By Kathy Ellison

Lights! Doors open! Action! The plot moves right along, to the Coed Center and the administrative offices, where a large number of students are present, engaged in various activities.

Produced by the administration in response to long-stemmed student petitions, the new programs will be available for student use. Two main floor apartments are currently occupied by the Fordham University administration.

The facilities include a lounge, to be decorated and used chiefly by the I.C.S., with a small basketball court. The union car, which will be moved up to a new space, will include student offices, but the I.C.S. will have its own dedicated space.

Though the full mechanics of the new renovations are not yet designed, a tentative idea calls for the student center to be available from 7-30 p.m. until 90 minutes before the union car.

Nightly supervision and maintenance work will be scheduled to begin, with no money being paid with a green union card. The union car will be opened for the first time.

Costs of minor carpentry work are not yet determined, and the union car will be opened for the first time. The union car will be opened for the first time.

Student volunteers will be assigned to teach the classes on the coed center's interior. The coed center will be opened for the first time.

THE BEADED cabinet, designed by David Bernstein's Cameron in New York, is just one of the 145 photographs new to the Fine Arts Center during the recent exhibition.

The exhibition features photographs by the students of four groups who started the new program, photography.

Winter Term Program Offered Adoption Requires Faculty Vote

The Winter Term Week of Enlightenment, as the past week may be called, comes to a life or death vote before the faculty a week from Monday.

The winter term is interim in a period of time between the two regular semesters of the school year which has been in a concentrated study of one interest or problem.

All projects would be used by a professor on an individual or a committee. The students themselves are working on their projects.

As a professor, a change to the Winter Term curriculum has been successfully carried out, the college community in general.

The semester system of study is a program opposed to the present system of study. The course system affords the choice of a variety of credits in a course, in a college of a choice, within academic institutions.

Winter Term projects may be taken place outside the academic community in general, including the work of a committee or a classroom.

HONOR BOARD CASES

The Academic Honor Board tried three cases during the fall semester. In the first case, charges were academic dishonesty, two on a job, the other a job.

The second case involved academic dishonesty, two on a job, the other a job. The second case involved academic dishonesty, two on a job, the other a job.

The third case involved academic dishonesty, two on a job, the other a job. The third case involved academic dishonesty, two on a job, the other a job.

Two of the cases had been reported by the students themselves. The third case involved academic dishonesty, two on a job, the other a job.

The Winter Term semester will begin the first week of February and end by the first week of June with a week off after the spring vacation.

Other possible but not invariable changes include an examination period reduced to one week in examinations of two hours rather than one.

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Winter Determination

This has been a well planned week for a student or faculty member with little background in the idea of the Winter Term to become educated in its term-long and project nature and then to make a judgment on it. Yet it seems that the Winter Term is generally more opposed to than in favor of the Winter Term. This seems even more strange in light of the position of the Student Educational Policy Committee. We have given a large investigation as to whether even many of the faculty members were able to make, endorsed the program as an educationally exciting opportunity.

The program was labeled early in the week a "gimmick" attempting to innovate a new program where the old is sufficiently functional as an alternative to a pro-

posed Winter Term. This claim denigrates that ingenuity and creativeness may need a new outlet for real effectiveness even when the climate is not right. It also assumes that all departments and faculty members have and feel equal freedom to experiment with students who prob-
ably don't choose their courses under the present system's experimentation in mind. Half way through a conventional semester it seems to be an open-ended new direction or reversion to the traditional curriculum. In the midst of the Winter Term a project might quite reasonably change direction.

There is a trend and interest in interdepartmental courses at Winter Term. In the light of the goal of a liberal education to demonstrate the interrelationships of different disciplines, the Winter term offers an obvious opportunity for more courses and departures in this area.

In a College which hesitates promoting off-campus experiences, especially among language majors because of VS restrictions and travel arrangements, offers a chance for an intense confrontation for the student language major. It last has not been a very successful program during the Winter Term for language offered so far a regular year.

The greatest fears of those opposed to the winter term are that the advantages of the present system may be jeopardized. The students may not be away from school for the length of the semesters. But it need not do so. We wish to be away, and we do not want to be away at the end of May there is room for two full semesters with exams, a winter term, and three weeks of vacation.

There are complaints that four fewer courses would be offered. It's a point of view. With the scheduled faculty being elective are sacrificed. First, a 36 course schedule in four years and during the spring semester. Second, the best courses, few-electives may be an easy to be revised in a requirement of some or the load of the major. Third, a winter term may well provide this same schedule with less instruction of the subject which should and yet are not a part of our liberal education.

There are those who are opposed because they feel it is "change for the sake of change" and others opposed because it is a change which would involve some effort. If, as it would, we are doing an opportunity for real educational experi-

ence, and if some would vote against it because of some negative theory of change, then the student's right to the best experience has been sacrificed to the voting professor's convenience.

One last observation. The question of the Winter Term is not a question of offering an experience or at the question of the course system. The course system from the faculty has been in accepting the validity of the winter term. Probably all college programs are part of a system. This particular student resistance seems to lie with the concept of the winter term and not in the concept of the winter term itself, which is undoubtedly more difficult than other disciplines and that course system exerts greater this difference.

The difference does exist (which depends upon the students' capabilities and interest as much as it does with the subject) then the complaints are primarily self-satisfied and academically insignificant. The student makes the decision for his major and in his choice he should show pride for his extra effort rather than jealousy for someone else's.

The Winter Term offers an exciting possibility for Woost-

er to begin its second century of education in truly a creative way. Let us not lose sight of this.

(See story next page 1)

Wooster Voice

Published by the students of The College of Wooster during the Winter Term, 1967-68 for the students of The College of Wooster. The Wooster Voice is published weekly on Mondays and is distributed free to students, faculty, and associated faculty of the College.

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in the cold season. For the last three minutes in order to sharpen their fourth 74-degree 44 home. However, the Scots quickly re- gained their poised position by led by Jim Jordan’s eighth straight points turned the game into a back-and-forth affair. Finally with only 2:45 remaining Luke Hulka added two free throws to give the Scots a 64-66 advantage. Wooster played double, but forcing Slippery Rock to fool in a feint at the cost of two. Thompson led the victories with 22 and 16 minutes. Jim Miranda and Ed Mulkey had 15 apiece for Slippery Rock. From the fold Wooster shot 47 percent to the Scots’ 38 and out-rebounded them 52-35.

**ALL-Tourney Team**

Outstanding Teamman were Jim Jordan of the All-Tournament Team, Jason Jordan of the All-Tournament Team, Kyle Stroup of Slippery Rock, Al Kone and Rich Ii and Richard Roman of Buffalo. Jordan was also voted the Tournament’s outstanding defensive player.

VOTED MOST VALUABLE at No. 11 Slippery Rock’s 63-57 win, Rich Ii and Richard Roman of Buffalo. His 23 points and 23 assists against Buffalo State in the title game.

**Road Dogs Lose Cage Dogs As Terriers Win, 72-65** by Chris Snelson

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Supplies Before Check-In

Second Classes

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*WOOSTER AUTO CLUB WORLD WIDE TRAVEL AGENCY*

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*WOOSTER AUTO CLUB WORLD WIDE TRAVEL AGENCY*
"Black Power" Exponents Seek Economic, Political Recognition

by Neem Haile

Last fall in chapel Ruth Turner, special assistant to CORE's Floyd McKissick, raised the question "what can Black Power mean for America?" This is indeed a central question, especially for those who sense that some of Black America is in a 'black death' and maybe white death. Such an attitude is a tragic misunderstanding of the intentions and goals of the exponents of Black Power.

Miss Turner demanded that we take a hard look at 1966 to see how the movement had come. The view is not an encouraging one. Although liberal America prides itself on its court decrees and Civil Rights Bills, these actions merely spelled out rights which were already guaranteed by the Constitution. Even so, the government often has been unable or unwilling to enforce them. (There are still not enough federal agents in southern counties to enforce equal voting rights.)

When it comes to the nitpicking of realized economic gains for Negroes, the results of Hill and current dangers have been skim. The proportion of Negroes among integrated schools, although greater than before, is still relatively small. Unemployment, dropout rates, levels of substandard housing in Negro ghettos are higher, not lower. Although the education gap between Negro and white has been shrinking, our Negro unemployment rates are still twice those for whites. Negroes in general have not had the same employment opportunities. Two-fifths that for which Negroes were available Negro Negroes are 36 percent of the people in the ghettos, which is almost exactly the same position Negroes held in 10 years ago.

Irish Power

Miss Turner then asked: "Where are the educational efforts, the schools, housing, and jobs, and neighborhood improvement programs?" The answer appears to be: "in the city halls of the ghettos." Negroes have been too busy trying to survive to consider the problem of education. Mrs. Turner noted that the Negro student is forced to go to a predominantly white school where he is at a disadvantage in every way. He is told to do "in black" what is expected of him in white schools. This is of course a very serious problem, but it is one which many Negroes are beginning to face, and it is a problem which must be handled with great care. The Negro student is faced with the problem of trying to do the same work as his white classmates and at the same time be successful in his own race.

There is an even more fundamental problem of Negro self-control and our own role in our community. The problem of self-control is not simply a problem of personal development, but of the development of a philosophy that teaches us how to deal with our own race. The Negro must learn to control his own behavior, and to control the behavior of others, in order to make progress in the community. This is a problem that is being faced by many Negroes today, and it is one that must be handled with great care.

A course system would reduce the number of courses a student could take and thus decrease the number of courses for a student outside his major as well as to reduce the areas that could be studied within the major. For a double major or a scientist who must take adjacent courses in other science depart in a u x a e, electrifies would almost disappear. Another problem is that many smaller and "enrolled" courses would be eliminated out of the schedule. Things such as French composition, modern architecture and interpretation would no longer be possible, or if expanded to a full course it would be rarely taken by non-majors. An advantage of the course system is that it would decrease the faculty work load because the core load for the proposed full courses would remain three hours, while lower courses would be taught, I believe that this is an estimate of the number of students that can be accommodated in the department. Therefore, we must do things that are not only required by the law, but also by the world in which we live.

The roles of Negroes in society are changing. The Negro is not only a person, but also a worker, a student, and a citizen. He must learn to control his own behavior, and to control the behavior of others, in order to make progress in the community. This is a problem that is being faced by many Negroes today, and it is one that must be handled with great care.

We are about to see a new era in the history of the United States, and it is one that must be handled with great care. We must learn to control our own behavior, and to control the behavior of others, in order to make progress in the community. This is a problem that is being faced by many Negroes today, and it is one that must be handled with great care.