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Wooster Voice Editors

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Buckshot

A buckshot approach. An eclectic bag of facts, feelings and figures. This *Voice* attempts to raise a flare over 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 resemble automatons grinding out requirements.

There are murmurs of discontent which seem to be more numerous than years past. The worry is not that Wooster's academic reputation is diminishing (the quality of prospective students and faculty refute this), but rather that her reputation is in danger of becoming a myth. Mediocrity in place of excellence is all too often demanded by the professor, expected by the student. Innovation, the life blood of a small college, is less in the air than retrenchment (or in some cases solidification: an administrator has said that any change in the status of mandatory I.S. would have a ruinous effect on financial giving).

A caprock of ignorance—of unanswered questions and unreleased figures—has been a constant reason for frustration. The blame can be evenly divided. Kerry Stroup, chairman of EAC, has complained there is less student interest this year in academic affairs 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 complicated, boring and timeless. We bow 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 Meloy
Chairman of Campus Council

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

As Chairman of Campus 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 Galpin's "financial priorities." Perhaps the most frustrating experience has been the Campus Council's own attempts to alleviate this student concern.

On Oct. 13, 1970 the Council chose to appoint a committee "to look into the possibility of examining all the extra-curricular activities including their budgets and to establish a committee to do this examination if this is feasible." (Campus Council minutes 10-13-70). Sherret Chase, Dr. Carruth, and Dean Coster 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, and without one iota of factual information, the sub-committee joined a long list of futile attempts to implement communication between the students and the administration on financial matters.

I urgently request that the administration make this information available to any student who so desires to study it. I am *not* requesting that individual salaries be made public—this is not and has not been the intent of any committee interested in the institution's budgets. Salaries are a purely personal matter between the college, as employer, and the faculty or administrator, as employee. I have been told, however, that it would be impossible to release any budgetary information without divulging the individual salaries . . . a very peculiar bookkeeping system must have the college in its grips if this is the case.

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. Is it not fair to ask that we be given factual information concerning the areas where economic emphasis is placed?

It is rather sobering, and at the same time humorous, that the College of Wooster students and their parents are unconsciously suffering from an oblique form of "taxation without representation." It is one matter to be totally ignorant of your money's final resting place. (One exception: \$33.00 of the total fees allocated through the

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VOICE

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MORE ON

Study In Frustration

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of a student's research and consequent learning experiences, but it is *only* a reflection.

There seems to be 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 reading 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 certain subject, a subject with which a student is obligated to stay for a long period of time. While I would agree that discernment in choosing an appropriate topic is part of the learning process, I would question the actual value of the activity in light of 20 weeks of frustration and ineffectual efforts.

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 value?" A liberally educated individual would certainly be expected to possess the ability to define and explore a problem, find the resources with which to attempt to solve 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

this phase of liberal education. A single quarter of independent work, with the production of a scholarly but less than monumental paper at the conclusion, would maximize the positive values of the program and minimize the difficulties and frustration.

For those students who truly find I.S. to be a process of creativity and self-discovery as well as those who see it as preparation for years in graduate work, further independent study would be obviously available. But courses beyond the first quarter should be elected by the choice of the student. I feel certain that if the I.S. program were maintained in all departments many students would still take advantage of the opportunity it presents, even without a three-course requirement.

Part of my view on independent study has developed from observing the great increase in the number of "399" courses being initiated by both students and faculty members. 399's allow the freedom and creativity of the independent study experience without the pressure of some final resolution usually in the form of a required paper. A student, through independent reading, seminar or special class work, can explore a great range of subject matter and is even afforded the freedom of changing direction or topic without the fear of negating the possibility of a final thesis.

I.S. should continue to be part of the academic program. We must, however, seriously reflect upon its value for all students for in many instances other programs are more adequately fulfilling the original intentions of the I.S. experience. A minimum requirement in I.S. course work combined with the encouragement of additional I.S. Projects and "399" courses should eventually be the best situation for all concerned.

Fred Lord, Massachusetts field representative for the "National Council to Repeal the Draft," will be visiting Crandell House this Sunday, Feb. 28, for a ninformal discussion at 9 p.m. Everyone is urged to come and discuss possible reforms and repeals of the draft law.

Golden Years

Editor's Note: Hans H. Jenny and G. Richard Wynn's recently published study, *The Golden Years*, represents the culmination of a research project updating *The Sixty College Study*. Funded jointly by the College and the Ford Foundation, research involved analyzing nine years of financial data on 43 colleges—including Wooster, nine GLCA schools and many of the best known colleges 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"; income and expenses more than doubled over the decade, as did plant facilities, student aid funds and, unfortunately, tuition charges. During much of the period deficits were minimal when they occurred at all.

Near the end of the 1960's, however, signs of financial difficulty began to appear. As has been documented recently by the Carnegie Commission and the Association of American Colleges, higher education in general, and small colleges in particular, entered the decade of the 1970's in the midst of one of the most serious financial crises since World War II.

Tuition increases threatened to limit the clientele of the small college to the wealthy; gift income which had been used throughout the 1960's to cover potential operating deficits began to level off, particularly as foundations cut back their support; endowment income increased less rapidly than

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Sign up for an interview. We'll be on campus October 29th.



(To about the 68th floor.)

Letters To The Editor

WOOSTER WATERS RUN DEEP

To the Editor:

During the course of this year one of the undersigned, Judy Titzel, has been involved in an Independent Study project which has attempted to make a critical analysis of the existing and potential pollutants in Wooster waters. The facts that we have do not support the general comments of Dr. Wise in a recent issue of the *Voice* which stated that there were no real pollution problems in Wooster.

We have visited on several occasions the Water Pollution Control Plant and found the staff to be extremely competent and aware of Wooster's pollution problems. We would hope that the Wooster Committee on Environmental Studies will make as critical, but more extensive survey than we could during the course of this I.S. project before they make suggestions or judgments to the city officials.

Judy Titzel
T. R. Williams

"WHAT'S THE BUZZ? . . ."

To the Editor:

Do you ever wonder what, in the name of heaven or hell, you are doing here, studying your head off in Wooster, Ohio, U.S.A.? Are you tired of all the God-words, and yet vaguely haunted by the fact that maybe the Creator declared dead is still kicking around somewhere? Would you like to study for yourself to find out what exactly this Jesus Christ, "Superstar", is all about?

There is a time, a place, and a group of students whom you could join in trying to answer some of these questions. Inter-varsity Christian Fellowship meets as one body every other Wednesday night 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.

This gets fairly heavy at times, but most of the action takes place in the six small study groups, or Cell 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 Christian community means—in the flesh. They seek a solid base for living a life committed to loving and serving as Christ did.

You may wonder why people, some of whom are not athletes, call their group "Inter-varsity". It is because, like the Inter-varsity athletics, the organization extends beyond Wooster to other colleges. In fact, its scope is international.

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

Suzie Barr, Wes Howard

CALLEY—WITH EYES CLOSED?

To the Editor:

I just heard about Lt. Calley's testifying. He said he never thought a time would come when he would be held responsible for not questioning superiors.

My God.

What a product. Like so many men. Brain-washed. Ordered to commit mass murder.

Don't you see?

What else is war itself? When are we going to

question our "superiors"? I remember now the missionary in "The Sand-Pebbles" in his anguish over the utter stupidity of it all. "Damn your flag! . . . Damn all flags and your foolish pride."

What is a man who makes or drops or helps pay for a bomb but a mass murderer?

Can't we see what we're doing? Did he even close his eyes when he ripped apart those living, breathing, warm, loving human beings? Oh God.

Larry Morlan

AMERICAN DOMINOES—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 Cambodia and thereby save Vietnam. We pull a new buffer country into the war as each new buffer is protected. The U.S. is playing its own game of Asian dominoes. After Laos, Thailand is just across the river and South Vietnamese troops with U.S. air support are poised for the invasion of North Vietnam.

Last spring with Congressional elections approaching and the United States in an uproar over Cambodia and Kent State, President Nixon publicly announced that the United States would fly air support for any ARVN troops fighting outside Vietnam; Nixon's pledge last June 30 that there would be no U.S. air combat or logistic support in Cambodia after U.S. troop withdrawal—a pledge he stated twice—is being violated. Secretary of Defense Laird repeatedly made false statements con-

cerning this, and the U.S. command denied it also until newsmen photographed the action.

From Jan. 29 to Feb. 4 the United States government created a news blackout, the longest news blackout since World War II, refusing to even acknowledge the existence of the tremendous air support buildup for the Feb. 6 invasion of Laos. President Nixon declared Feb. 17 he will place no limits on the use of American airpower anywhere in Indochina. We shall see thousands more dead men—under all banners—North Vietnamese, Thai, Cambodian, Laotian, American—dead men.

Promises to de-escalate the war continue, but in the words of Ellsworth Bunker, former ambassador to Vietnam, Vietnamization of the war "only changes the color of the corpses."

While we, the anti-war movement, languish in impotent cynicism.

Daniel J. Mountcastle

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—or indecision because of a lack of commitment—begin to stimulate visions of the College of Wooster's demise as an excellent, innovative academic institution.

By releasing this highly guarded information, the college would perform a number of valuable functions. First, this is the only matter over which there has seemingly been a communication breakdown between Galpin and the students. During the spring of 1970 many students finally realized that the administration was attempting to move as rapidly as possible in the areas that were of primary concern to the entire college community. By overcoming this most recent obstacle, communication could be greatly facilitated.

Second, the college could quickly and easily bridge a growing credibility gap between the students and Galpin. Release of this information would immediately answer numerous questions and stop many unfounded rumors that are now rampant on campus concerning college financial priorities.

Third, constructive campus discussion of the financial problems that this college faces would undoubtedly be initiated. Any number of student, faculty, and/or administrative committees could begin to re-evaluate various department needs and services in terms of financial support. It is quite possible that several helpful programs could be proposed to ensure Wooster's survival as an innovative educational institution.

If the administration chose to release this information to the students, it would unequivocally demonstrate its faith in the entire college community to support its financial priorities and efforts.

By refusing to release this information, however, the college is implicitly declaring that all the nasty rumors and frustrated people are much better than the campus reaction that would follow disclosure of such facts.

Then again, if we are opening a Pandora's box . . .

UFWOC

Cleveland boycott organizer, Richard Trejo, who spoke at the college on Feb. 17, advised students that free room and meals will be afforded anyone interested in working weekends in Cleveland on the lettuce boycott. If you are interested in doing so contact the UNITED FARM WORKER boycott office, located at 2705 Detroit Avenue in Cleveland; tel.: 696-2686. Ask for Mac or Diana Lyons and they will fill you in on the details.



"Well, now we're students . . . I can feel a wave of revolutionary dissent already."

PART II

Time For Decision

by Bob Bonthuis and Chris Dudbridge

"CATCH-22 says they have the right to do anything we can't stop them from doing."

—Joseph Heller, *Catch-22*

The May 4 killings thrust KSU into the nation's spotlight and seemed to indicate that KSU was the vanguard of radical campus political activism. At least one national TV network stationed a full time camera crew in Kent to record daily events—in an effort to predict the trend of national campus activism. But the months following the events of last spring seem to indicate that, in fact, KSU is a rather run-of-the-mill campus, no different from most and a microcosm of our nation. The rally which turned into the massacre was not significantly different from rallies on other campuses; the presence of armed military personnel on the KSU campus was not unique. The massacre itself was merely a repeat of the military violence seen on other campuses before (e.g. Orangeburg, S.C. and Berkeley, Calif.) and a sordid harbinger of murders to come (e.g. Jackson, Miss. and Lawrence, Kan.). Perhaps May 4 was unique only in that it was a graphic demonstration to white students that they are not immune to military violence and legal persecution even in the seeming quiet and safety of Kent, Ohio.

The events of the past months substantiate the fact that KSU is not a vanguard but a norm. The level of political activism, particularly radical political activism, as indicated by the lack of visible support given recent political events is at an ebb. Rallies attract only several hundred, teach-ins net only a handful, fund drives (for medical and legal aid) head off-campus for donations. As a Kent SGA officer commented: "Most people just turn their backs (on political events) and go back to their dorms." His comment did not indicate that there had been reaction against left-wing political activism but that there had been really no visible reaction at all. Even the Young Americans for Freedom (a right-wing student group) claims a membership of only about 30 students.

The campus newspaper, *The Kent Stater*, formerly considered left-wing is now echoing the sentiments of the KSU administration in calling for moderation and

maintenance of the status quo. A *Stater* editorial in response to a recent rally protesting U.S. involvement in Laos ended: "Just keep the action between the officials and the participants. And leave the rest of us out of it. [And keep the whole mess off campus. Apparently such sentiments reflect the opinions of the silent and inactive majority.]

Yet a vocal minority of students continue to call for activism. The Minister of Information for the Black United Students at KSU, Erwind Blount exhorted students in a recent *Stater* issue: "It's about time that you, Mr. and Mrs. Joe College, wake up! Wake up! . . . Only a fool would look at the following and not know something was wrong: four students killed, nine students wounded, twenty-five indicted, four BUS students arrested—a total of 11 times in one quarter. Wake up and fight to win!" And the Executive Branch of the KSU Student Government has charged: "So far this year President White and his staff have banned the word 'communication' but have failed to make personal contact with the student body. It's time for a change! Specific areas that demand discussion, clarification, and public exposure are the university's role in Wednesday's arrests (2-10), records kept by campus police on student protesters, and stated opinions on House Bill 1219, the invasion of Laos, etc., etc. Again, it must be stressed, it's time for a change!" Echoing across the KSU campus can be heard the cries of students still pushing for active student involvement in the issues and situations that involve the student body, and they are calling for student response. But the answer seems to be a deafening silence.

KSU is not a vanguard of political activism. KSU is merely an example of the policy of normalcy chosen by most students. Yet this policy of normalcy should not be confused with an attitude of normalcy or with an acceptance of the established order.

It is clear to all who understand young people (not just students) today that the frustrations and anger which formerly were vented in mass demonstrations and confrontations have been transformed through repression into a crusty

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OPERATING EXPENDITURES OF G.I.C.A. COLLEGE LIBRARIES

School	Total	Salaries	Wages	Binding & Rebinding	Books & Other Materials	Other Capital Outlay	Expenditure per Student	Expenditure per Faculty	Expend. as % of Total Budget
Antioch	209,558	88,979	20,653	9,431	79,241	11,204	104	1,587	4.5
Wooster	203,121	103,448	11,380	6,391	55,010	21,890	425	1,471	4.6
Denison	190,962	72,848	20,977	5,270	75,337	16,480	95	1,164	4.6
Kenyon	135,987	65,277	4,660	5,405	54,801	5,844	174	1,592	5.4
Oberlin	564,414	239,685	81,813	17,028	169,444	52,949	214	2,456	5.8
Ohio Wesleyan	251,023	111,545	31,572	3,700	92,597	11,609	99	1,409	4.2
Albion	196,495	93,497	14,151	8,000	59,577	21,270	110	1,477	4.7
Hope	157,063	55,570	10,274	8,072	77,986	5,261	82	1,287	4.3
Kalamazoo	154,800	65,300	19,000	5,000	60,000	5,500	121	1,821	4.8
DePauw	203,867	116,689	12,106	4,586	57,929	12,557	84	1,209	3.6
Earlham	167,943	73,736	17,514	8,929	60,523	7,241	114	1,681	5.8
Wabash	122,062	49,496	13,363	2,335	51,444	5,444	143	1,606	4.6

Hiring and Firing

by Jay Yutzy and Mike Stephens

(Editor's Note: The Committee for Teaching Staff and Tenure is composed of President Drushal, Dean Cropp, Frank Miller, Win Logan, T. R. Williams and Melcher Fobes.)

Upon being approached a month ago we volunteered to write an article on the Committee for Teaching Staff and Tenure. What ensued was a four-week investigation into the depths of campus myth and politics which both stimulated the intellect and confounded the understanding.

The role of the Committee is to "advise" the administration as to the hiring, firing, rehiring, promoting, and granting of tenure for faculty members. The power and influence of this Committee is overwhelming.

After talking with various faculty members, we have reached the conclusion that there is rampant misunderstanding concerning the Committee's operations. As spectators of a four-week ping-pong marathon, we would like to share some of the issues and questions which have been raised and, we feel, should be clarified.

1. The criteria sheet used by the committee asks questions of a very nebulous and subjective nature which may be interpreted in convenient ways by members of the committee and by faculty members under evaluation. This convenience might be called "flexibility."

2. The relative weight of these criteria is not spelled out. An excellent instructor could conceivably be dismissed because he does not get along with his colleagues.

3. Faculty have a nine-month contract with the college. In light of the sabbatical program, there are many uncertainties regarding what is expected of the faculty during the summer in terms of "academic and professional growth."

4. Department chairmen have an enormous influence in their recommendations, as they are a major source of evaluation. What is the basis for this recommendation? Do chairmen monitor classes? Do they consider the candidate's total contribution to the campus community? This seems to be one of the system's weakest points.

5. What is the role of that infrequently seen phenomenon, student evaluations? How much weight is given student reaction? And on the other hand, how much do students care about the quality of their instructors? To what extent are students looking for good grades? And to what extent are students intimidated by evaluations?

6. How valid are colleagues' evaluations? There are two variables here. One is the policy of "you pat my back, I'll pat yours." The other is that colleagues for some reason may not wish to pass judgment on each other, knowing that this may be reciprocated. In either case, validity suffers, and the system breaks down.

7. How important is the degree requirement? Is a PhD necessarily a better instructor than an MA?

8. Several years ago when qualified professors were scarce and jobs plentiful, the college granted promotion and tenure to faculty members who had taught for only three years at Wooster to encourage them to stay. Now that jobs are scarce and qualified professors are plentiful, the college does not feel that it has to grant promotion and tenure so readily. Economic factors obviously are also involved here.

9. Contracts are not explicit. Some faculty members do not find out what is expected of them until they are being evaluated by the committee, especially in areas of research, publications, etc. This is a primary source of misunderstanding, and one which could easily be eliminated by more specific contracts. Of course this might again encroach on the "flexibility" of the contracts.

10. How important is the role of research, publications, and attendance at professional meetings? Is this criterion primary, or only marginal?

11. Three out of four of the faculty members on the committee are department chairmen. Considering the tremendous weight carried by chairmen in their formal recommendations, it might seem that there is a conflict of interests here.

12. The committee has the power to "advise" on interdepartmental matters such as instructors and the existence of majors. But it seems that their activity in this area consists of "rubber-stamping" decisions made elsewhere.

The Teaching Staff and Tenure Committee is overworked. The continual accumulation of valid evaluation data seems to be too great a job for such a small band, especially since they not only deal with tenure, but also hiring, firing, rehiring, and promotions. Perhaps the committee should be enlarged, or sub-committees could be formed. Of course if the students, faculty, and especially department chairmen would uphold their responsibilities to the committee by providing input for evaluation, expansion might not be necessary. The only conclusion that we can draw at this time is that a laborious and conscientious inquiry is needed to unpack, clarify, and evaluate the criteria used by this committee. Hopefully conflicts will be resolved, and solutions to problematic factors will be found. The operational efficiency of the committee and the validity of its judgments could be facilitated and strengthened.

Think about the kind of world you want to live and work in—What do you need to know to build the world? Demand that your teachers teach you that.
—Paul Goodman

CLASS RANK (Men)				CLASS RANK (Women)			
'71	'72	'73	'74	'71	'72	'73	'74
47	35	46	51	92	74	101	87
24	25	44	31	41	31	45	47
70	68	70	85	67	50	67	81
59	49	75	71	27	24	30	41
39	34	42	50	11	8	3	16
3	17	3	7	3	22	3	1
242	228	280	295	241	209	249	273
TOTAL FULL APPLICATIONS—MEN AND WOMEN				'71	'72	'73	'74
TOTAL OFFERED ADMISSION				1116	998	1161	1203
				811	822	890	1045

(By Morris, Director of Admissions, noted this year's applications are up 25% making Wooster the only GLCA college save Kenyon whose applications are up from last year. Current plans are to have a smaller '75 freshman class.)

MORE ON

Sitting In Circles

(Continued from Page 1)

key word for many of the new classes seems to be *informality*.

The discussion class aims at an informality which permits idea-sharing in the growing experience of academic interchange. It moves to break down barriers among students and between students and faculty. It promotes verbal competence and encourages intellectual honesty and it places more of the responsibility of preparation on the student to the extent the discussion plan has been a good idea.

But is the discussion format in itself sufficient? Does informality necessarily do away with boredom or improve course content? Several problems connected with the informal discussion need attention.

First, the obvious objection that not all material lends itself easily to discussion. For example, factual background to a scientific problem may be covered much more efficiently in a lecture; or in a literature course in which students are busy reading primary sources, it is much more economical—in terms of learning time—to cover historical or philosophical background material in 10 minutes of well-prepared lecture than to waste 40 minutes of a discussion period fumbling to the same conclusions.

Second, structuring classes on a discussion basis assumes that the college has enough faculty members to teach *small* classes. A discussion group with 25 students enrolled is really rather ludicrous.

Third, a class that depends solely on discussion operates at times on the fallacy that students are capable of discussing a subject at length, in depth, and with breadth. Furthermore, the teacher who blends into the circle of students and allows the discussion to fade and wander does no one a favor by withholding his leadership and his knowledge.

Fourth, while informality may serve many 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, textual evidence in analyses of literature—follows rather naturally the mood of intense individualism, the "do your own thing," of the Student Revolt. In addition, the tone of much of the Revolt has been anti-authority in nature, and the lecturer has fallen under suspicion or attack in some cases merely by virtue of his role as an authority figure.

These objections to the discussion class are not intended at all to discredit the very real value of a seminar or small discussion group—as active and shared learning experiences, as intensive interchanges of ideas and information.

The problem is that, in their anxiousness to correct the abuses or failures of the lecture system, some have set up the discussion in opposition to and in exclusion of the lecture, and have implied that the lecture approach is necessarily a boring or authoritarian one—a questionable assumption at best.

"The Broken World of Tennessee Williams" will be presented Friday, Feb. 26, and Saturday, Feb. 27, at 8:15 p.m. in Severance Gym. The price of admission is 50 cents. The program will consist of readings from selected plays by Tennessee Williams. They are: "The Glass Menagerie," "A Streetcar Named Desire," "Orpheus Descending," "Sweet Bird of Youth," and "Cat on a Hot Tin Roof." The production, which was written and directed by Susan Smalley, is part of an Independent Study project. The cast includes: Bruce Browne, Jim Mathys, Chris Craft, Carol Rheubar, Nola Heidelbaugh and Angie Hammer.

"Talking 'Bout My Generation"

(CPS) — Almost 70 percent of today's college students agree that there is too little emphasis on family life in the United States today, according to a poll sponsored by Newsweek magazine. The survey, conducted by the Gallup organization, and in which 1,061 students on 61 campuses across the country were interviewed during December, also found nearly half saying the same thing about the individual's financial security. Sixty-one percent felt there should be more emphasis on strong national leaders. While 31 percent of the students

MORE ON

Grading vs. Creativity

(Continued from Page 1)

If we are disturbed by our insistence on labelling other people inferior because of their race, or the jobs they do, or the neighborhoods they live in, we must remember that we encourage minute distinctions of inferiority in pluses and minuses carried to the third decimal point.

I understand two of the main arguments in favor of competitive grading: motivation and their usefulness to others in making judgments, especially the graduate schools. However, if the motivation of grades is based on fear and destructive competition, we—students and faculty alike—must not evade the responsibility to find motivations which are constructive.

The problem is a taxing one, and not made less so because it involves the question of how much responsibility students are willing to place on themselves for completing obligations and finding motivations, instead of depending upon faculty resolve. (Students often are strong proponents of letter grades, though frequently because it is the only system they have known.) Nonetheless, the solutions must be sought.

In the case of judgments by others, the frequent misuse of grades has already been cited. But more importantly, if what our comparisons teach are wrong—or cruel, we must not use even the graduate schools to justify our error and perpetuate our inhumanity. Some concern must be shown for the person now; what is right must not always 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 create the institutions which facilitate his growth.



A reasonable and productive compromise—an approach used already in some Wooster courses—is the combination of the two methods in proportions appropriate to the subject matter. Thus a well-prepared lecturer (or a teacher assuming an active and sometimes extensive leadership of a discussion group) can provide background material, directional questions or suggestions, and critical interpretations, while the discussion format demands of the student considerable independent preparation and gives him the opportunity to strengthen his own thinking by juxtaposing his ideas with those of his fellow students.

Sitting in a circle drinking coffee may be a symbol of a new "vital" learning method, but it may also be a matter of pushing scenery around in order to create the illusion of progressive movement.

said their university was too impersonal, only 13 percent said it was too conservative, comparatively few—16 percent—felt their college courses were not relevant.

When it came to science and technology, 42 percent said that those areas had received too much emphasis in the country today.

John F. Kennedy led (with 34 percent) the men most admired by today's college students. Second was Martin Luther King, 18 percent (although only one-tenth of the students polled were black), and Robert Kennedy was third with 17 percent. President Nixon finished a distant fourth, with nine percent.

A preponderant 63 percent selected Ernest Hemingway as their favorite author, followed by George Orwell (41 percent) and J. D. Salinger (34 percent). Sex novelist Jacqueline Susann was the favorite of nine percent.

CAMPUS SAMPLER: WHITHER ACADEMIA?

Three years ago the college was going somewhere but now it is making a long slow plummet to Middle Earth. —Donna Casparian

I think we're in a period of academic retrenchment. I hope we don't lose the momentum that we had built up from the new programs established in recent years. These programs had a way of stimulating all courses and providing a kind of worthwhile competition for them. —David Moldstad

"The survival of the college is dependent on economic development. Therefore it is necessary to cut out parts of the curriculum that are not essential; in other words, the frosting on the cake has to go. Thus the students lose Cultural Area Studies, Indian Studies, Urban Studies, and eventually Black Studies." —Nate Speights

I hope that the College is not retreating to the traditional structured departments which, because of their built-in limited perspective, bind and debilitate their students. The threatening liquidation of interdepartmental majors for short-term economic reasons troubles me: I can't help but think that we're closing ourselves off from the diversity of people which gives an institution life and justification. To those who argue that such cultural area or interdepartmental study should be done at the graduate level, I would suggest that there are many ways in which to assimilate a standard body of knowledge. Part of the mystery of our age stems from the discovery that there are thousands of ways to learn. The individual must find his approach before being run through an academic meat-grinder which scatters his attention, dissipates his energy and robs him of creativity. —Jane Wilson

"I feel Wooster's academic program in the past few years has shown some positive reactions to expressed social concern for the role being played by higher education in our society. These reactions have expressed themselves in terms of recent changes in the curriculum. Lack of continued active concern on the part of faculty, administrators and students has, I am afraid, shown that these changes are merely the typical adjustments the system makes to accommodate and allow for minimal substantive changes — which will not be enough in this day and age." —Kenny McHargh

Academically this college could be a very exciting place. The administration does not have to succumb to mediocrity in order to maintain financial solvency. It comes down to a question of where our priorities lie. I would very much like to know where the money that comes into the college each year goes. —Don Kovacs

When administrators evolve in style to a point where they can administer from the exclusive position where common educational sense is subordinate to the art of management, education suffers. Granted, there are problems—financial, political, and so on. But a healthy administrative stance, instead of working around these problems and spanning an educational policy that works but means little, would recognize that its business is to administer upon the basis of sound academic philosophy. Its challenge is to solve financial and political problems from within that context. —Kerry Stroup

A major issue for the future is the exploration of interdisciplinary courses and programs. This is an area where the liberal arts college has a special opportunity—not in the more rigid programs of large state universities. —Ken Hoover

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

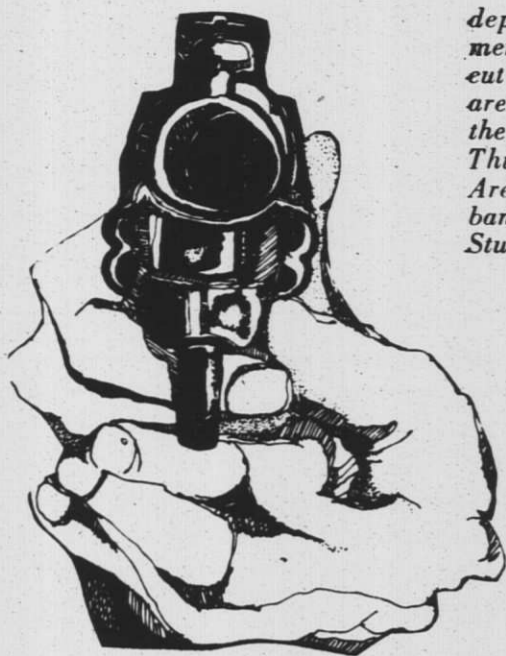
I feel somewhat like Thomas Fuller when he said, "A fox should not be on the jury at a goose's trial." We have a great deal of emphasis on 'encyclopedic' content learning rather than thinking about the unfolding of ideas, the seeking of truth. Our areas have become too specialized and think they are almost an end in themselves. The following statements summarize my feelings on education: The secret of education lies in respecting the pupil. (Emerson) Don't fall into the vulgar idea that the mind is a warehouse and education a process of stuffing it full of goods. The aim of education should be to convert the mind into a living fountain and not a reservoir. (John M. Mason) —Phil Shipe

"Wooster's academic program is deteriorating because lack of commitment to and support of studies directed to socially relevant problems." —Bill Spearman

There seems to be increasing bureaucratization of the college, at all levels, the result being all the disadvantages of a large university in a setting with all the disadvantages of a small school. —Janna Dieckmann

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

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 occurring side by side with an increase in the Athletic Department budget has provoked me. Secondly, the existence of athletic scholarships thinly disguised as academic scholarships is also rather disconcerting. The question now seems to be, then, towards which end is COW moving—athletic or academic standing? If money continues to be poured into athletic scholarships and programs, and academic programs are cut back or eliminated for "lack of funds," or lack of interest (perhaps due to lack of diversity which is in turn a result of a shortage of money) I would have to seriously question Wooster's standing as a liberal arts academic institution. —David Earley



Given the state of affairs in the world, what's our position on: vitiation, the atavism of educational apoplexy, catharsis extending beyond clean silverware and hygienic fixtures, acute and terminal coprophilia? —Lou Young

"I'm extremely disappointed with the attitude that the college seems to be displaying in its policy regarding the interdepartmental programs of the school. Specifically I feel the school's apparent lack of concern for the future of the cultural area studies program indicates definite apathy towards an understanding of the Eastern world. I seriously question the college's sense of priorities in regard to academic policy." —Nancy Barr

This year's Catalogue indicates that one of the purposes of the new curriculum is "to increase the student participation in a variety of types of learning experiences." To respect this student participation and to facilitate the creation of new learning experiences necessitates a faculty that is academically strong, intellectually alive, and sensitive to the new demands which student needs rightly place upon an educational experience. From what I have seen and heard regarding faculty candidates for next year, the College is continuing its efforts to attract these kinds of professors.

With regard to curricula, we are presently facing a strategic set of decisions. What faculty committees decide about Urban Studies, Cultural Area Studies and Afro-American Studies may well determine the direction in which we are headed. I hope those decisions reflect an anticipation of what seems to be the future characteristics of liberal arts education (multi-disciplinary studies, divisional emphasis rather than departmental majors, courses designed around problems rather than disciplines, etc.).

No doubt this will involve imagination and risk. But I think that colleges that have been willing to exercise both are those that remain at the creative edge of higher education in America today. I hope that that goal is this College's goal. And we, the faculty, students and administration, are "this College." —Glenn R. Bucher

Wooster's moving into a more creatively pluralistic situation. Academically, there is a great deal more freedom than there used to be—more use of students as partners in education. There is, I think, more of a willingness to let people be committed, both professors and students. There's more of a team approach to education in the relationship between administrators and faculty. I find an educational climate that is exciting and productive, and I find that the top-flight prospective candidates that come to Wooster agree. —J. Arthur Baird

"Completely static environment at Woo / education must be dynamic and viable / philosophy of college seems to be concerned with preserving traditional interpretation of 'academia'—(education is meaningful only within the confines of the classroom.) / no willingness to experiment / experimentation is the essence of education / all learning ends at a muscle or a gland / specifically — refusals to support classroom experience with meaningful activities (Urban Studies) / Religion (Christian Community) / they're afraid to make a mistake and the essence of education is making mistakes." —Roy Bechtel

A student should do only the first two years of his undergraduate work at the College of Wooster; Wooster is not equipped to offer the student a good background in a major. —Wendy Whitmer

"In an age of financial headaches for the small liberal arts college, its survival depends upon its ability to innovate academically. Wooster, in the past few years, has innovated, but now there are signs that it is giving up in the effort to keep ahead of the larger schools. Wooster has diversity, but it must maintain these creative efforts if it is to stay alive." —Gareth Rosenau

Wooster's academic future, I think, should involve the maintaining of a community in which the search for knowledge is the primary goal. For both faculty and students this means discovering not only new knowledge but discovering the techniques of investigation that have served in the past and in developing new paths of inquiry.

Both faculty and students must be scholars. Wooster's unique opportunity is that the gap between what each knows and what the other thinks he or she knows can be small. If it is, Wooster's academic future can be bright. —William F. Kieffer

I sometimes think the rising cost of Wooster is becoming inversely proportional to its academic quality. —Michele Wagner



Scot Highlights

by Tom Hilt
VOICE Sports Editor

We're No. 1, We're No. 1, We're No. 1 . . .

Need I say anymore!!! Our Fighting Scots proved beyond a doubt last Saturday night that they are indeed No. 1 in the Ohio Conference. They never lost their cool, fighting from as much as 11 points down to whip the defending OAC champ, Capital, running away, 87-81.

Dick "Colt" Cornwell, in one of his finest performances ever, surely lived up to the title I gave him in last week's HIGHLIGHTS: Wooster's "Pistol-Pete!" The Colt fired in 26 points to lead the game's scorers, while the Scots' All-American, Tom Dinger, again displayed his superb ball handling and assisting. Tim Baab and Pat Roach showed tremendous power under the boards and on defense, while Greg Bryant, Mike Grenert and John Creasap added that extra touch to make the Scots the TEAM that they really are: No. 1, No. 1, No. 1!

A Salute to Cap . . .

It goes without saying that Capital, too, is a great team! The Crusaders and their coach, Vince Chickarella, are a tremendous ball team and no one can take that away from them. Already looking to next season, I dread having to play against their inside man, Mike Stumpf (only a sophomore) again. He's just plain outstanding. And for that matter, so is Bob Arnold, Jim Dafler and Scott Weakley. Arnold's outside shot is outstanding, while Weakley's defense is skin tight.

"We Don't—We Don't Mesh—We Don't Mesh Around, Hey!"

That chant, started by Scot fans a few weeks ago, rang loud and clear all Saturday night around the campus, even after I had gone to bed! In fact, as I write this right now I can hear someone mumbling, "We don't mesh around . . ." Support for our Fighting Scots, especially in the past two weeks, has been sky high.

Coach Al Van Wie, the braintrust of the Scots, told me this week that, "It really makes a person feel good to see college kids having such a great time as they have the past two ball games. I think this is what college athletics are all about. Especially in basketball in a small college, students' support is part of the team. Students personally know many of the ball players, and yell their hearts out in support of their friends."

I agree wholeheartedly, and to those other great Scot fans who just could not squeeze into our all-ready packed gym, don't give up the ship! We just couldn't hold anymore with kids hanging from the scaffolding, sitting on the railing, the floor and in the aisles!

Tankers Last Foe: Hiram

Hosting Hiram, the Fighting Scot tankers will be looking to row before the OAC's next weekend. The Scots lost a 77-42 meet to Ohio Wesleyan last Saturday to lower their season record to 2-3. They swam Muskingum on Wednesday.

Capturing only two events, the swimmers won the medley relay race by a disqualification, while

John Sehnert took a first in the 1,000 yard freestyle in 12:04.9. Members of the relay team were Paul Alcorn, Jim Henry, Harry Osterman and Bob Edwards.

Four tankers finished second in their respective events. Joe Cummings swam right behind Sehnert in the 1,000 yard freestyle. Jim Imler and Jim Henry took seconds in the backstroke and breaststroke.

Wins Would Produce Good Year

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 Wooster as four Scots cashed in double victories. Sophomore Tee Leeper, 188, pinned Denison's Alan Lauer at 1:17 and shutout the Lord's Jay Spruance, 7-0. Freshman Larry Sprague, 158, elevated his season match rec-

ord to 10-3 by earning a 5-3 decision against the Big Red's John Musselman, an OAC place winner last season and a 4-2 decision against Kenyon's Tim Bracken.

Forcing a takedown with sec-

onds remaining, junior Bob Yomboro, 167, defeated Denison's Karl Meers, 3-1, while freshman, Mark DiFeo, 177, gained an impressive 6-0 shutout against the Big Red's Dave Mello. Kenyon forfeited these events.

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Winning the OAC championship and recording the best overall mark, 23-1, in the state still proved not enough for the Fighting Scot cagers Wednesday when the NCAA Mideast Regional selection committee by-passed these outstanding performances to chose the University of Akron Zips, 18-5, in the first round choices. The tournament will be held in Reading, Pa. on March 12 and 13.

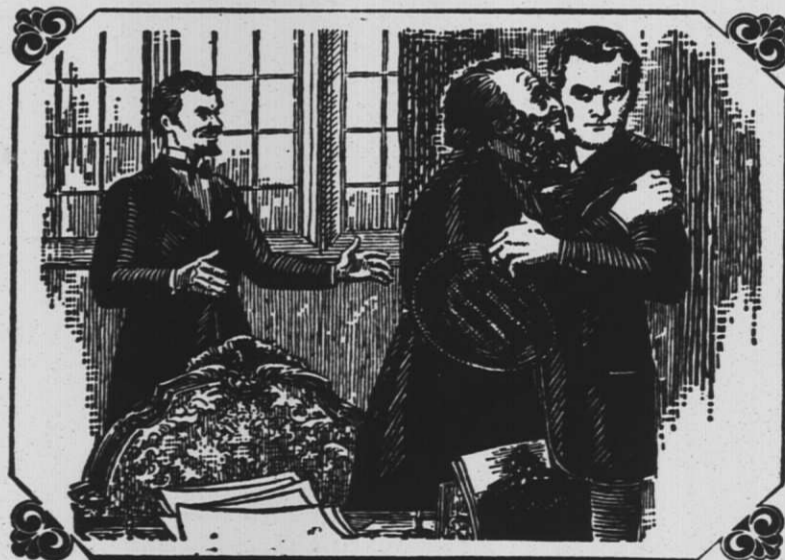
The Scots are not out of the running yet, since the selection committee must pick one more Ohio team next Wednesday. The top contenders are the OAC champs and Ashland. The only possible hinderance to Wooster is its probation with the Ohio Conference since the Scots have a better record than the Eagles 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 each 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 Con-

ference 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 each 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. Baab'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 streaks 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!



—Photo by Rob Geiger

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

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—Photo by Mike Schenk

This was the scene in the PEC last Saturday night, seconds after the Scot cagers 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.

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MORE ON

Days Of Decision

(Continued from Page 3)

alienation. So today political activism as previously defined is not evident: few students remain who expectantly 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 results of May 4, having watched the death-struggle of the Moratoriums, having been ignored by their



elders, most young people no longer feel compelled to openly demonstrate their anger and frustration. Thus an apparent policy of accepting the status quo is in fact a pervading attitude which rejects that status quo but which refuses to react to it in highly visible ways. Being tired of endless marches and sickened by massacre most young people have stayed clear of actions which seem predestined 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 reaction 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 decision." —Phil Ochs

Pulitzer Prize winning composer Karel Husa will lead the Scot Symphonic Band in a performance of one of his most recent works Sunday at 8:15 in Severance Gym.

Husa's "Music for Prague, 1968," was written at the time of the city's occupation.

Stuart Ling will conduct the band in several other compositions.

The concert is free of charge and open to the public.

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MORE ON

Money

(Continued from Page 2)

enrollment. Balanced against these income problems was the explosive growth of expenses, as faculties demanded and received salary increases which had been negligible in the early 1950's, increasing numbers of new personnel were channeled into administrative functions, and heavy debt expenses accompanied the rapid expansion in plant.

These factors have led to a continual 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, 25 in 1969, and 28 in 1970, or nearly 60 percent of our sample. And these were no longer the small and insignificant deficits easily offset by reserves or next year's operations; 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 deficits that plague other colleges. But any optimism about Wooster, and higher education generally, must be guarded. It is obvious that the revolution in management techniques that swept through the business world in the last decade largely by-passed colleges. While business rapidly adopted program budgeting, computer applications, standard costing, and other new methods in the 1960's, the typical college administration, much influenced by faculties 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 one embrace management practices today that were scorned yesterday. The awareness that cost constraints may largely determine the excellence of one's educational product has taken hold, and colleges 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 educational 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".

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