the idea of holding some money for grants-in-aid especially for students of high intellectual ability and past academic achievement as a further incentive to recruit more academically well and athletically superior students. The expressions of student and faculty opinion on proposals such as this might be very helpful in getting them adopted.



# Karate, judo stressed while competitive team sports end

(continued from page 11)

What then is the place of athletics in the university? I would propose two approaches, the aesthetic approach—discovering knowledge of man's basic human condition through physical approach of human form and movement.

The scientific approach—discovery of physical knowledge of the physical limitations and capacities of man's body and its relation to other men, objects, etc. It would not be difficult to revamp the current structure of the university to accommodate these new goals, and under these conditions a physical education department would have a legitimate place in the academic world.

Under the aesthetic approach, the emphasis is on the movement, form, coordination of the human body. Dance, of course, would enter into this kind of program but the aesthetic elements of physical education are present in wrestling, gymnastics, track, aquatics—most individual sports, for that matter. Most of these

in the competition-ethic. While inter-collegiate sports may continue, funds would have to be redirected toward a wider, more appropriate study in athletics. Also athletic scholarships would have to be eliminated. True, there are many fine students who would not be able to attend without the financial aid of an athletic scholarship. Admissions must be decided by both academic merit and the educated guess but never on the advice of coaches, or attempts to build good teams. Therefore recruiting of athletes, as well, must be eliminated, and financial aid granted to all who meet admissions qualifications.

I have discussed goals for a legitimate department of athletic studies in a university, but I have also raised the question of exercising a personal responsibility. The university should allow time for this sort of personal development and growth. At William and Mary the academic load is much too heavy—it impedes exercise, individual reading, and participation in extra-curricular activities conducive to knowledge.

The university has a duty to provide the time as well as the facilities for a healthy body, for exercise, for entertainment. In this time space for personal development is the proper area for inter-collegiate sports.

Students have a legitimate place in the academic university—by aesthetic and scientific approaches Exercise and body development have a place in the life of the individual, but the university must provide the time and the facilities for a continuation of the life of the individual during the academic year.

resulting independence should make him better able to decide when the college experience will be meaningful. Too often the university is charged with being "irrelevant" when the real problem lies with the student's being able to make his education relevant to himself. This takes tremendous initiative and independence. Open Admissions should encourage this kind of thinking and should help keep high school students out of the college "admissions mold."

The objection might be raised that the Open Admissions plan works well for an area such as New York City because it fits the particular needs of that area; but that the plan is of little value outside that area. I believe this plan to be relevant to the planning of state and community colleges. Too often state universities and community colleges have sprung up completely independent of one another and other schools in an area. Each school formulates its own particular admissions policy according to the outlines offered by the state legislature. Open Admissions by itself is not such a new or innovative idea. We have already large systems of education to almost everywhere. The revolutionary idea is having an educational plan with certain goals in mind for all segments of the population and utilizing to the fullest extent all the resources available.

**Priorities Missing**

It seems that most of our state school systems are missing this. Clark Kerr in his book *The Uses of the University* rejects this idea. He says that large institutions merely expand to meet needs as they arise. There is no priority of need. C.U.N.Y. has shown that there is a priority of needs in its goals for the Open Admissions plan. Part of the problem in the Richard Bland controversy is that Virginia has no coherent plan of education for the whole state. Each area operates as a separate entity and there is no integration of resources aside from the fact that there is no integration of races. Open Admissions is practical on a state-wide basis. There should be some source directing the use of all the present facilities so as to meet the educational needs for the whole state.

# King Fund only one facet of College 'active program' to draw blacks to campus

By Shannon Long

The student body at William and Mary includes thirty-eight black students. The only formally stated criteria that the Faculty Committee on Admissions must adhere to without exception is stated by the Board of Visitors:

- There will be a 70/30 in-state/out-state ratio.
- There will be a 60/40 male/female ratio.
- All students will be in the upper half grade category of their high school class.

These guidelines in no way formally limit the number of blacks eligible for admission to the college; however, other criteria are also considered. According to Martin Garrett, Chairman of the Admissions Committee, these are: College Board scores, athletic or other special interest abilities, types of subjects taken in high school, extra-curricular activities, and what three of those interviewed (Martin Garrett, Lillian Poe, and Harriet Reid) called "the probability of success of the candidate at William and Mary." Until recently race was a matter of record on the admission application, but with the increasing pressures for racial equality this was eliminated from the form.

When the Board of Visitors guidelines and the informal, but equally decisive, criteria were used to scan the applications for admission to the college in former years, the results were that for many years no black applicants were accepted at William and Mary. However, in 1966 the college administration, in response to various pressures, began what Mrs. Harriet Reid called an "active program" to recruit black students onto the campus. When the Admissions Committee reviewed the applications for that year they were "able to find" only about ten that were identifiable as coming from black applicants. The "race" blank having been deleted from the forms, the committee relied upon clues such as the location of the applicant's high school or parents' names to identify those who were black students. Three black students were admitted that first year; seven came the following year; over ten in 1969; and over twenty in 1970.

According to Martin Garrett, when this program of increasing the number of black students on campus began, the unstated but agreed upon philosophy became "to do what we can without lowering the standards of the college."

This meant that the policies governing admissions to the College were to remain unchanged. If this were so then all the black students admitted at least met the basic criteria outlined above. Mr. Garrett said that they were all definitely in the upper levels of their high school graduating classes, although many of these same students ranked in the lowest 15% of College Board scores admitted.

Mrs. Reid suggested that the number of black students enrolled at William and Mary had been limited by two other factors: the non-scholastic factors. In the past the College itself has made no effort to recruit black students, to welcome those who did apply or even those who were matriculated.

"Until recently race was a matter of record on the admission application, but with the increasing pressures for racial equality this was eliminated."

Possibilities of new-found interest in academics, of high grades and high learning capabilities and other subjective criteria should be considered.

In 1968 the Martin Luther King, Jr. Memorial Scholarship was instituted to encourage blacks to come to William and Mary. This scholarship is awarded to four or five students each year for one year only. It presents the recipient with \$500.00 above any amount for which he can show need.

In more closely examining some of the above, I felt that the following points needed examination:

Another area of this report details the specifics about relevance of high school grades averages and College Board scores to success in college. The study was able to show that there is not a significant correlation. With that fact in mind, one cannot help but wonder why these two factors are considered to be the most valuable criteria in selecting a student for admission to the college. If a student is admitted to William and Mary, although the men and women interviewed made it clear that no one or two factors were absolutely decisive—even those two most important ones—it was my understanding that all those with lower ranks in either of these two categories were capable of highly significant capabilities in some other area of quality.

The phrase "probability of success of the candidate at William and Mary" remains clearly in my mind. As Dean Sadler pointed out in conversation, this offers opportunities to those who have a poor record but are able somehow to impress their desire or dedication upon deciding members of the committee.

Possibilities of new-found interest in academics, of high grades and high learning capabilities and other subjective criteria should be considered.

The standards of the College turned up at every interview and in many forms. But I couldn't get a solid concept of them not to mention a definition. They have to do with many things as I understand: how many matriculated students graduate; the average College Board score; the number of "P" grades received in courses; the position or stature of William and Mary alumni; and the quality of education at the College.

In my opinion all of these considerations, except the last, are invalid. The proportion of matriculated students who graduate is not alone indicative of high or low standards. A graduate of a college who achieves a position of renown or authority or is always a matter of pride to the college. But whether a man has any position at all is no measure of the standard of his education.

I do believe that the standards of a college are found in the quality of its education. This rests in the classroom itself, and it is not necessarily reflected in grades, nor is it determined by past or future achievements. That black students have a lower graduation rate, lower test scores, lower grades and/or a lower probability of social success was the basic presumption I found—but not one that was clearly justified—other with statistics pertaining to William and Mary or as a determinant to the quality of education at the College.

# Open admissions tested at C C N Y

(continued from page 11)

If we look at the dropout rate in college we will see that the grade average in high school tells us little about who will stay in school. For all grades A to C- the chances that a student will drop out are small. More than half the people who had D averages in high school stayed in at college.

The best indicator of the problems of current admissions criteria is the fact that the chances for a student dropping out of a low selectivity college are higher than the chances of the same student dropping out of a low selectivity college. A recent study of the academically "atypical student" at a highly selective institution shows that the dropout rates for these students are only slightly higher than the rest of the student body, despite the fact that the "atypical student" was making lower grades. These results would seem to indicate that our merit criteria are failing us in that they do not measure motivation.

**Open Door**

The City University of New York had planned to implement an open admissions policy in 1975. The Board of Higher Education of the City University revised this plan in light of the immediate needs of the city to a plan of open admissions for 1970. The provisions of the plan were:

- It shall offer admission to some university program to all high school graduates of the city.
- It shall provide for remedial and other supportive services for all students requiring them.

**New Incentive**

The combined grade and class rank provides an equitable system that assures choice of college and program to those admitted under past academic criteria who have excelled in previous high school work. At the same time it introduces a critically needed incentive for competitive academic effort within these high schools in the city from which relatively small numbers of students have previously been able to gain admission as matriculants in the

**Motivation Factor**

This is only a sketch of some of the admissions policies and social programs that have been implemented under the system of Open Admissions. It is obvious that educators at C.U.N.Y. see motivation as one of the prime factors in education. The S.A.T.'s have been eliminated under this plan. They are unsatisfactory because they tell us little or nothing about a student's motivation and tell us nothing about his own capabilities. Instead the college had administered an aptitude test to nearly all of its incoming freshmen. Interestingly enough, many students who would have been admitted under the old criteria were in need of remedial help. The whole admissions process is geared toward helping the student find a place in the college and motivating the student to make his best effort.

Open Admissions also provides a solution to Wolf's criticism of the modern university. The Open Admissions policy provides a minimum standard for admission. The minimum standard is a high school diploma. A New York City resident and motivated to get an education. The point is that above the minimal achievement the student is not pressured into grades, activities, or given areas of study; he is given the opportunity to pursue his interests and is not made to conform to the "admissions mold." He achieves in areas of his interest and not because the specter of a college acceptance haunts him.

Open Admissions gives the high school graduate the opportunity to attend college anytime. Since the high school student is pressured less to achieve in certain well-defined areas and encouraged to find his own motivation from the start, the

# Success of process mode

(continued from page 13)

Still like Jerome, we found it difficult to decide just how successful the College of the Potomac's structured system seemed to have been in realizing its educational goals. In attending one of its town meetings we were impressed by the thoughtfulness, independence, and articulateness that we had heard of evidence of the success of the educational system in nurturing these qualities or rather evidence of the fact that its students had been drawn to the College of the Potomac because they already possessed these qualities. But of course, we were only there for a very few hours; one must actually become a student there before being able to assess the true worth of the College. How many of us, though, would be willing to take a gamble with our education? How many of us would be willing to trade that B.A. or B.S. at William and Mary for a diploma from the College of the Potomac certifying that they have completed the equivalent of bachelor's level studies? Perhaps the real test of the success of the College's program is in its ability to attract and retain intelligent, mature students. The high number of transfers from the College to schools with more structure leads one to suspect, however, that many of its own students are not themselves completely convinced that an education at the College of the Potomac is the best to be had. Perhaps many of them feel the need to return to a more traditional structure.

# Supplement Staff

- Bush Mays
- Bob Stammers
- Tom McDonald

Pat Buckley-Lorraine Burgo, Chris Cheney, Drew Christensen, Ed Cressmore, Joel Fisher, Ellen Griffith, Tom Hearn, Jess Howell, Donna Ireland, John Keating, Loni Lovelander, Ed Lyman, Diane Margart, Stephen Puryear, Skip Sillas, Debbie Taylor, Cindy Van, Alan Waters, Carl Zucker.

# Play Entertains, Mirrors Despair

**William Swiggard**  
 FLAT HAT Guest Reviewer

Backdrop Club has its moments. The most recent, the Backdrop Club production of "Cabaret" is both entertaining and enlightening. The quality of the production is a credit to the club, but it falls short in several areas. The sets have a lean-to quality that seems to be the product of portability and limitations on time and budget. The lighting is, however, secure. Costumes are flashy and well-suited to the play—they are a sideshow in themselves.

Both maintain a vital, various emphasis. Their element of desperate quality is the unifying factor in Cabaret, the force that states. Each lets us see behind the travesty.

Some of the smaller ensemble numbers—the waiter's chorus, the MC's interludes with showgirls—are polished and energetic; at other times the groups seem tired, and out of step. Diction can become flabby, as in the Telephone Dance sequence. The chorus members do not maintain any level of characterization; hence they lack presence.

The sets have a lean-to quality that seems to be the product of portability and limitations on time and budget. The lighting is, however, secure. Costumes are flashy and well-suited to the play—they are a sideshow in themselves.



Sally Bowles (Glennie Wade) stars in "Cabaret."

## Reviewer Criticizes Ambiguous Spring Choir, Chorus Concert

**By Pat Carroll**  
 FLAT HAT Guest Reviewer

The William and Mary Choir and Chorus presented their annual Spring Concert May 8 and 9. The program was a typically

ambiguous one which left the audience wondering exactly where the focus of the concert was.

The Choir seemed to lose its composure in its performance of Giovanni Palestrina's "Ecce Videmus" which may be an interesting work but was done unevenly and without enthusiasm. The "Regina Caeli" by Mozart redeemed the Choir by a fine performance of a beautiful work.

The Chorus performed un-

usually well in the first part of the program. "Jehovah, Hear Our Prayer" by Mozart and Benjamin Britten's "Missa Brevis" both began somewhat slowly, but picked up as the Chorus gained confidence.

The second half of the evening took the Chorus from the sublime (Mozart) to the absurd. The absurd was a medley of children's rhymes which probably embarrassed the performers and hopelessly insulted the audience. This was followed

by some songs from Music Man, which still did not seem to fit in with the tone of the evening.

The Choir picked up a dragging show with a delightful rendition of the March and Chorus from Bizet's Carmen and the Wedding March from Wagner's Lohengrin. The "Polovtsian Dances" from Prince Igor and Song of the Russian Plains, both by Borodin, were also light enough to hold interest while having some validity as good music.

The concert ended with the Choir and Chorus uniting to sing selections from Peaceable Kingdom by Virgil Thompson. This was a rather blasé selection which was well performed, but could hardly be considered a stirring finale.

There were two major complaints this reviewer had with the concert. The first was the lack of confidence which Carl Fehr, director of both choral groups, seems to have in the ability of the Chorus to sustain an evening of respectable music.

The second difficulty is Fehr's insistence upon dragging every graduating member of the group forward for an introduction. This is a nice gesture, but is quite unfair to an audience which came for entertainment and not for nostalgia. The entire evening was dedicated to President Davis Y. Paschall upon his retirement.

## Guarnari Quartet Completes Series

**By John Keating**  
 FLAT HAT Arts Editor

For the final program in the Concert Series this year, William and Mary will host the Guarnari Quartet on Sunday, May 16, at Phi Beta Kappa Hall. The Quartet's members are Arnold Steinhart-violin, John Dalley-violin, Michael Tree-violin, and David Sover-pello.

The Guarnari Quartet has been hailed as the new "in group" by New York Times Magazine. Since their New York debut in 1965, they have made numerous appearances on college campuses across the country.

making chamber music "noticed" in the United States. Now, the Guarnari are considered one of the top string quartets in the country, ranked with groups such as Budapest, Juillard, the Amadeus Quartet from London and the Quarteto Italiano from Milan.

Their program for Sunday consists of Beethoven Quartet in C minor, op. 18, Stravinsky Concertino, Webern-Six Bagatelles, op. 9 and Josef Suk, Meditation on an Old Bohemian Chorus, op. 38a. After intermission they will perform Schumann's Quartet in F Major, op. 41.

They were first brought together in 1964 by Alexander Schneider, second violinist of the Budapest Quartet, noted for

Tickets are three dollars and are available at the Campus Center Desk. The program will begin at 8:15 pm.



Warren Green (left) and Harry Hamilton rehearse roles.

## Williamsburg Players Open French Comedy Production

Williamsburg Players' fourth production since last night. The play, "The Thing," will be staged each Thursday and Saturday night at 8:00 and 10:00 p.m. at 610 York Street (East).

that he's all "a twitter." Cash, the secretary to the Math Department, currently plays the glamorous prima donna in the comedy.

The Players have special rates for students of \$1.50. Reservations can be made by calling 229-1679.

"The Thing" deals with several theater people and famous playwright and his associates—who gather at a Riviera villa. Shortly after their unannounced arrival, the playwright, his collaborator, and his nephew, a young composer, are shocked to overhear the nephew's fiancée, a prima donna, in an intimate conversation with an old flame, a well-known leading man.

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### Serious Drama Presented

## Cabaret Disguises Reality

**By Ralph Byers**  
 FLAT HAT Guest Reviewer

"Cabaret" is the season's Backdrop Club production. It is a historical musical based on The Berlin Stories of Christopher Isherwood and I Am a Camera by John Van Druten. Backdrop is entering the field of serious drama, a step, heretofore, never taken.

This laudable effort on their part produced, unfortunately, a vacillating performance. It might be described as a series of peaks and ridges peering out of a sea of theatrical mediocrity.

One of the most gripping peaks in "Cabaret" is provided

by Glennie Wade, portraying Sally Bowles, as she devastates the audience with her final rendition of "Cabaret."

A source of excellent entertainment is Robert Stallworth as the Emcee. In his attempt to please, however, he does not convey a sufficient amount of the ugliness and menace that festers under the surface of his character.

Lois Beckwith as Fraulein Schneider was warmly received by the audience. Jeff Rockwell as Cliff Bradshaw (the Isherwood biographical role) does a worthy job with a dull part. Barbara Heroux as Fraulein Kost, Matt Spady as Herr Schultz and Chris Leeper as Ernie, all turn out honest, convincing performances (although at times Spady might be accused of mugging).

Ironically, there is a critical weakness in the show that is a communal flaw. There is no feeling (till the last ten minutes of the show) that the people on stage are guilty of hiding behind a mask of frivolity.

Where there should be a visibly frantic attempt to gloss over reality (in the Telephone and Fruit Shop dances) the audience member is faced with thunderous indifference on the part of the ensemble. They appear tired. Consequently, Catherine Synder's choreography suffers from lack of attack and sloppy execution throughout the show.

This weakness accounts for the ridges in the production. For instance, the Singing Pretty number, with a host of lovely bodies, and some slightly less lovely tap dancing, is a good number.

Things degenerate from there, and bottom out with the Fruit Shop dance and Meeskitte number, in which the ensemble appears bored and is joined by the audience. Suddenly the beat picks up with the reprise of "Tomorrow Belongs to Me," a chilling, effective number.

Director William Suber has to my judgment, put together a musical review, not a drama. He has failed to integrate the two

love stories with the decadence, immorality and crass humor of the Kit Kat Klub.

The audience member, by design, should be dragged down into a bottomless pit by every contrapuntal leap from the tragic grasping Kit Kat Klub scenes, to the tender, sentimental (yet doomed) love scenes. Suber is required by the show to split a two-sided coin and show both heads and tails to the audience at once; this he has not done.

He has given the show a spectacular finale, through brilliant staging and superb control of the audience's emotions, but the consistent excellence of the last ten minutes of the show is not enough to salvage the production.

On the technical end, Betsy Mays' costumes were well conceived and delightfully comic. Unfortunately, the shifting problems and difficulty with scenery pieces proved very distracting. I can only wish that Marcia Ricketts and Terry Myers had been given more time to correct these difficulties. Kathy Cutlers was unable to hold together the orchestra and this did not serve to enhance the problem ridden show.

With all this "Cabaret" is nevertheless an enjoyable experience and a moving one. Such numbers as Ron Payne's "Tomorrow Belongs to Me," "If You Could See Her Through My Eyes," Stallworth's drag number, and, of course, the finale are well worth the \$2 admission.

The Committee on Arts and Letters has announced the upcoming Concert Series for the season 1971-72.

Nov. 3—"La Bohème" as performed by the Goldovsky Opera Theatre.

Feb. 10—"The Lerox Quartet March 21—Ray De La Torre, guitarist

April 6—William Messels, pianist

April 25—Ramon De Los Reyes and Co. (Ballet Espanol)

Tickets may be bought by subscription or individually as the program progresses.

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—Donald J. Mayerson, Cue Magazine

"A very stylized, hip, picaresque adventure!" —Joseph Gelmis, Newsday

**ZACHARIAH**

AKC Picture Corp. presents A George England Production  
 starring John Robinson, Pat O'Brien, Don Johnson, Country Joe and The Fish, The James Gang, Doug Kenney, The New York Rock Ensemble, White Lightnin', William Chaffin, and the 20th and 21st century Dixie Lovers



Let us make plans

that inspire the minds, the hearts,

and the endeavors of men

to build those things worthy of enduring

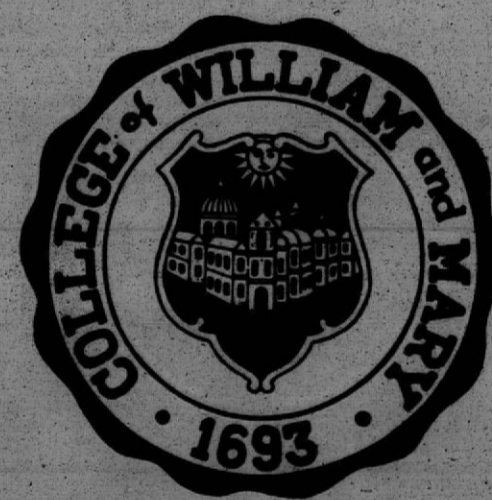
- plans that harbor the wisdom of inviting the future

while preserving the best of the past

- plans reflecting a sense of history

in their projections for the future.

Davis Y. Paschall



This is simply a thank you

for that part of an individual

which is immeasurable by dollars or bricks

which is rarely generously given

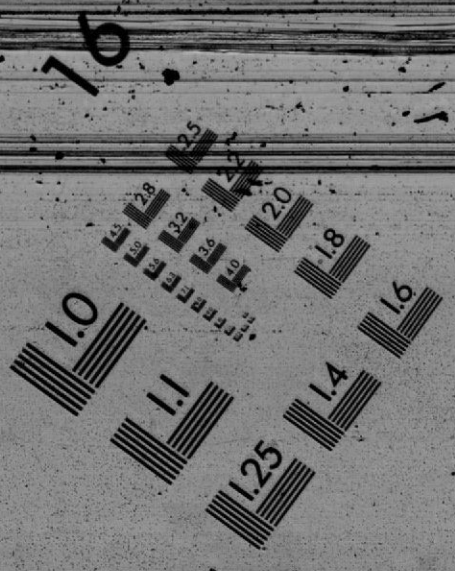
which you gave continually...

YOUR CARING.

grateful students







END

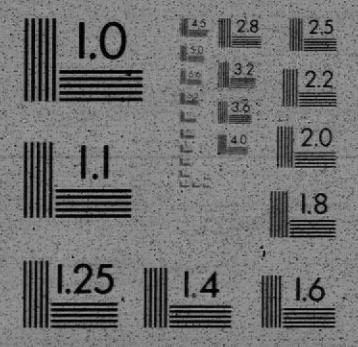
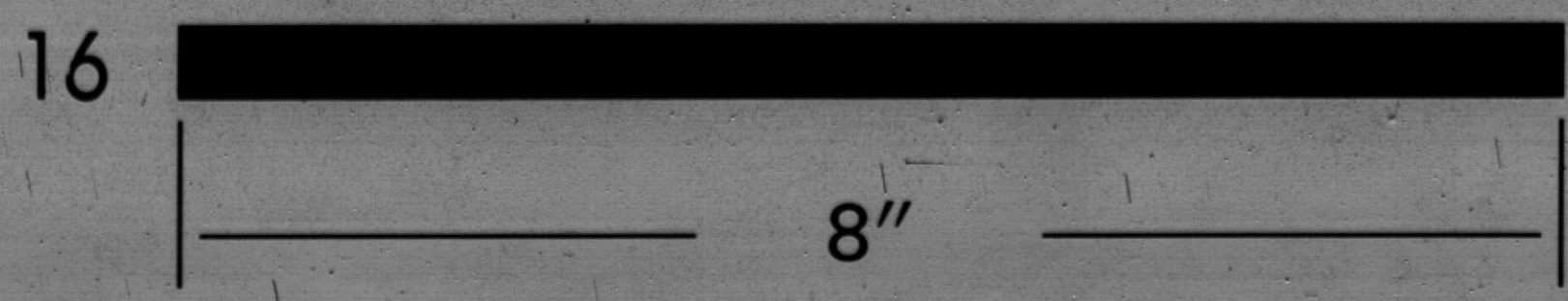
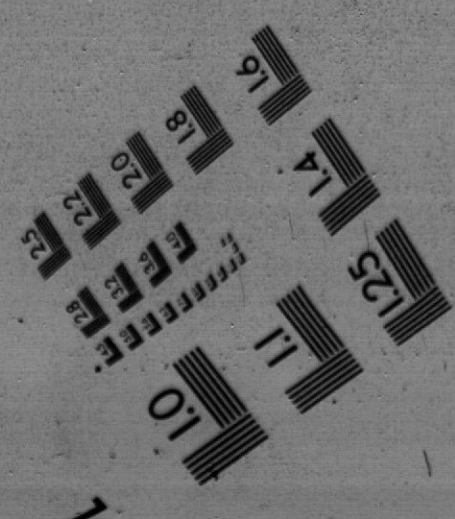
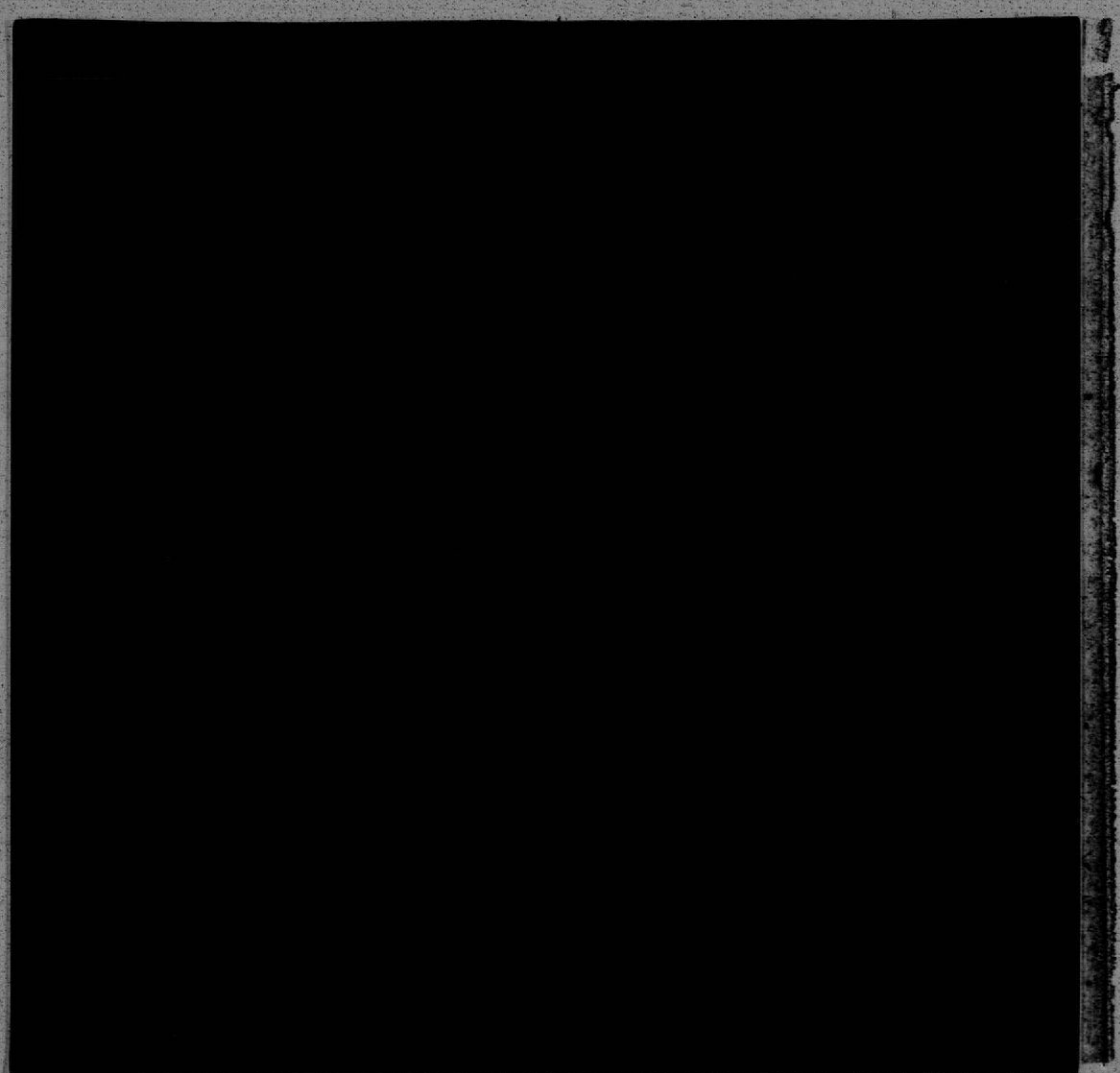


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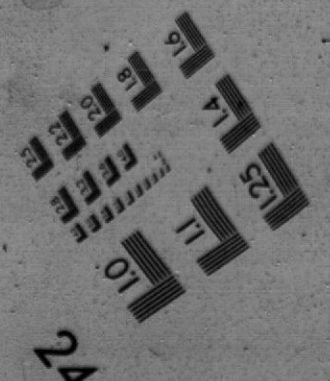
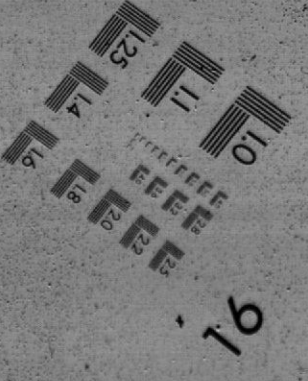
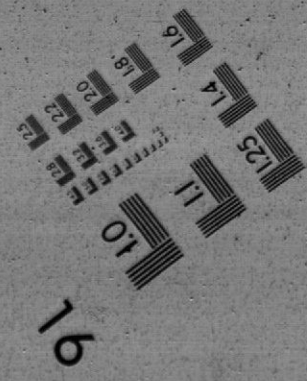
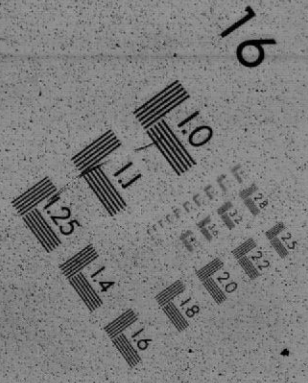
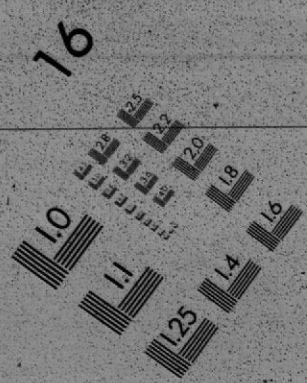
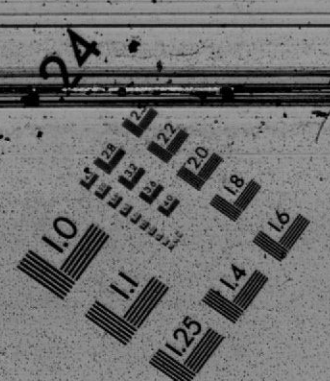
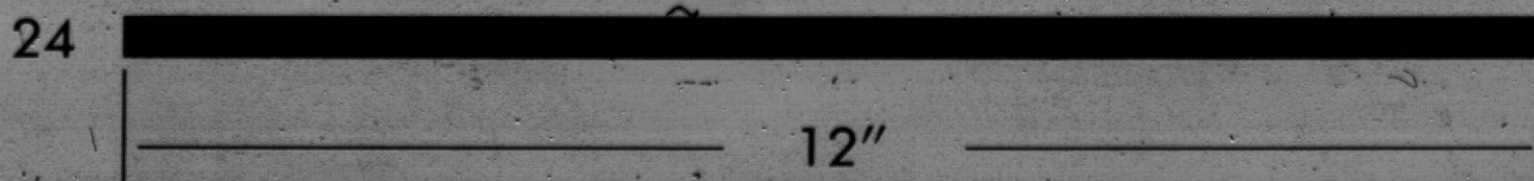
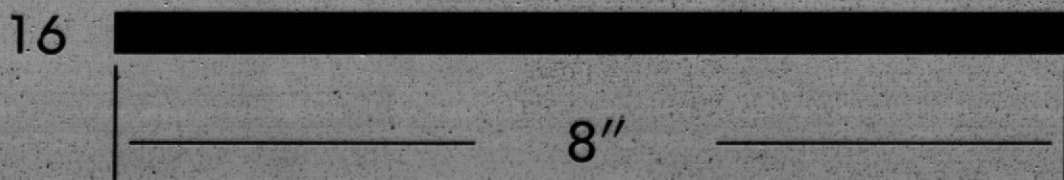
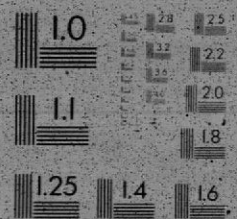
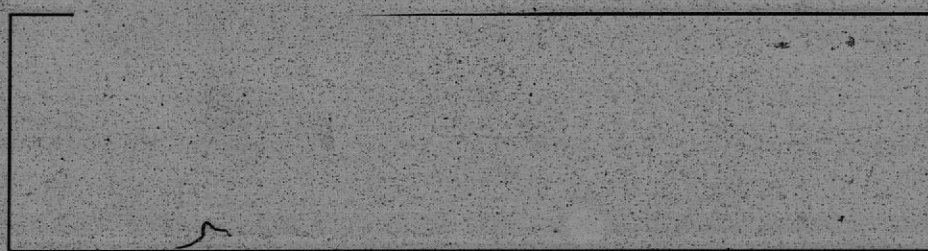
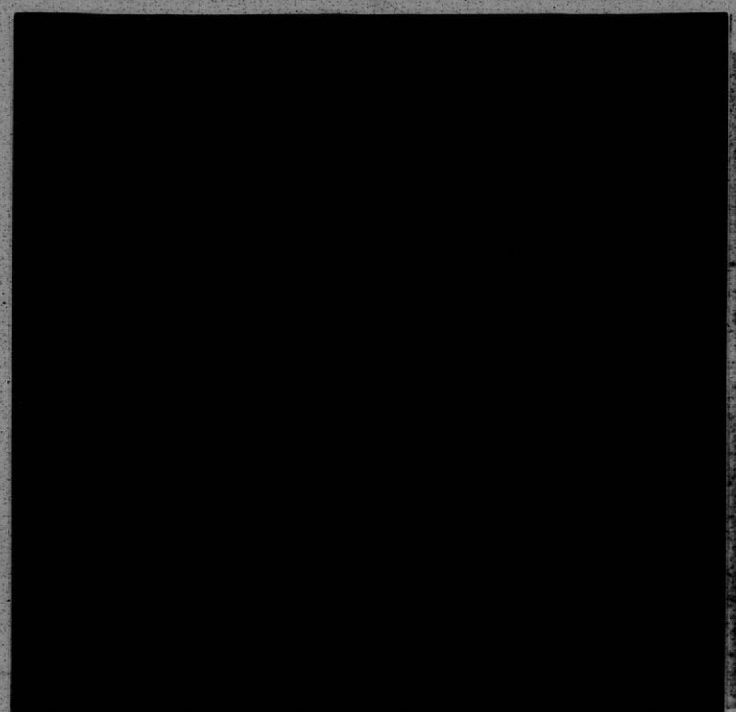
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