Buckshot

A buckshot approach. An eclectic bag of facts, feelings and figure. Some rise a flare in the academic arena, illuminating some topics which have long gone neglected.

It’s a bad time to talk about “the academic situation.” Athletics are occupying the spotlight, and as always in the last weeks of winter quarter, we receive requests for various financial assistance.

There are murmurs of discontent which seem to be more numerous than years past. The worry is not that Wooster’s academic reputation or the quality of prospective students/faculty refute this, but rather that her reputation is in danger of becoming a myth. Mediocrity in place of excellence is all too often described as Wooster’s reputation. Expectedly, the life blood of a small college, is less in the air than retrenchment (or, you could say, an administration). All has said that any change in the status of mandatory I.S. would have a ruinous effect on financial giving.

A cagrof ignorance—of unanswered questions and unresolved figures—suffocates the air that remains: the blame can be evenly divided. Kerry Stroup, chairman of EAC, has complained that during this term he has been swamped with letters, more than in the previous three years he has been here. He also noted that the EAC’s inactivity this year has in large part reflected “the bland and placid character of educational policies proposed by EPC.”

We don’t expect there to be a sudden flurry over the academic direction of the college and its financial priorities. The issues are complex and cumbersome. We look to the realities of winter doldrums and Damoclean I.S. swords. Hopefully the murmurers of discontent can find their tongues by spring.

D. D.

Applications for editor of “Voice” must be submitted to Warren Slesinger, chairman of Publications, by March 1.

Pandora’s Box

by Reid Melayo
Chairman, Committee Council

The College of Wooster’s “tree-lined” campus has witnessed another year pass by and the college investment portfolio, financial statements and departmental budgets still remain a mystery to all the students.

As Chairman of Committee Council, I have been in a unique position to witness the rise and fall of numerous ad hoc committees determined to unlock the secrets of Galahad’s “financial priorities.” Perhaps the most frustrating experience has been the Campus Council’s own attempt to keep financial information in the dark.

On Oct. 13, 1970 the Committee Council appointed a committee “to look into the possibility of examining all the extra-curricular activities including the funds involved and other concerns of the committee to determine if this is feasible.” (Campus Council Minutes 10-13-70). Sherri Chase, Dr. Carruth, and Dean Cotter became our investigating committee and the results, to say the least, were dismal.

The reaction from President Drushal, Dr. Jenny, and the treasurer’s office was very negative; the committee had no way of determining the financial structures; a very peculiar bookkeeping system must have the college in its grips if this is true.

Every one of the 1,700 students at the College of Wooster supports this institution in a variety of ways. Whether academically, socially, or athletically, the students play an integral role in maintaining the school as an ongoing educational institution. In the area of financial support, all the students stand on common ground. It is not fair to ask that we give financial fact concerning the areas where economic emphasis is placed?

It is rather sobering, and at the same time humoring, that the College of Wooster students and their parents are uncannily suffering from a “vacation intoxication.” It is true that something is being done to ignore the monetary aspect of college. It is another matter to be totally ignorant of your money’s final resting place. (One exception being the total fees allocated through the)

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Study In Frustration

(Continued from Page 1)

A student’s research and consequ- ence learning experiences, but it is clear that there is a lack of interest on the part of many professors in the process involved in selecting an appropriate and viable topic, in compiling a bibliography, and in actually doing some broad, sample trading to precede the research and writing. There also seems to be a readiness to forget the times of conversation and questioning between students and faculty members as part of the final product. One wonders if the creative dimensions supposedly stimulated by independent study are not stifled by excessive concern over the number of spaces between footnotes.

I have also observed difficulty arising in the area of topic selection. There have been instances when a department or an advisor has offered little or no help in determining the desirability and feasibility of a topic which a student is obliged to choose. I believe the method of time. While I would agree that discernment in choosing an appropriate topic is a fundamental part of the learning process, I would question the actual value of the activity in the light of 20 weeks of frustration and inept emotional effects.

One of the most frequently voiced dissatisfactions with I.S. at Wooster is that the program is designed to produce a watered-down version of a graduate school thesis, and “if you are not going to graduate school, what is the purpose of having an educated individual would certainly be ex- pected to possess the ability to de- fine and expound a problem, find the resources with which to at- tend to it, and produce some written expression of the solution. ONE QUARTER or required independent study for all students would seem an adequate opportunity for participation in

(Continued on Page 3)

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Be ready for an interview. We’ll be on campus October 29th.

Fred Lord, Massachusetts field representative for the "National council to Repeal the draft" is conducting Crandall House this Sunday, 8-11, to discuss the pro- duction at 9 p.m. Everyone in urged to come and discuss possible reforms and repeals of the draft law.

Golden Years

Editor’s Notes: Hans I. Jeney and C. Richard Wynn’s recently pub- lished study, The Golden Years, represents the culmination of a re- search project updating The Sixty College Study. Funded jointly by the College and the Ford Foundation, research involved analyzing nine years of financial data on 35 colleges—of course, many of the best public schools in the country. The book title, The Golden Years, refers to the dramatic growth in expenditures that small liberal arts colleges experienced throughout the past decade. These were indeed the "golden years." These colleges increased their expenses more than doubled the average. As did plant facilities, student aid funds, and, unfortunately, tuition charges. During much of the period deficits were covered by gift income, and at times by out of the financial structure. They are even afforded the freedom of charging of the study work increased. A minimum requirement of the 1.S. program is that each student be offered the possibility of representing the University of the 1.S. Projects and "is not an interest which even- tually be the best situation for all concerned.


(To be continued on Page 3)
**Letters To The Editor**

**WOOSTER WATER RUN DEEP**

The Editor:  
To the Editor:  
Do you ever wonder what, in the name of heaven or hell, people are doing here, studying your head off in Wooster, Ohio, U.S.A.? Are you tired of all the God-news, and yet vaguely haunted by the By refusing to release this information dead is still kicking around somewhere? Would you like to see a lovely evening find out what exactly this Jesus Christ, "Superstar", is all about?  
There is a time, a place, and a group of students you could join. The theme is posed for these questions. Inter-varsity Christian Fellowship to visit in the Church House at around 7:00. They sing, and listen to different adult and student leaders talk about things like God's Ultimate Intention, The Holy Spirit, and Christian community.

**WHAT'S THE BUZZ . . .**

This gets fairly heavy at times, but most of the action takes place in the six small study groups. Led by different students, the groups meet once a week at various times and places to study the Bible and try to discover what God is saying in our dreams—meanings in the flesh. They seek a solid base for living a life committed to loving and serving Christ.

You might wonder why, some of whom are not atheists, call their group "Inter-varsity". It is because, like other Christian organizations, the extension builds on Wooster to other colleges. In fact, its scope is international.

If you are kind of wondering . . . just wander over to the Church House, because wherever you are, you're welcome.

**Suzie Barr, Wes Howard**

**AMERICAN DOMINOS—A NEW TWIST**

To the Editor:  
May 1, 1970 we invaded Cambodia to "save the troops in Vietnam." Feb. 6 we invaded Laos to save the ARVN troops in Vietnam. We pull a new buffer country into the war as each new operation begins, a country we place on our own game of Asian dominos. After Laos, Thailand is just across the river and South Vietnamese troops we could join in support are poised for the invasion of North Vietnam. When and if we invade North Vietnam, we will be the aggressor. If the Viet Cong attacks any American troops in Vietnam, we will retaliate. This we call self-defense. We therefore destroy and subjugate an entire people.

Promises to de-escalate the war continue, but in the words of Ex-Commie, bomber, former college student, and now supporter of the war, "we are only changing the color of the corpse." We denounce the war, but we are not antimilitary, language is impotent cynicism.

**Daniel J. Mountcastle**

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**MORE ON PANDORA'S BOX**

(Continued from Page 2)

Campus Council to various student organizations—specific information concerning allocation of this money is available upon request from the Campus Council treasurer or any Council member. It is another matter when recent decisions—ordinance because of a lack of commitment—to stimulate visions of the College of the Dome are embraced by an excellent, innovative academic institution.

By releasing this highly confidential information, the college would perform a service with valuable functions. First, this is the only manner over which there has seemingly been a communication breakdown between administration and students. During the last months, students finally realized that the administration was attempting to move as rapidly as possible in the vacuum of change, not being consulted, or beingconsulted, for the entire college community. By overcoming this most recent obstacle, communication could be greatly facilitated.

Second, it would effectively bridge a growing credibility gap between the students and Galpin. Release of this information would encourage and stimulate ideas and help us to find that in line with the College of the Dome philosophy of the future and are taught for the future.

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**UFWOC**

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Hiring and Firing
by Jay Yutzy and Mike Stephens

(Editors' Note: The Committee for Faculty Evaluation (CFE) is composed of President Draulich, Dean Stillwell, Dean Taggart, Dean Mathis, Dean Logan, T. R. Williams and Melter Foxes.)

Last month we approached a month ago we volunteered to write an article on the Committee for Teaching Staff and Tenure. What resulted was a four-week investigation into the depths of campus myth and polemic, where webadge the intellect and confounded the understanding. The role of the Committee is to tend the administration's fire, hiring, firing, rehiring, promotion and granting of tenure to faculty members. The power and influence of this Committee is overwhelming.

After talking with four faculty members, we have arrived at the conclusion that there is rampant misunderstanding concerning the Committee for Faculty Evaluation (CFE). To the Committee, representatives of a four-week period, we have been asked to share some of the issues and questions which have been raised and, we feel, need to be addressed, in the following:

1. The criteria sheet used by the Committee is, in our opinion, a very nebulous and subjective nature which may be interpreted in innumerable ways by different members of the committee and by faculty members. As a result, the perceived need for convenience might be called "flexibility." We feel the contract with combined enrollment of valid and valid, or enlarged or sub-committees might be formed.

2. A relative weight of these criteria is not spelled out. An examination of the criteria might easily be dismissed because they do not get along with his colleagues.

3. Faculty have a nine-month contract with the administration, light of the scholastic program, there are no criteria or instructions regarding what is expected of the faculty during the summer in terms of "professional and personal growth.

4. Department chairs have an enormous influence in their recommendations, as they are a major player in the policy-making body. The question is, do students care about the quality of their instructors? To what extent are students looking for good grades? And to what extent are students influenced by evaluations?

5. How valid are collective evaluations? There are two variables here. First, is each faculty member's voice heard? Second, is the bias of the instructor's voice heard? Or is the recommendation only valid if the system breaks down?

On the subject of degree requirements, is the PhD a necessary requirement? And what about the number of years the faculty member had to work to get a degree? 8. Several years ago when qualifications were scarce and job competition fierce, the promotion and tenure to faculty members was not as competitive as it is today. That is three years at Wooster to encourage them to stay. Now that jobs are plentiful and qualified professors are plentiful, the college does not need to feel as competitive and feel that there is no [mentored] more competition. Economic factors obviously are also involved

MORE ON

Grading vs. Creativity
(Continued from Page 1)

If we are disturbed by our insistence on labelling other poor people inferior because of their race, or the jobs they do, or the neighborhoods they live in, we are essentially accepting distinctions of inferiority in plusses and minuses carried to the third decimal point.

The main argument in favor of competitive grading is that if one is making judgments especially the graduate school and it is based on a destructive competitive system, is not necessarily the best way to judge the potential of students and faculty alike—must not be the norm. A candidate who works hard and motivates his class is the tax one, and not made less so because it involves the question of how much responsibility students are willing to place on them, as well as how much feedback they are willing to receive. Too often, the grades are given to students, though frequently it is the only system they have known.) Nonetheless, the solutions must be sought.

The problem is that in a judgment, the present dismissal use of grades has already been cited. But more importantly, if what our comparisons mean for everyone is the graduate schools to justify our grading system to perpetuate our inhumanity. Some concern must be carefully considered now; who is right and who is to be relegated to later.

What we need is the imagination to see our possibilities in education, to envision the human being who can be joyful and helpful to himself and to others, and to feel the need of the institutions which facilitate his growth and his knowledge.

Fourth, why is it that we may serve ends, there is the danger that a general relaxation in mood and mind may be accompanied by a certain sloppiness of thinking, often evidenced by prolonged excursions into how one feels about a concept, character, or book.

This trend toward subjectivity—which is often mirrored in a hesitation or refusal to use, for example, statistical evidence or analyses of literature—follows rather naturally the mood of the in campus individual, the "do your own thing," of the Student Revolution. In this spirit, much of the Revolt has been anti-authority in nature, and the literature has been written under such pressure or in reaction to some cause. In other words, it seems to be partly a role in an authority figure.

These objections to the discussion are not intended at all to discredit the very real value of small group or small discussion group as active and shared learning experiences, as interactive discussion groups.

The problem is that in an anonymous group, the individual will not feel any sense of responsibility or guilt if he fails or succeeds in the lecture context, as he is not in the same position in opposition to and in exclusion of the lecture, and has implied that he is for a moment absolved of moral and educational responsibility as a question of assumption at best.

While 31 percent of the students...
When administrators evolve in style to a point where they can administer their own educational planning and execution, they may also come to have a political dimension that seems subordinate to the art of management, education suffers. I am afraid, that these programs are only an end in themselves.

-Kerry Stroup

Wooster's moving into a more creatively pluralistic situation. Academically, I feel that Wooster has more freedom to project and carry out programs of its own accord than other schools. It has more freedom to use its own library and use its own facilities to create a more diversified program. It has more freedom to use the resources that are available to it, particularly when it is in the classroom.

-J. E. Barber

The changes at Wooster have been largely superficial ones, leaving the basic fabric intact. This is as it should be. The result is an institution of stability, conducive to educational purposes.

-Lynn Scott Hamilton

Wooster's academic program is deteriorating because of lack of commitment and support of students directed to socially relevant problems.

-Bill Spearman

Academically, Wooster is better than four years ago, but it may have reached its peak.

-Peggy Struever

It is my understanding that the purpose of a liberal arts college is to provide a diversified and adequate education for its students. Wooster purports to be a liberal arts college, yet several incidents and practices have raised a few doubts in my mind as to the actual direction in which Wooster is moving. First, the proposed abolition of the Urban Studies and Indian Studies programs seems to be a sideswipe at the increasing number of academic programs that are being added to the Wooster curriculum. Second, there is the proposal that the academic programs be further diversified, which seems to be an attempt to add more liberal arts courses to the Wooster curriculum. The question now seems to be, then, towards which end is OW moving—towards the liberal arts or the academic programs? It may be too early to tell, but I do believe that there is a need for the Wooster administration to consider carefully the direction in which it is moving and to consider the impact of these changes on the academic programs offered at Wooster.

-William F. Keller
Thoughts of a winning record will be with the Fighting Scot wrestlers tomorrow when they host Mt. Union and Muskingum. The Scots grabbed two victories last weekend, defeating Denison, 20-14, and Kenyon, 26-11, to up their record to 6-4.

Winners were numerous for Wednesdays’ four Scots’ matches, as four Scots’ matches, in double victories. Sophomore Tee Lueger, 186, pinned Denison’s Alan Leuer at 1:17 and shutout the Lord’s Jay Spruance, 7-0. Freshman Larry Sprague, 158, elevated his season match record to 4-2.

ENCORE FOR THE OAC CHAMPIONS!
Winning the OAC championship and recording the best overall mark, 23-1, in the state still proved not enough for the Fighting Scots’ cagers Wednesday when the NCAA Midwest Regional selection committee by-passed these outstanding performances to choose the University of Akron Zips, 18-5, for the first round choices. The tournament will be held in Reading, Pa. on March 12 and 13. The Scots are not out of the running yet, since the selection committee must pick one more Ohio team next Wednesday. The top contenders are the OAC champs and Ashland. The only possible hinderance to Wooster is its probation with the Ohio Conference since the Scots have a better record than the Eagles and defeated them 73-70, earlier in the season. The UPI ranked Ashland 7th and the Scots 8th in its national standings this week.

What is the Yale Russian Chorus? Who is Louis Freedburg? Keep your ears open.

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Dedicated TEAM Overcame Adversity

Any student of biology knows that any species subjected to adversity or hardship becomes stronger and resistant through natural selection. Such has been the fate of Wooster's Ohio Conference Champions, a team of destiny that turned the bad breaks into a title.

When looking for a key to Wooster's best season ever, the biggest factor seems to be the ability of the Scots to overcome every possible problem. They seemed to fight harder when the going got toughest and such adversity was met and conquered. That's what has made the 1970-71 Fighting Scots so special a team and such a first class unit.

At the beginning of the season, the Ohio Conference struck a blow to the Scots before they played their first game. The probation which in reality only prohibited Wooster from playing in the Conference tournament, has long since been criticized for its thoughtlessness. Now the tourney is in progress without the presence of the best team.

However, the decision had to be faced. "I considered throwing in the towel last fall," said Coach Al Van Wie recently concerning the probation. "But the players held a team meeting and dedicated themselves then and there to play the best basketball in the state. They knew they could win it then," the coach said.

But even with a line of comeback stories, the Scots faced adversity with such game. They had to play the toughest December schedule of all time without the students here and come out with two tournament titles and a 9-1 record. They won back to back weekend games the weekend after finals. They came from a tough loss at Geneva to beat the nation's 11th ranked team, Transylvania. Rob's comeback was realized that game as he scored the last six points on a painful foot to win.

They overcame the odds and a psychological battle to upset Ashland and defend their Marion title. They refused to let up in the Wooster Classic with two victories.

The Scots' OAC schedule featured seven road games at some of the conference's worst gyms. But they came from behind to win the big ones at Hiram, Kenyon, Ohio Wesleyan and B-W. The sloppy, rough play of Walsh offered a chance for Wooster to blow its cool. But the Scots didn't. Two non-conference games and seemingly insignificant games at Muskingum and Denison offered a chance for a let-down. But the Scots didn't.

The fabled "Red team" kept up its spirit and carried the team as a whole. It's hard not to play in such a great season, especially for someone like John Evans, a starter last year. Yet this group has had the most spirit and has beaten the starters numerous times in practice, imitating the next game's opponent.

And they won the big ones, playing their best in a comeback role. Marietta offered the toughest of tests at Marietta but number 20 came with a second half push. Dinger was married before the Otterbein game but scored 34 points in strokes of 13 and 12—perhaps the best individual performance of the year.

Thus, who could worry when Wooster fell behind by eight at the half of the Capital game? If what had been going on all season was true, the Scots should've played a great second half to win. Naturally they did.

"This isn't my best season ever," said Van Wie, "but there is something there which has made it the best team ever record-wise. Maybe that something is the class it takes to overcome the adversities, and we've had our share." On to the NCAA's, the tougher the better!

Known for his deadly shot like a Colt .45, senior Dick Conwell pumps two of his 26 points which helped lead the Scots to last Saturday's 87-81 victory over Capital and the OAC championship.

This was the scene in the PEC last Saturday night, seconds after the Scot corners clinched their first OAC championship title since '52. As the nets were cut down, Scot fans lifted their All-American Tom Dinger and coach Al Van Wie to their shoulders for a triumphant march.
Days Of Decision
(Continued from Page 3)
Alienation. So today political activ-
tivism as previously defined is not
evident; few students remain who
effectively become involved in
visible acts of protest. But many
students are involved in living a
life of alienation, most students
are involved in individual and
corporate acts of non-cooperation
with power systems.

Having witnessed the bloody re-
sults of May 4, having watched
the death struggle of the Morat-
iums, having been ignored by their
elders, most young people no long-
er need to be told to openly dem-
strate their anger and frustration.
Thus, the policy of accepting the
status quo is in fact a pervading attitude which rejects that status quo has only the refusal to react to it in highly visible
ways. Being tired of endless march-
eds and sickened by massacre most
young people have stayed clear of
actions which seem predesigned for
failure or disaster.

In a very real way the May 4
massacre was a signal to many
student activists that the price of
traditional forms of protest are
too high, given the bloodthirsty re-
action of our parents, and that new
forms and means of protest must be
used; the movement must move
underground—and so it has.

"You can do what is right or
you can do what you are told,
for these are the days of de-
cision."

—Phil Ochs

Pullitzer Prize winning com-
poser Karl Husa will lead the Scat Symphonic Band in a perfor-
mance of one of his most recent works Sunday at 8:15 in Service Gym.
Husa's "Music for Prague, 1968," was written at the time of the
City's occupation. A student will conduct the band in several other
performances.
The concert is free of charge and
ean to the public.

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MORE ON

Money

(Continued from Page 3)
enrollment. Balanced against these
income problems was the expon-
sive growth of expenses, as faculties
were demanded and received salary
increases which had been negligible
in the early 1960's, increasing
numbers of new personnel were
channened into administrative func-
tions, and heavy debt expenses
accompanied the rapid expansion
in plant.

These factors have led to a con-
tinual increase in the number of
colleges running deficits, and in
the size of those deficits. In 1965
only 5 of our 48 sample colleges
ran deficits, none exceeding
$100,000. Twenty-one colleges
were in a deficit position by 1968,
in 1969, and 28 in 1970, or
nearly 60 percent of our sample.
And these were no longer the small
and insignificant deficits easily off-
set by reserves or next year's op-
izations; in 1970, 20 colleges
had deficits over $100,000, and 12
exceeded $200,000.

The College of Wooster has been
fortunate in avoiding the large de-
icits that plague other colleges.
But any optimism about Wooster
and higher education generally,
must be guarded. It is obvious
that the revolution in management
that swept through the business
world in the last decade has also
largely bypassed colleges. While
business rapidly adopted program
budgeting, computer applications,
standard costing, and other new
methods in the 1960's, the college
administration, much in-
fluenced by faculty and students,
tended to view such techniques
with an air of disdain. After all,
"we are running an educational
institution, not a profit-seeking
business."

Running hundreds of thousands
of dollars in the red tends to make
us embrace management prac-
tices today that were scorned yest-
eryear. The awareness that cost
constraints may largely determine
the excellence of one's educational
product has taken hold, and col-
elges today are rushing to catch
the technological bus.

While the College of Wooster
faces the same pressures as other
institutions of higher education,
we may well be one of the more
fortunate of the small colleges.
Wooster has been a leader in the
development of computer facilities
that can be used for both educa-
tional projects and the massive
record-keeping required in college
administration. Indeed, our present
Computer Center has been cited by
one expert as a "model for the small
college".

Wendy Center Photography Contest and Exhibition—
April 1.

The contest is open to all college personnel: students,
faculty and dependents. Work will be judged by three
faculties from various colleges.

Limitations on photos: they must be mounted (with or
without mats).

Photos may be color or black and white. No size limit.

Work will be collected March 30. Start taking pictures
now.

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