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Wooster Voice Editors

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# Faculty votes to drop Afro-American major

The sign hung in Lowry Center Wednesday said, "There is no more Black Studies Program. Are you concerned?" Black students confronted faculty and Administration members and urged white students to talk to professors about Black Studies. Suddenly, it seemed, the faculty had decided to eliminate Afro-American studies as such from the curriculum.

The faculty's action, taken at its meeting Monday night, was in the form of a recommendation to the Board of Trustees that in its June meeting "the present description of Afro-American Studies, as it appears in the Catalogue, be eliminated from the Catalogue and the curriculum."

This does not mean the removal of black studies

courses, but rather, according to faculty member Russ Jones who moved that the recommendation be made, "an attempt to call attention to the fact that we are engaging in a kind of dishonesty" in professing to have a viable Afro-American Studies major.

The recommendation, passed by a vote of 52-23, followed the faculty's rejection of a proposal made by the Afro-American Studies Committee (AASC) to establish a Black Studies Department at Wooster. The committee's proposal, defeated by a 57-38 vote, stated that "the Committee can and will go no further in pretending to manage a program that simply does not work in its present form."

The Committee had been working for several months with the Educational Policy

Committee (EPC), which backed the proposal and presented it to the faculty meeting, according to AASC member David Moldstad. Although the AASC anticipated a negative re-

who have the most influence over curriculum, he confronted with the issue. "It is not a matter for the Administration or the students, though they are involved," he stated. "We

Statement passed by Campus Council concerning faculty action on Afro-American Studies -

In view of the decision of the faculty not to establish a separate Afro-American Studies Department and their recommendation to phase out the existing major, Campus Council feels that new lines of action by the community are indicated.

This action places the major responsibility for a black presence in the curriculum squarely on existing departments. Those students majoring in the existing de-

partments are asked to meet and discuss with the department heads the relationship of the department's curriculum offerings to the black perspective. Faculty members are likewise asked to reexamine their offerings with a view toward fair representation of the black perspective. Campus Council would view with great concern any reduction in the Afro-American Studies courses presently offered.

action from many faculty members, he said, they felt that it was of critical importance that the faculty

wanted to get it in front of a group with clout."

Regarding the present set-up through which a

faculty committee co-ordinates the Afro-American Studies major and advises students, Moldstad said, "No one on the Committee has been satisfied or convinced that it could possibly work at all." He stressed the Committee's difficulty in getting departments to offer black-related courses. "Some departments have taken this seriously," he asserted. "On the whole, though, we had no way of getting people to do things" other than their own departmental interests.

Jones, who spoke out against the department proposal, questioned the ability of the College to adequately staff a department. "I am philosophically against a department," he declared, adding that this should not be

continued on page five

On Watergate: Have you ever heard of a brothel...

## VOICE

... where the madam was a virgin?

PUBLISHED BY THE STUDENTS OF THE COLLEGE OF WOOSTER

Volume LXXXIX

Wooster, Ohio, Friday, June 1, 1973

Number 25

## In-residence guests sought by Theological Committee

The Special Theological Emphasis Committee for 1973-74 has recommended that during the second to fifth weeks of each quarter next year, the College invite two persons to the campus whose professional interests generally intersect with religious concerns.

These persons would live, study, and interact with the College community in residence during that period. For those months there would be a partial moratorium on outside speakers, particularly in the area of religion, in order that maximum attention and funding could be directed to the two persons in residence.

Regarding their involvement on the campus, a "program" of sorts would be developed, but the accent would not be on public addresses. It would include a few public addresses, perhaps

a mini-course, formal and informal dialogue, with faculty, significant involvement with small groups of students, class visitation, and time for personal study and reflection.

Faculty would be encouraged to invite the in-residence guests to classes and to interact with them, both informally and perhaps through some public dialogues. In addition, books written by the guests would be made available in the bookstore and the library, and perhaps even used in certain appropriate courses.

Hopefully a foundation grant could be secured in order to assure the guests that their public remarks here, as well as their private work, would be published by the College.

This model would be mutually beneficial for the guests and for the College, the Committee be-

lieves. It would provide us with the occasion to deal in a serious intellectual manner with persons and their ideas, through preparation before they come, substantial interaction with them while here, and thoughtful follow-up via continuing discussions after they leave. Furthermore, it would permit a more significant involvement on the part of a larger portion of the campus community than is possible with most speakers at present.

The Committee is now looking for names of people who might be interested in coming and who would be exciting to have on campus. Any students or faculty who have suggestions to make should get in touch with Greg Wasson, Box 3014, or Ellen Idler, Box 1905.

In not every case would the persons need to be professing Christians; they could also be those who share theological concerns from outside the theological circle. The Committee is interested in a diversity of people over the course of the year.

Content areas that might be reflected in the guests' interests could include: theology and the current struggles for liberation, religion and politics, the creative arts as religious expression, and so on.

It is the Committee's view that the extra curricular affairs scheduled during the year 1972-73 year has reflected a particular model for which there needs to be an alternative. There has been a plethora of activities and speakers. The speakers who come usually remain for only a brief time, and occasionally there is not adequate time for the College community to deal seriously with their ideas. At times, attendance at such events has been poor.



Stanley Perdue

A rainy Alfred E. Packard day was not without its bright spots. Here Tommy and Joel perform in front of Lowry Center.

## CC 'regrets' faculty action; asks open Kitt

Alfred E. Packard day was climaxed by the regular weekly meeting of Campus Council. Despite excessive noise from the yelling contest and a loud band, council acted on the following items.

Jack Bryar presented a proposal that Council no longer fund post-season athletic events and recommended that other student organizations also not fund the events. The document will first be presented to President Drushal to see if it conflicts with any administrative policies, then it will go to concerned parties. The proposal passed with nine in favor and two opposed.

Kenneth Hoover told Council of action at the last faculty meeting to discontinue the current Afro-American Studies program and not create a Black Studies major. The faculty proposal will probably be reviewed by the Col-

lege trustees in June. Council unanimously passed a resolution regretting the faculty action, and recommending all students interested in Black Studies courses to talk to department heads. Hoover said no courses will be discontinued because of this action since all Black Studies courses are currently offered by individual departments. Council will view with great concern any reduction of any present courses related to Black Studies.

Council is encouraging the administration not to consider closing Kittredge at all next year. This action was taken because of crowding in the Lowry dining room last week when all students had to eat there after a chicken barbecue was rained out. Doris Coster said the administration was not currently considering closing Kittredge during the week next year. The resolution passed 9-1-0.

## Festival to feature multi-media show

Highlighting the many activities of this spring's Wooster Arts Festival is a multi-media show to be held in McGaw Chapel this Friday, Saturday, and Sunday evenings.

The show will include a presentation of slides and music by the Art department's Terry Speer who will use nine slide projectors operating simultaneously and a 52-foot screen to achieve the visual effects in his part of the show.

Sufi Ahmad and Steve Terwilliger, also of the Art department, have prepared other experiments in the mixture of media.

Ahmad will explore some of the possibilities of combining

dance with film, while Terwilliger plans to display some films using recently developed techniques.

Some students of modern dance will also perform.

"It should be appealing because it is unusual," said Terry Speer. "Part of the intention is to combine basic artistic activities like dancing with artistic use of technology."

After the performance on Sunday night an "environmental-art beer party" will be held in Frick Art Center.

Large environmental works and over-sized paintings will be featured along with beer for everyone.



## Editorial

# EPC proposals deserve thought, approval

The faculty has received and debated the Educational Policy Committee's (EPC) proposed curriculum changes. They approve or reject the recommendations this upcoming Thursday night. Students must therefore contact faculty members immediately and lobby for the adoption of the entire package.

There are about 15 proposals, encompassing all requirements. Students currently in their freshman or sophomore year could choose to graduate under the present catalogue or the proposed system. If passed, it would become mandatory for the class entering in 1974.

The recommendation to raise the number of courses required for graduation from 34 to 36 is unfortunately founded on a shallow argument. The primary reason for raising the requirement is to prevent students from graduating a quarter early. The College loses an estimated \$100,000 a year in lost tuition fees. This economic argument is a scanty reason for raising the academic standards. Maybe the requirement should be raised, but not to balance the budget.

The elimination of the U in the I.S. grading scale is a long overdue reform. If the suggestion is adopted, a student would work on I.S. until it is at least satisfactory. I.S. would still be worth two credits and would be required for graduation. One could then spend as much time as he desired on I.S.

The physical education requirement would be dropped as a graduation requirement. EPC noted that Dr. Startzman's busy schedule and a high truancy-failure rate argued against continuing P.D. Optional mini-courses on sexuality, drug abuse, etc., would be offered for one-twelfth credit each.

The language requirement will be retained, but alternatives to fulfill it will be offered. A competency test on the I12 level could exempt one from the requirement; if a I11 level is scored, then the student would only take one more course. Two courses would be needed if beginning a new language. A foreign quarter would also meet this need. Finally, three cultural area studies courses taught in English could satisfy the requirement.

Modules would supplant the concentration and distribution. They would be equivalent to two courses dealing with one topic in detail. Each department would develop one module in its field, one with another department. Two modules will be required, one in each division outside his major.

Other less significant modifications are being suggested, too. Discuss the points with members of the faculty, make your feelings known.



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# LETTERS TO THE EDITORS

## Hostility toward homosexuals appalling

To The Editor:

Bob Hetherington's review of "The Boys in the Band" was, as usual, competent and accurate. An aspect of the event not reported, but equally important, was the uneasy reaction of many members of the 9:30 audience. Witty lines and "gay" jokes were greeted by some with silence if not hostile expressions of revulsion.

How interesting, I think, that for all our (i.e. campus community) professed

tolerance, concern for others, and extensive sexual indulgences (heterosexual), that homosexuality is viewed by those students with an abhorrence suggestive of the Salem witch trials. I have been appalled at similar reactions by some students in dining halls speaking with constant derision and, at times, seeming hatred for those locally "known" to be homosexual.

This sort of moral judgment upon activities which affect only the instant parties to a relationship, this obtrusion of the ugly head of societal condemnation, this desire to induce conformity by social sanction when NO general interest is involved, represents a threat to indi-

vidual liberty that cannot be taken lightly. It is fortunate that those who express such intolerant views appear to constitute a relatively small minority of the community.

James H. McComas

## Three years of Black studies farce

To the Editor:

As a junior majoring in Afro-American Studies, I have had several problems. Professor Lewis Jones, who has now left the College of Wooster, required a paper every Friday that happened to occur during

the quarter in which I first enrolled in his class. The second quarter he felt a little compassion and only required this paper every other Friday. The third course I enrolled in with him, in conjunction with Russell Jones, only required one paper and eight books other than the paper. This monumental lightening of his usual load sounded especially good. However, as usual with Lewis Jones, there was a catch to getting through his course. The paper had to be a minimum of twenty-five (25) pages. To many people this may sound like an I.S., to Lewis Jones, in Afro-American Studies, this was only a final paper. It subsequently had to be read for faults, misconceptions, etc., before the entire class, torn down, and rewritten for a final grade.

all of the African books in Andrews Library; he lectures on every country, down to water distribution, in Africa from memory. Besides these small incidents, Watts is not a dumb man, and you don't try to jive him. You know it or you don't.

I have only described four courses in the Afro-American Studies Department which I have taken. I have also completed two quarters of Independent Hell they call I.S. I've described three years of my life at this College of Wooster which supposedly has been preparing me for a future. I've struggled for THREE YEARS with those so called jive Black courses in addition to Biology, Psych, Religion,

etc., and its all been about taking me outside! Do these profs at Wooster trip out? They think they can pat me on the head and say we'll still let you graduate; we'll still give you a piece of paper, and we'll let your stupid ass leave Wooster looking for a future. THEY MUST BE TRIPPING OUT to be bold enough to call me a fool and a farce, to tell me four years of my life on this dead little hill have been fun and games and now go on my merry way. They're going to eat that s\_t or Wooster's going to go down with the lie.

Claudette M. Fluker

It just so happens that to complete this farcical major, I also enrolled in a class with Floyd Watts. Many people may or may not know that Watts only has three required books for his classes. However, in addition to this class experience, he also likes for his students to get in their full fifteen hours of study per week per class. He therefore requires each student to read 2,000 pages on their own, followed by a ten page paper and an oral conference with himself. I

am under the impression that Floyd Watts has read

## VOICE

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## Reel World

## Sam Peckinpah's primordial ooze

By Bob Hetherington

"Heaven and earth are ruthless and treat the myriad creatures as straw dogs; the sage is ruthless and treats people as straw dogs."

--Lao-tse

So far as I can tell, STRAW DOGS is a plague that director Sam Peckinpah has sent down personally on the human race. In one of the first reviews I ever penned, feverish with shock and disbelief, I wrote that Peckinpah had brilliantly crystallized his philosophy of the brutal rites of manhood into one flawless, primitive vision. I suspect that if you liked this film it is because it has successfully placed us—in touch with our primal feelings. I have since recovered from overwhelmed frenzy and have decided that Sam Peckinpah is no sage at all, merely someone who has been lured by the uncritical adulation of closet cavemen into primordial ooze, whence he has delivered an artistic thesis on The True Nature of Man.

STRAW DOGS is a thesis film, always more interested in "the point of it all" than in the components of any part of the story. Consequently our interest with it is hardly ever immediate because we know that its details are so obviously meant to signify something else. Generally speaking thesis films don't grow one inch from their initial premise, and in this case the seminal idea turns out to be embalming fluid.

The Point of it all is simply Dustin Hoffman's Beowulf with wire-rimmed glasses wreaking incredibly samurai carnage in the defense of his home and hearth against a handful of drunken mesomorphs. Though it must certainly have seemed a good idea to have Hoffman's stepped on masculinity emerge from a chrysalis and establish himself in the preferred male-dominant position over his bitch of a wife, the implantation seems implausible.

To begin with, the film couches a prejudice against its hero, David Sumner, and indeed against all intellectuals, as less than real men, distanced by their studies from the essentials of manhood—fighting and fornicating. His wife spends her time teasing an old boyfriend, and flaunting her breasts at the lecherous villagers. With the powerful rape scene, Peckinpah clearly reinforces the old barroom attitude that women are "asking for it." All the characters in the movie serve ultimate purposes, dummies for their director's savage ventriloquism. There is nothing for the bouncing bustline, the drooling mesomorphs, a village idiot, and the 98 lb. weakling to do but hide their time and wait for the finale.

When the climax at last arrives it is thematically incoherent. The mathematician's sudden decision to take a stand, while admirable in contrast to his previous spinelessness, is unconvincingly motivated (representing no growth in character), and has nothing to do with either

the rape of his wife or with proving his masculinity. His decision stems more from an undefined feeling for a fellow man, a chance to demonstrate moral superiority over his wife ("You really don't care. Well, I do.") and from a residual sense of propriety (asserting authority under his own roof.) He does not yet realize that his stand may require a defense by violent force; the audience does, because in addition to the already unbelievable contrivances, a mantrap and a strangled cat have primed them for the blood pumping to follow.

When all the contrivances have been setup, and every opportunity for non-violence eliminated, the film plays a variation on a game draft board officials used to dream up to trap COs. It asks: What would you do if someone tried to invade your home and kill an innocent person? In such circumstances as these, most of us would use any resources available to us, and if we won by violence we would be glad to have won but disgusted at the choice forced on us. Not Peckinpah. He intends to show that David is a better man for all of this, and gives him a Today-I-am-a-man grin of self-recognition and assurance. For me, that makes STRAW DOGS a stupid and morally corrupt film. It may be one thing to be called upon to defend your home and your principles, but Sam Patton-pah thinks that is what makes a man a man.

\* \* \* \* \*

Elaine May and Neil Simon's THE HEARTBREAK KID is a terrific little film, often cutting and poignant at the same time. It builds on the situation of a man who falls in love with another woman on his honeymoon, using the gag as a springboard to better things rather than an anchor to unfunny predictability. It is an actor's film, and the scenes' descriptions sound like well calculated theatre workshop improvisations: the young newlywed tells his wife he wants an annulment in a seafood restaurant, he tells his girlfriend's father (spectacularly played by Eddie Albert. Yes, spectacular.) that he wants to marry her but will have to get divorced first, and a hysterical scene that pits the hero against a couple of jock types who have captured his girl's current affections.

Though I spent most of the film drooling over Cybill Shepherd (the other girl), the film rightfully belongs to a newcomer, Charles Grodin, a combination of Alexander Portnoy, Dustin Hoffman, and a teddy bear. As his wife, Jeannie Berlin (Elaine May's daughter) is exactly the type of girl you could marry but easily learn to hate. There are profound similarities between the Heartbreak Kid and Benjamin Braddock, and this film emerges much more grown up than THE GRADUATE ever was. Indeed, Mike Nichols' old nightclub partner has brought his Graduate of age.

## TV Review

## Sentimental TV drama better than it sounds

by Wild Bill Henley

There is a television show on CBS Thursday nights called THE WALTONS that is pretty good.

This is perhaps a surprising, and perhaps a dangerous, assertion to make to such a sophisticated intellectual collegiate audience as that for which I am presumably writing. After all, by most TV precedents THE WALTONS should be one of the biggest turkeys ever to hit the small screen. It is a sentimental story of a loving, close-knit family; this calls up visions of Walt Disney at his most saccharine and of such old TV idiocies as FATHER KNOWS BEST or THE DONNA REED SHOW. It is set among hill people in the Blue Ridge mountains, recalling the BEVERLY HILL BILLIES and the rest of the spate of cretinous countrified comedy that hit a few years ago. It involves mostly happy reminiscences of a man's boyhood during the Great Depression, which seems to fit with the very current craze for gooeey, improbable nostalgia (although I deem even the 30's a more reasonable field for nostalgia than the Fearful Fifties which are getting so much of that action). It is carefully clean of violence and sex, which smells of paranoids-for-decent-television crusades and the networks' fear-stricken reaction to

same. And it has lately won great popularity among the TV-watching masses (at least once it snatched the No. 1 spot in the ratings from ALL IN THE FAMILY) which is ground for deep suspicion in itself.

Nevertheless, I like THE WALTONS. It is at least better entertainment than one might expect, and it might even, on occasion, have some valid ideas to dispense.

For the totally uninitiated, THE WALTONS is a drama (not a comedy or semi-comedy) series created by Earl Hamner, Jr. and supposedly is inspired by his own family. Main characters are a family consisting of a husband and wife (Ralph Waite and Miss Michael Learned), a set of grandparents (Will Geer and Ellen Corby), a 17-year-old son who wants to become a writer (Richard Thomas, more or less the star) and six younger children. They live on a piece of land in the Blue Ridge Mountains of Virginia in 1933, making a somewhat precarious living from farming, lumbering and odd jobs.

The better plots are based on small incidents in the family life, insignificant on the life-and-death world-shaking scale of most TV drama, but important to the people involved, and made

important to the viewer by skillful presentation. A pet calf must be slaughtered for money, much to the distress of the younger

children. An antique typewriter is accidentally sold to a junkman, resulting in a frantic hunt that is mildly ludicrous to an outsider but exceedingly serious to the people involved. A daughter runs away, feeling shut in and restricted within the family. John-Boy, the oldest son, falls in love for the first time with one girl, and later gets tangled with another who is desperate to get married.

Less satisfying are a long string of stories all built around the same theme; some kind of wrong-headed, confused or unsuccessful person—an intolerant evangelist, a broke actress, a hoodish city boy, a war hero obsessed with the past—visits the Waltons and is somehow regenerated by their influence. Yet even some of these episodes have their points, and the producers promise to de-emphasize the redemption-of-lost-souls theme next year.

The atmosphere of the show is sentimental, and sometimes comes perilously close to the saccharine, but seldom if ever crosses the line. A cynic would doubtless find the familial love and trust of the Waltons improbable; but, while this TV family is an ideal, I think I can testify that some family relationships still remain closer to that of the Waltons' than the Louds' (of "An American Family" fame). And while the family members sometimes seem too close to being

perfect, in general they show enough faults and enough individuality to keep them within the human race.

The show is a hotbed of old-fashioned, theoretically "Middle American" values: I've heard one observer call it "the great Puritan-ethic program". Yet few, I think, could disagree too far with the basic theme of family love and respect. Values of individualism and of tolerance for other people's differences creep in that are all too alien to the Middle America of today. The show has sometimes had an unfortunate tendency to assume that its fictional family exemplifies THE life-style most desirable for everyone; but I think it is moving toward a realization of a greater variety of life-styles, of which the Waltons' is one, ideal for some people but not for all.

At times I mistrust my own liking for the show. Could be I merely have a need to wallow in sentimental unreality for an hour a week, to escape cynical and paranoid reality, and a need to justify the wallowing. Yet there are worse things to wallow in. If the Waltons represent an unreal and incomplete ideal—and I'm not sure they do—at least they comprise part of a more attractive ideal than is usually found on television, or most other places, these days.



# The next move; Black Studies alternatives

Finally the "all but controversial" issue of the Afro-Am studies has made its presence known to the campus community. The faculty has finally done what it seems to have wanted to do all along - dropped the Afro-Am major. Still, to keep a clear conscience the faculty dropped the major on the suggestion of a member of the Afro-American Studies Committee. Strange?!

No, not really; the faculty has procrastinated (no, fellow students, we didn't invent the word; matter of fact, after seeing the dealings by the faculty,

we do a pretty poor job), stutted and neglected, until the AASC got tired of the merry-go-round and asked for a halt. This halt meant commitment from faculty and departments to end the farce and create a department.

## Opinion

ment, or just forget about the issue all told. You can see which way out was taken finally.

The faculty can cite many reasons for which they can rationalize dropping the Afro-Am major, but the only one which can remain untouched will be "lack of willingness to make a commitment."

The following article was written by a white student in February of the present year. I hope all people who are interested in broadening their educational horizons will read and think:

(1) Think about all you know of

Black Culture, History, Life ... (2) Think about all you know of minorities in general.

(3) Think of how you would benefit by studying about Blacks, minorities, and the plight of the poor in America - especially if you desire to teach the young.

(4) Just think: "Do I want my education stifled because someone - wouldn't - make - a commitment?"

(5) What is the purpose of a \$16,000 education if it does not include all phases of education?

(6) Just think.

(7) P.S. - to white students, the following article was written by a conscious white student, who then took a step many of you will not - he tried to do something about it.

The ever bitching Brother, Morris Edwards

The following article is reprinted from The February 23, 1973 VOICE.

# Afro-American Studies just barely exists

By Randy Powers  
One of Black History Week's rap sessions, on Thursday, February 13 in the Pit, asked the question, "Is there a need for

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an Afro-American Studies Department?" If one defines need in terms of desire, if one asks, "Do we want it?" the answer is probably No. About five students, a couple of VOICE reporters, and six past and present members of the Faculty's Afro-American Education Committee attended the rap. No one was even there to introduce the topic. This year twelve courses, plus Swahili, plus French Literature (in French) of Africa and the Caribbean are being taught under the auspices of Afro-American Studies, six of which are taught by Black profs specifically about Black America. One of these, Introduction to Black America, is listed as a prerequisite to all other courses in the Afro-American Studies curriculum, but is taught only once a year. And this is the best offering of the four years, during which only one student has graduated with a major in Afro-American Studies.

The major was created, after much pressure, debate and skepticism, by a unanimous vote of the Faculty for the 1969-70 year, more with the intention of offering courses with a Black perspective than with the expectation that many students would

choose Afro-American Studies as a major, and at a time when Black Studies departments were being demanded and created across the country. For three years two Faculty special committees, the Education of Black Students Committee and the Afro-American Curriculum Committee, worked with this major, the former bringing Black speakers to campus and enabling Black students to attend various conferences, and the latter involved with the library, recruitment, of Black staff, and putting together and administering the program. Prior to the current academic year, the two committees, which had overlapped in much of their business, were joined in the Afro-American Education Committee and given a budget one-third less than that of the two former committees combined.

In those four years of commitment, though, something has happened. Blacks, Black Studies, the Black perspective, and racism are no longer "in," relevant or whatever. Enrollments in Afro-American Studies courses are down. The Library has a vastly-increased Afro-American Studies collection, and will open an Afro-American Studies Center this year, but the Collection is hardly being used. What was created in response to demands is no longer demanded. Committees created, with only advisory powers, to coordinate a commitment or responses to demands have little left to coordinate. What next? The Afro-American Education Committee (AAEC), in a letter to the Educational Policy Committee (EPC)

in October, complained about the AAEC's insufficient structure, their lack of power to persuade most other departments to work with them in setting up a strong Afro-American Studies major, and said that their work was, in effect, over until the College hired a director for, and gave department status to, Afro-American Studies at Wooster.

These two committees met in November to discuss the letter, and the AAEC was directed to prepare a formal outline of their proposal. This proposal was presented at another meeting in December, but was not clear enough for EPC to present to the Faculty, who must vote on all curriculum changes. The AAEC is presently preparing this more formal proposal.

A director would still probably not be able to force individual departments to do something they do not want to or are not able to do, but a director would be able to do a better job of doing what the AAEC tries to do. A director would represent an institutional commitment to including the Black perspective in the "liberal arts perspective."

Students interested in Afro-American Studies could see a person in his or her own office whose job it would be to work with Afro-American Studies, rather than having to go to whomsoever happens to be teaching Afro-American Studies, rather than having to go to whomever happens to be teaching Afro-American History and who works at the larger area of Afro-American Studies only part-time.

A director could coordinate off-campus programs for Wooster students at institutions such as Karamu House in Cleveland and Ohio State University which have more extensive Black Studies programs.

A director could devote more time to recruitment of Black faculty (the difficulty of which is a major excuse offered by departments for not hiring Black faculty) and to helping other departments to include the Black perspective in their courses.

The idea of a director for Afro-American Studies has been considered for several years. Last year the Teaching Staff and Tenure Committee rejected a similar proposal on the grounds that other interdepartmental majors (Urban Studies, Cultural Area Studies) functioned under committees without a director.

Cultural Area Studies benefits from its access to numerous GLCA and other off-campus programs. Urban Studies has a coordinator of the Urban Quarter. There is less departmental resistance, and more available teachers, in these areas than in Afro-American Studies.

Whatever the College does, it must at least drop its present claim, as it stands in the Catalogue, to having a bona fide Afro-American Studies major, and say something like "We are prepared to offer some courses in Afro-American Studies. Because of our present limitations, however, the student who wishes to major in this area will probably wish to do some of his work off-campus or in 399's." To this the following could possibly be added; "Our Afro-American Studies program has improved over the last four years, and we are working to keep improving it so that we will be able to offer a more complete program."

This last statement, however, again brings up the question of need. If few students actively desire such a program, and if few faculty members are willing to alter their own academic lives to make room for a major worthy of the name, perhaps we do not need to improve the program. But surely one reason for a lack of interest on the part of some students is the shallowness of Wooster's present program. In a larger context, the College does need to maintain and improve its program in Afro-American Studies. To fail to do so would be to deny a rich segment of our culture and history, to continue to neglect what whites have been neglecting all along, and to deny Black students an opportunity to study their own heritage.

## THE WOOSTER INN

ANNOUNCES

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Tuesday, June 5, 1973

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* * * * *					
SOUP	Cup	Bowl		Cup	Bowl
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SALADS - with choice of dressings					
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Sweet-Sour Coleslaw	.25		Potato Salad	.25	
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HOT SANDWICHES					
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Cheeseburger "	.55		Tuna Fish (on toast)	.65	
Bar-B-Q Beef "	.45		Bacon-Lettuce-Tomato	.70	
Fish	.65		Turkey	.85	
Open-face Tenderloin (on toast)	1.45		Chicken Salad	.65	
Grilled Cheese	.40		Junior Club Sandwich	1.25	
Grilled Ham & Cheese	.65		Senior Club Sandwich	1.45	
Frankfurter (all beef)	.35		Corned Beef	.75	
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# Millikan and crew prepare to offend audience

by Al Millikan

Tonight and tomorrow night at 8:15 at Scott Auditorium, the Wooster Campus Community will get their chance to be offended. Those who choose to pay the 25¢ admission will see a play without words and will hear words without a play.

These Little Theatre productions are MY FOOT MY TUTOR and OFFENDING THE AUDIENCE. MY FOOT MY TUTOR stars Jim Finney, Rich Wagar, and Brat Cat. John Hamlin, Melody Lothes, Rod Owen, and Rich Cross are featured in OFFENDING THE AUDIENCE. Both shows are being directed by Al Millikan. Dave Schieve is serving as Technical Director.

Peter Handke is the author of these pieces. Handke is a thirty year old Austrian who has been described by Walter Kerr as a philosophical iconoclast two scissors steps ahead of the avant garde. He rejects some acknowledged German masters such as Goethe or Brecht. He likes to think of himself as being in the Austrian-Hungarian tradition of

Kafka, of the philosopher Wittgenstein and of the novelist playwright Oedon von Horvath.

OFFENDING THE AUDIENCE is one of Handke's anti-plays directly involving the audience. Spectators expecting a "normal" theatre evening are surprised. The audience is constantly ad-

dressed, shouted at, praised, blamed, hit and caressed. The audience finally finds themselves in the starring role. Audiences have taken OFFENDING THE AUDIENCE in different ways. German audiences took it as entertainment. But in Barcelona the public became so insulted they shouted back at the actors.

## Faculty disintegrates Afro-Am major

continued from page one

taken as being against a viable black studies program. What is needed, he claims, is a "program that has substance."

"Structure is secondary," feels Jones. More important is the commitment of the faculty and Administration to a "viable" program. Asked if he felt that there was such a commitment at Wooster, he replied, "Obviously not."

The Committee's proposal stressed, nonetheless, the importance of Black Studies at Wooster. Black Studies can only succeed, however, it said, when the College is ready to say "that Black Studies is as potentially valuable to a student as any other area of study", concluding that this merits a program with a status and organization equal to that of other disciplines - a department.

According to Moldstad, the defeat of the department proposal convinced the Committee that the commitment necessary for a full department was lacking and that since the major as administered by a faculty committee "simply had no integrity - no connected sequence", the Committee idea should be abandoned and the major deleted from the Catalogue. "Almost anybody who's involved with Black Studies voted against it," he stated. "We don't feel it's right to advertise some-

thing we don't have."

In a statement Tuesday, Dean F. W. Cropp affirmed the Administration's commitment to some form of Black Studies: "The administration is committed to strengthening Black Studies on this campus and is considering various possibilities for developing a model for Afro-American Studies different from a Department of Afro-American Studies or the present faculty committee arrangement. Such programs probably will include the appointment of a special assistant to the president to serve as a consultant and a catalyst for campus action."

Cropp suggested to Department chairmen that each department consider "how Afro-American material or focus can be incorporated most effectively into its departmental offerings."

Moldstad urged that the issue be pursued by the whole college community. "The responsibility for Wooster to face this important question remains," he asserted. The AASC's action, he said, was an attempt to force people to face the issue. "If it is known that the students want it, there is no question that there will be a department," he affirmed, although he felt that action from a small group would not bring definitive action.

Moldstad feels that the problem lies in the lack of

concern among the faculty. "If we had a high percentage of the faculty strongly committed to this, even the committee structure would work," he stated.

Jones thinks that "there is enough concern on campus that something will be done", and he expressed hope that the students will take an active part in seeking alternatives.

The committee proposal cited enrollment statistics which showed high interest in Black Studies among both prospective students and Wooster undergraduates. "We feel that in admitting students with the objective

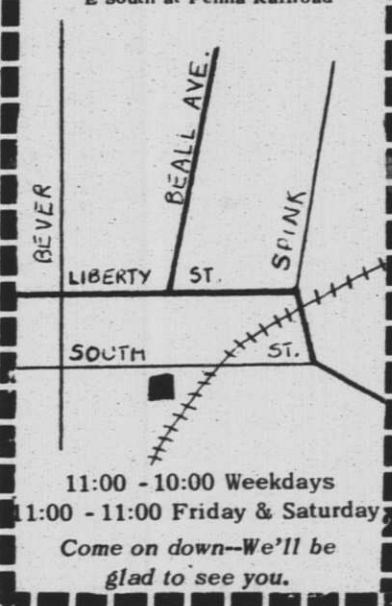
of improving black-white relations, a sound Afro-American Studies program must be available," the committee added. "When we have been able to arrange for courses, the response has been reasonably good. The problem is that we have not been able to develop systematic offerings with appropriate sequences."

"If we are committed to having a racially balanced school," concluded Moldstad, "Lack of attention to Black Studies hurts us."

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# Nye terms golfers 'best in school's history'

By Forrest Fessler

If you know anything about Wooster's spring athletics you know something about the golf team. This year's golf team has been acclaimed by Coach Bob Nye as "the best golf team in the school's history."

And their accomplishments attest to this statement. The golf season is without doubt the longest of any of the sports. It begins in the fall when school begins, ends in early November with the coming of the rains, only to begin again in early February and continue through May into June.

Last fall the Scots entered three tournaments and played in one dual match. The team brought home first place honors in all four contests, winning the Ohio Wesleyan Invitational, the Brookside Invitational, the L.C. Boles Invitational and defeating Muskingum 20-0 in the dual match.

During the winter quarter the team diligently hit plastic balls in the gym and during an amazing break in the weather in March, the best weather they've played in all spring, played five rounds outside; all this in preparation for their annual southern trip to Florida. In the Miami Invitational, hosted by the University of Miami, the linksters finished 12th in a field of 50 and finished



1973 SCOT VARSITY GOLF TEAM--(l to r) Coach Bob Nye, captain Gary Welshhans, Mike McKeon, Scott Bair, Steve Bamberger, Paul Abbey and John Kneel.

second of the teams north of the Mason-Dixon line. The following week the team played in the Cape Coral Intercollegiate and finished 14th in a field of predominantly southern powers.

Arriving back to the bleak Ohio spring, the Scots reeled off a string of three tournament victories: the Wooster Invitational, the Ashland Invitational, and the Great Lakes Colleges

Association championship.

The next weekend at Bowling Green the squad failed to post a victory and failed to really make a threat to any opposition, but the following weekend the team won their seventh tournament and the most prestigious, the OAC tournament. During the course of the season the Scots bested Bowling Green, Kent State, Youngstown State, Aquinas, Ashland, Cleveland State, Central Michigan, Cincinnati, DePauw, and all the Ohio Conference schools. Their record against out-of-state and MAC schools won the Scots their fourth consecutive berth for the NCAA championship. The team is preparing for this event now.

to be played in Riverside, California on June 12-15.

The key to the Scots success has been the team's tremendous depth. Everyone of the starting six players finished the season with at least one trophy finish.

The low average on the squad is presently held by Gary Welshhans, captain, who finished first in the OAC, and second in the

Ohio Wesleyan Invitational. First man Paul Abbey posted finishes of third in the Brookside Invitational, and first in the L.C. Boles Invitational. Senior Scott Bair placed second in the Wooster Invitational, third in the Ashland Invitational, and third in the Ohio Conference. Mike McKeon posted finishes of second in the G.L.C.A. and second in the Brookside Invitational. Freshman Steve Bamberger placed second in the L.C. Boles Invitational and junior John Kneel finished third in the G.L.C.A.

These individual records are so outstanding that four of the Scots were named to All-conference teams. Seniors Gary Welshhans and Scott Bair were first team All-conference selections and Paul Abbey and Steve Bamberger were named to the second All-conference team.

The Scots' record stands to show that they are a fine team and perhaps one of the finest teams in Wooster's history.

The team would like to express their thanks to those people who have helped them to this outstanding record and enabled them to travel to California and compete in the national championships: Coach Bob Nye, Mike Foegan, the Chris Tysons, SGA, Campus Council, the Wooster administration, Diane Lucco, Dave Wenger, Forrest Fessler, Greg Nye, and all those people who have supported them, both on the course and off.

## Successful season

## Netmen end season, beat Akron

Despite many cancellations and rescheduled matches, The Wooster Scots men's tennis team had a great season.

The netmen finished their season defeating Akron 5-4. At Akron, sophomore Jim Clough made his debut at sixth singles, filling in for Reid Haddick. The win against Akron gave Wooster an 8-3 overall record.

Captain and senior Jim Nelson will be the only player the Scots will lose. Returning next year are Rick Ellsworth who played at the first singles spot, Ellsworth's doubles partner and second singles player Seth Taylor

will be returning for his fourth year. Taylor was a semi-finalist in this year's Ohio Conference tournament. The third singles spot will be open next year. This year Jim Nelson was a finalist at third singles, but he will be graduating. To fill his spot will be a difficult choice. Returning are sophomore Mark Worford, and freshman Jim Rakestraw and Reid Haddick. All three were on the varsity this year. Al Neel and Dave McFall both saw some varsity action and will be returning.

Despite not having any matches this year, the J.V.s were also out

there every day practicing with the varsity. They were there supporting the team at all home matches and certainly deserve an honorable mention. Junior and parttime manager Big Dino was a great help to the coach. Returning sophomores next year are Ned Hostetler, and Jim Clough. Returning freshman are Dick Murphey, Norm Schoenfeld, Eric Tamm, Karl Michaels, Don Berkey, Fred, and good old Dave.

All in all, the Scots are looking forward to an even more successful season next year, and hope to dethrone Ohio Wesleyan as Ohio Conference champions.

## Spikers grab OAC records

The appearance of this year's track team was different from the start. The new faces included those of Head Coach Lu Wims, who had moved from the same position at Winston-Salem State College. And there were the faces of some freshmen who were instrumental in the success that the team showed.

Co-captains Chris Torrey and Tim McLinden carried the responsibility of forming team discipline, but it was a group of freshmen that inspired the team to assault the recordbooks in the conference. Forrest Merten was the first record setter when he set a Kenyon fieldhouse and Wooster record in the 600 yard run, pacing a 1:13.7 in only his third indoor track meet ever. Then came Doug Murphy, another freshman. He broke the school record in the mile run with a 4:27.4 clocking.

A memorable day came at the GLCA Indoor Championships. Merten and sophomore Paul Cope set six records between them and brought home two gold medals each. Merten set GLCA

records in the 600 yard and 880 yard runs. His time in the half mile, 1:57.5, was also a Wooster school record. Cope set a GLCA and Wooster record in the 1000 yard run. His time, 2:16.6, was also Denison's Veteran Fieldhouse new record. A team of Ron Cetovich, Paul Reiman, Tim McLinden and Cope came home with an unexpected championship in the mile relay. Merten continued the heroics the following week when he captured the OAC titles in the 600 and 880 yard runs.

With the addition of Ted Teringo, Tim MaGee, Steve Gault, John Kieffer, and Tony Alford, the team prepared for the outdoor season. Teringo, Gault, and MaGee joined stalwart Troy Schmidt in the weight events, contributing greatly to the Wooster cause. Kieffer worked with veteran Rick Lee in the hurdle events. Alford came through to lead the sprinters outdoors and help veterans Ron Cetovich and Paul Reiman, co-captains on next year's squad, in events like the 440 yard and mile relays,

440 yard dash, and the long jump. Freshman Rick Day moved forward to lead the distance runners, clocking 4:20 in the mile on repeated occasions.

The track team compiled a 1-1 record indoors while placing third in the GLCA and fourth in the OAC championships. Outdoors the team finished 2-3, combating bad weather, poor facilities, and the long spring vacation (many opponents traveling to Florida for training). The team's real success story came with the combination of coach Wims and freshman Merten. Merten scored 102 points. He was voted the most valuable performer by his teammates at the end of the season. Coach Wims leaves to head the athletic department at Central State College, but Merten remains. And he could become national champion in the 880 yard run. The yet unnamed coach can look forward to three years with one of the most promising athletes since Wims, who won the national discus championship when he was at Wooster.

## Men's lacrosse burns Cleveland

By Bob Pfouts

After closing out the '73 season with a convincing 10-6 thrashing of the Cleveland Lacrosse Club, the Scots appear eager to build from this winning foundation left for next year. With all but the three stalwart defensemen and two flashing midfielders returning for the '74 season, prospects are indeed bright.

Playing on a rain-soaked field which was a veritable swamp in places, the Scots drew first blood as Senior Co-Captain Dave Drake splashed through the middle to fire a Beau McCaffray feed into the goal with 2 1/2 minutes gone. After the Clevelanders knotted the score on one of their rare offensive opportunities, Jamie "QB" Thomas and Scott Anderson executed a perfect middle-cut-with-attack-feed. Thomas netting the shot, Anderson the defensive mental lapse resulted in two enemy goals in the last 5 minutes of the first period to end the quarter with the Scots down 3-2. At this point, Wooster achieved an about-face from previous games, refusing to buckle and continuing to pressure the Cleveland goal. The opposing net-minder, however, remarkably held the Scots at bay for thirteen and a half minutes until Anderson beat him on an unassisted shot from close range.

Opening the second half with a rush were starting middies Scott Barber and Mike Henty as they added unassisted, left-handed scoring shots 23 seconds apart. After Cleveland closed to within two, 6-4, at 10:22 of the 3rd period, junior attacker Larry Anson scored twice. Drake, closing out his career with a sterling performance before an appreciative audience, converted on a fast break by feeding the open Anson with 7 minutes left in the quarter. Two minutes later, Anderson again assisted by finding Anson cutting around the goal. Cleveland added their fifth goal to close the quarter still within range of the keyed-up Scots.

With 9:47 left to play Junior midfielder Chuck Booth applied a quick-stick to Anderson's third assist to make the score 9-5. Third year middle Tom Price took a Thomas pass to the goal on another extra-man situation closing out the Wooster scoring in double figures.

Further applause must go to the Senior defensemen playing their final games for Woo, John Timken, Russ Oechale, and John McKosky, as they adequately contained the Cleveland attack, shut off but 3 of 8 minutes of penalties, and contributed on many successful Wooster clears.