Professionalism Mars Grad Schools; Narrow Objectivity Seems Only Goal

by Helen Donovan '69

Discontent, as evidenced and expressed by restless undergraduates in the great and less great educational institutions of America, has not affected tremendously the reform of graduate schools in the country. The American graduate school is, however, without its significant problem; in an article in the February Atlantic, Christopher Seneca and David Rosenman discuss "Where Graduate Schools Fail"; and point to the perpetuation of restrictively narrow scholarship as the main cause of the problem. Rosenman notes that the "socially mature" professional student is capable of "good original work" in his chosen field and points to the high cost of graduate education as the main obstacle to a more widespread interest in teaching and scholarship in graduate schools.

The magnitude of these problems can be ignored by the undergraduate with no small fear of their consequences on the future of the liberal arts college. The small liberal arts college, in its often obtuse aloofness from social issues, may not legitimately regard the frightening implications of this revelation. The traditional importance of graduate schools and graduate education is not substantially challenged; both permanent university appointments and qualifications for undergraduate instruction are still almost always dependent upon the successful completion of a Ph.D. work. Nevertheless, the current uncertain college presents a widespread misconception with respect to the nature of The Graduate School Problem; recent and publicized disappointment in graduate schools, the generally accepted superiority of American graduate schools, the only solution. After suffering for such a long period with no results the Marxist in the ghetto thinks only in materialism. 

Marxist emphasized that the riots in Atlanta, Georgia brought about action that the people had been unable to get to no other way. "Riots are not triggered by planned action," said Sandro Gross, pointed out speaking from her own experience in Cleveland. Sandro pointed out, the role of the small businesses in a riot. Small businesses have the closest contact with the people and thus the closest imaginable community think in terms of rioting to lash back at the small businesses who have been closing them.

The question of the legality of the riots in a recurring discussion. There was general agreement that the riots were illegal. But, as several students pointed out, it is a Declaration of Independence oppressed people the right to revolt. One student pointed out that there is an inbred closeness between violence and law and order. "So much violence has been done to the Negro in the name of law and order that the riots seem to follow naturally."

In considering solutions to the riots the question of the worth of various missionary projects developed by the white community was challenged. Bev Butler felt that reading and talking to the children in the ghetto is completely ineffective in the determination of the blacks to rats and roaches. "Playing with toys is not living—eating and sleeping "living and these things we need first."

People in the ghetto need more than a new house or apartment.

Maritza Hargrove suggested that in the connection with the federal and state housing projects homemaking classes be set up. "After living in a tenement for years one cannot expect people to automatically know how to run a modern apartment." The committee of overwroughting—the ten of fourteen people who were living in the tenement were new living in the of design for four people.

Instead of what was backtracking to the Negro community filled with missionary zeal, Mr. Flood of the political science department pointed out that people do social work in their own community perhaps in their starring with Scarcars and Garden City to change the old patterns of thinking.

The key to the problem of riots and the ghetto life is to "give the people what they want faster than they can be massaged by a political." The Student Government Association, however, has not been able to do this. People in the ghetto need more than a new house or apartment. Miss Ruth Warfel, Dean of Students, responded to a suggestion that the support be directed to the Joint Committee of the Student Government and the Student of the Negroes—There are many schools appearing for the Negroes—1300 in Cambridge and 2000 openings were found for Negroes by the Ford Motor Company alone.

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Assembly Attracts 400

Appropriately 400 students were in attendance at the assembly designed for support of social rules changes. The committee, suggested in a student letter to the NEWS, included extension of suspension for the students, and sophomores, administrative consent to the legal consumption of alcoholic beverages on campus and amelioration parietal at the discretion of either the individual dorm or the Student Government Association.

(The NEWS is unable to carry a second assembly in support of the changes, due to an earlier printing deadline. This and further developments will be reported in the next issue of the NEWS.)
The Larger Situation

Tuesday's assembly supporting rules' changes coincided with the weekly chapel service, a coincidence of planned events that confronted students with alternatives and demanded demonstrable proof of priorities. It was not a confrontational situation, for either the implications — whose resolution would describe or define the character of the Mount Holyoke student body. Nonetheless, that group of students chose social change over urban problems indicative of a greater preoccupation and involvement with the immediate environment, with the problems of this community as opposed to the larger issues of the campus. Hence, the assembly will and hereby was indicative of student priorities.

Because, however, the 400's decision was indicative of more than their immediate priorities, the NEWS does not criticize the students who chose to assemble in front of the Administration Building instead of entering the chapel. As long as social rules exist and as long as students believe that these rules denigrate personal freedom and contradict public statements regarding campus democracy, more rules will be underassembled and even agitate for reform. This, however, is not to suggest that the NEWS fails to criticize the act merely because it understands the problems and motives. Rather, the NEWS does not criticize because it sees last Tuesday's action not as an isolated incidence of unfortunate priorities, but as a broadly representative one where immediate and often petty concerns divert attention from the larger issues. That situation calls for not less than a diatribe against the world, a task that this editorial board realistically eschews.

Instead, sharing with the assemblies a positive attitude, the NEWS praises Fellowship of Faith's month study into the role of the individual in the Inner City and invites more students to attend the activities FOF has planned.

The problem of the cities is the greatest, gravest problem facing this country, a problem that seemingly defies solution yet demands a response. The war in Vietnam has diverted attention and resources — money and manpower — away from the domestic crisis and its continuation threatens greater disasters on the homefront. For the past two summers Mount Holyoke has been rocked and ravaged by riots and this summer promises the same, or worse. The discussion last Monday between members of Protestant and the Afro-American Society made clear the problem and an exchange of ideas on the larger issues of the nation that exists on this campus a naiveté, an insensibility, and a lack of understanding on the part of the campus.

FOF is providing a means to alleviate the latter and its programs suggest a solution to the former. Mount Holyoke students must recognize the immediacy of the larger situation of the legislature, communication channels with the faculties of the campus cannot wait for rules' changes.

The Larger Problems

This week student government hopefuls are circulating petitions in the newsroom; the candidates will present their platforms and discuss issues with their opponents in concerted efforts to inform and sway voters.

Campaign tactics will vary but more interesting to see and report is the array of students who compete. Undoubtedly rules' changes and reform will figure large in slogans and promises; however, the NEWS would ask the candidates to explore larger problems of communication channels with the facul-

ties, integration of the academic and social aspects, experimentation in education, in programs whose solutions will have greater importance and greater consequence.

Amherst Student Defends 'Classics' As Free Speech

To the Editor:

Those who hold the classic three or four letter words to be obsolete and without recognition of their meaning invite a feeling of disgust and horror in them. On the other hand those who do not entertain similar feelings regarding a world quite inoffensive, indeed sometimes very witty. If obscenities were based on the concept that every word, every language, every speech be classified as obscene, it would make the world a more efficacious, prudish, and integral part of the Mount Holyoke community. Likewise the Amherst Student has long given precedence to freedom of communication between the college and society however, war and prejudice have created the revolt that sex can... as Bertrand Russell once said, America is make. In literature, a library more effective, spurious, and integral part of the American culture. The committee also hopes to be an efficient channel for the student and the literary staff. At a time when the library has so many changes in the library taking place, the committee hopes that an exchange of ideas on the library's purposes and the man- 4) During January, we found out that the bus would stop printing for JB; $500 for the Valley Center; $300 for the Greylock Valley Report. In addition, General Abbey had a terribil low budget, $500. With this in mind, we have to try to cut down on expenditures, and in the case of the other $5.00 per week we get paid for the bus, already. (Continued on page 5)

Library Comm. Wants Suggestions for Book Buying

To the Editor:

This year, Library Comm. made provisions for the formation of a Book Buying Committee of the Student Government that will be a forum for all students interested in literature. The committee will attempt to allocate money for the purchase of four books per year, two in the humanities and two in the sciences.

The Books to be considered will be chosen by a joint committee of students and faculty. The committee will meet monthly and will be composed of six members, three students and three faculty. Each member will bring a list of four books that he or she wishes to see purchased. The committee will then discuss the books and select the four that it feels are the most important for the campus.

The committee will meet every other week at 12:15 PM in the Library. All students interested in literature are encouraged to attend. The committee will be open to suggestions from students as to ways in which the library can be improved. The committee is also very eager to consider the purchasing of books and will allocate money for the purchase of four books per year, two in the humanities and two in the sciences.

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230 Students Meet Weekly in Sex Course As Dispel Old Myths, Unhealthy Attitudes

by Francie Fern '84

When the buses filled to capacity with Mount Holyoke students a week ago, they stopped at the author's apartment. As the students lined the walks to view the girls, and the bystanders were pressed against the windows by Jane Hastings '70

Since Mount Holyoke did not offer enough reference material is on reserve in the

36 Children Describes Teacher's Problems in Slums

by Susan Norton '70

Teaching under the conditions of a slum was nearly impossible. Given a teacher who is flex-

able enough to work with what is avail-

able and to provide for the needs of his students, even children hard-

ened by years of discrimination and frank-

ly poor education are able to learn. This

is the story of one year of one class in a

part of a school

Historian and author, studied phil-

osophy before he became the teacher of the 36 children described below. He describes with honesty and perception what happened in his class.

Although this program was the particular-

ly relevant to the problems of slum edu-

cation, it is beyond the scope of this story. Kohl started the year fresh out of Teacher College, and, for the first week of the year, tried to apply the methods, he had learned there. He was made aware of the inhumanity and hostility. The texts were poor; children living in the United States greatest slum

simply weren't interested in reading a

about the wonders of American democracy. They, teacher, teaching, could not get through the class. Trying to adhere to a scheduled classroom plan and the standardized order in the class were Kohl's main mistakes, and the children's were learning virtual-

ly nothing.

If the rest of the year had been like

the first week, Kohl's class would have no different from thousands of others. But Kohl was analysis and gradually he learned how to reach the children.

Kohl learned to use what had previously

been his enemies: time and chaos. The students had virtually nothing to learn; why it was essential that they learn in hops of 30 minutes per sub-

ject? Classes went on as long as interest

was high. Disorder also became a part of

the day, as in free periods the students were allowed time to do what pleased them, whether it be reading mythology, making models of volcanoes, writing a novel, or playing Monotone records.

In this atmosphere, the children

learned what was a favorite occupation. Kohl encouraged it. Many of the workshops developed in the classroom. "Journey Through Time and Space," a workshop written and illustrated by Robert George Jackson, III.

It is in this concentration on teaching that this book differs from Jonathan Ko-

zol's "Death at an Early Age." Kohl is a portrait in miniature of the Boston public school system. Kohl had childhood memories with the experiences of his own class.

Unlike Kohl, Kohl does not spend many

pages bashing out at the administration, although it seems that schools are equal-

ly poor in Harlem and Foshay.

36 Children is an exciting book. For slum education, it shows that federal funds to help urban programs are not enough, helpful though they may be. As always, in all educational systems, the most important element is the teacher himself, able and anxious to teach the children.

Jr. Year at Michigan Provides New Outlook on Mt. Holyoke

by Paula Sweeney '71

There's always a Mount Holyoke stu-

dent who's willing to run Mount Hol-

yoke down, and most of them speak

with no basis of comparison. Fairly Hall '68 spent her junior year at the Univer-

sity of Michigan, and among the benefits of the experience are a new understanding and appreciation of Mt. Holyoke.

Fairs found that being away enabled

her to look at Mount Holyoke from a

new perspective. Students always talk about grievances here, and there are a

great many "ugly things." Yet part of her new attitude, she

believes, may be attributed to the difference between a sophomore and a senior. A sen-

ior is more settled, more established in her major.

Fairs is majoring in Chinese studies. Since Mount Holyoke did not offer enough

in this area, Fairs withdrew and applied to Michigan. In the spring of 1967 she applied for readmission to Mount Hol-

yoke.

There was, however, one difference.

She didn't want to study Chinese! She

wished to study Chinese, and the other school offers. She originally selected Michigan because of the Chinese

history and Chinese language courses available there. She did not want to study Chinese, and the other

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In fact, she worked in a large university.

Success Story

Ideas and attitudes had been fermenting during the school and courses which were de-

veloped. The consensus was that the week's goals had been fulfilled and the experiment was an over-

whelming success. The next problem was to discuss what type of experiments in education should be de-

veloped.

Fairs was impressed with the amount of flexibility

provided in Dartmouth's academic structure. Dean

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all reporters required to attend
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Anyone interested in joining the staff also urged to attend

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(Continued from page 3)

THE PUBLIO AFFAIR re-emphasizes the critical importance of a strong defense policy, and specifically a powerful national nuclear force. Given our nuclear posture, the United States can deter a nuclear attack with a force adequate to their threat, and, if necessary, can engage the enemy in a nuclear war.
Carnecki Explains 'Mainstream'; Develops Independent Adults

By Nancy Maichesinger '70

While unrest prevailed on the outer campus from 11:30 to noon on Tuesday morning, the chapel series presented the second meeting in its series on "Thrust in the Inner City." Stanley Carnecki, Associate Director of the Community and Regional Opportunity Program, explained the "Malcolm X mainstream," a federally supported project under the Bureau of Urban Affairs of the Department of Labor.

One of the aims of the program are twofold: to get adults back into the main artery of life and to maintain sustained independence through encouragement and supervision.

The basic problem in putting an agreement in an employment situation is their lack of skills, their poor attitude in work, and the machinations of the instructors.

A question was raised by the program deals with problems such as alcoholism, drug addiction, and psychological abnormalities. They spend much of their time in bus stations, bars and rooming houses. Operations such as Mainstream also coincides with other programs such as Head Start and Upward Bound and to solve family problems.

But these factors alone do not explain the dilemma of the percentage of the total population who live in the attitudes of our society. There is a lack of education to those who have failed in that society. Rather than give an individual an employment slot, we would just as soon knock him down and tell him that is his life and I made it," Mr. Carnecki said. The present emphasis is on race and ethnic groups.

SGA Funds Bus

(Continued from page 1)

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