First Dean Of Students Appointed

Dean Of Men, Women Become Subordinated

Ex-Student Attacks Drug Investigations

Council Balks At Future Rise In G.U. Tuition

Document Studies

SFS Identity Crisis

Two tents were pictured last week on the front lawn. One, pictured above, housed information on the Poor People's Campaign. It was called the poor people's tent. The other, much larger, housed the Diplomats' Ball. It was called the rich people's tent.

that because of “the succession of piecemeal changes that have been made in the curriculum” and “the fragmentation of control” in the academic structure of the University, the School of Foreign Service no longer fulfills its purpose of providing an integrated curriculum stressing problem solving.

Clearly, only a concerted assault on all the aspects of the school’s present drift and decline by all the members of the school’s community, administration, faculty, and students will enable us to meet the present challenge successfully.” The report ends.

Indeed, it warns that “this state of affairs, if allowed to continue, may be fatal to the S.F.S.” Therefore, the committee, which is composed solely of foreign service students, recommends both a “reformulation” of the curriculum and a change in the school’s present academic structure as well as specific methods to improve the morale of the school.

Arguing that the S.F.S. must be neither a liberal arts school nor a professional school, but a “professionally-oriented” school, the report enumerates five criteria by which the school’s curriculum should be judged—integration of all of the required courses, emphasis on problem-solving rather than memorization, international orientation, emphasis upon each of the three basic social sciences in isolation and in combination with government, and economics, and flexibility of program.

It therefore presents both general and specific proposals for changes in the curriculum. However, it would like to see implemented by the end of the current year.

The committee explains that it regards nine disciplines as essential to a good foreign service curriculum: history, government, economics, foreign language, English, philosophy, theology, behavioral science, and geography.

Last week the HOYA presented Dean John Hartmann, Jr.'s defense of the SPO drug investigation. This story goes on to explain how an apparently wide-spread involvement of student personnel director. The suspect was arrested by the police and paroled from the University last month.

MR. HARTMANN

Ex-Student Attacks Drug Investigations

by George R. Condon

A College sophomore was suspended from the University last week following an investigation by the University Discipline Board on charges of selling drugs. A three-man appeals board failed to acquit him, however, he was charged.

The road that led to that dismissal began with a warning letter delivered to the student at 8 o'clock Saturday morning, March 20, as I recall it. The letter accused him of being a user of drugs.

The third defendant, according to Mr. Hartmann, is in the student personnel director. He is left unknown to protect him from any future legal repercussions.

They asked me if I had ever been involved with narcotics and I said yes. The rest of the conversation concerned narcotics and its use on campus. It was a general atmosphere, and I was trying to be frank. There was no pressure at this point.

They asked me if I knew of others on campus. I said there was one person I had heard of, but I was not sure if he was a dealer and I had never bought from him. I said I did not want to seem uncooperative, but I didn't know of any on-campus dealers. I had been supplied by someone off campus. I then said that I thought the campus could hold only 2 or 3 real dealers and that I thought about it.
Symphony Orchestra Directed By Freshman

by Paul Korabuk

Firm, energetic motions of the conductor's baton direct the newly-formed Georgetown Symphony every Thursday evening in Gaston Hall. The symphony, Georgetown's most recent project in fine arts, was not stimulated by a University grant or an expanded music department, but is the result of the dedicated efforts of Louis Fantasia, a 19-year-old College freshman.

Fantasia's final test will come tomorrow night at the Symphony's first concert. Fantasia's interest in forming the Symphony Orchestra began with his arrival at G.U. in September. "I came to Georgetown with the impression that the University has a fairly extensive fine arts program and I wanted to play my double bass. After discovering that the chamber music group I signed up for was non-existent, I contacted and received help and advice from Mr. Higgins and Professor Chief of the Fine Arts Department and Fr. Davis of the University's Music. It's an excellent group which inspires me with the students and their experience. Tonight I am especially looking forward to our first concert. As a result of the post-concert I missed eight players, a serious loss, and our $300 debt has been raised another $100. However, we are well prepared and look forward to a good concert tomorrow night."

Describing the concert as "a difficult and ambitious program" Fantasia expressed confidence in the Symphony's "fine musicians and a good-sized orchestra." In his words, "The concert will include Wagner's 'Die Meistersinger', selections from Bizet's 'Carmen', and Howard Hanson's Symphony No. 2. This difficult literature has been successfully attempted and I am especially looking forward to the performance of the Hanson Symphony. Composed in 1930, the Hansen work has a modern structure which makes use of all instruments. For example, basses are on an equal basis with woodwinds."

Because Fantasia is a freshman, some have questioned his abilities while others have come to regard him as somewhat of a phenomenon. Neither contention is of much concern to him, as he says: "The fact that I am a freshman has nothing to do with it. I simply wanted to play my double bass and found myself forming an orchestra. However, I am not without our experience, having conducted the Greater Boston Youth Symphony, the Concord Orchestra, and the Harvard-Radcliffe Orchestra as well as various groups in public schools. I also teach music theory to mentally retarded children every summer and have been a music coach at the Greater Boston Youth Symphony workshop in Maine."

A major consideration of the Symphony, as with most other things at G.U. is financing. In his words, "We will need a full house to pay out $300 debt. The University has offered to help pay expenses which we cannot meet, but I want to establish a permanent organization, not a losing business. Tickets are available Stage One and at the door of Gaston Hall tomorrow night at 8:30 p.m. Reserved seats are $2.00 and unreserved seats are $1.00. It will be an inexpensive evening's entertainment and the orchestra should be supported. I think students could take some time from their studies to spend 90 minutes seeing the best performing group on campus."

Turning to the proper dress for Fraternity's occasion, he said that 'Black tie is optional and I am looking for girls to wear their gowns from the DcP Hall. I'll be in my tailcoat and it is worth coming just for that.' Ambassadors of Orions of Italy, Ambassador Velasquez of Panampa and David Sturt of the President's Council on the Performing Arts will be our honored guests.

Although he wears a neck brace, Fantasia does not believe that it will interfere with his conducting. "I pitched a nerve in my spinal cord and have found conducting painful at times. I'll just have to bear it and not stick my neck out, no pun intended."

The Georgetown Symphony was put together out of a sensing campus. Some of the musicians are students, some faculty members, and some community residents.

"The Georgetown Chef" announces that students wishing to work in New South Cafeteria through Graduation (June 10) or through Alumni Weekend (June 15-16) may apply now.

Applications for work next year will be taken when school reopens in the fall.
Joseph Jeffs Describes Modern Library Plans

by Vic Parker

With construction work on Georgetown's library reaching the third floor level, many students are beginning to wonder what the new building holds in store for them. According to the University's head librarian, Dr. Joseph Jeffs, everything from Georgetown's library reaching the new building holds in store for the fifth floor can be expected. Dr. Jeffs, everything from Georgetown's library reaching the new building holds in store for the fifth floor can be expected.

A student entering the building through the main entrance on the library's north face will find himself on the third and main floor of the library. Passing between rows of giant card catalogues towards the large check-out desk, he will notice the reference area to his left and the reserve reading room or study area to his right. At the check-out center, an automated circulation system will be responsible for keeping track of the books, records, tapes, and films being borrowed. The system, to be implemented in the fall of the present library, will be responsible for checking books, records, tapes, and films in and out. The system will also have as many as 100 private rooms, available on request. They can be locked and can be used for thesis work or by faculty members during large amounts of time-consuming research. Some of the rooms will be on the second floor and some on the fourth.

On the first floor, the library will eventually put many of its new books. Since they do not presently need the space, the area will be used by the faculty as offices. Here will also be the library's Xerox equipment and audio-visual materials. Thirty-two booths will be put in, and the lighting will be excellent. Rows of chairs will be put in, and the be used for group discussion. The individual seats in each booth. Two multi-purpose rooms will be on the first floor. These rooms will be available for committee meetings, for conferences, and for special classes and lectures.

The fourth floor will have more book stacks and reading rooms, which will be utilized when the library acquires more materials. These offices will be on the fifth floor.

The library will be completely carpeted. The height of the building and the building's windows could make for spectacular views in every direction.

New Orientation Plans Start Next September

by Bruce Baviger

Several improvements are in store for G.U. students. Mr. Anthony Stangert, director of student activities, is planning to change the orientation program. The G-Book, social events procedure, and student orientation will be changed this fall. The new orientation will take place on Monday, Sept. 13, at 3 p.m. in the auditorium. The classes will begin Thursday, Sept. 16.

The guideline for orientation and for all the changes which Mr. Stangert is proposing is as follows: the increased and improved communication. Foreign Service freshmen will join the rest of the Class of '72 at the conclusion of freshmen orientation, the G-Book, social events procedure, and student orientation.

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A Problem With Deans

This week the University has seen fit to add to its student development bureaucracy with the appointment of a dean of students, an office newly created which fits into the administrative structure just below the vice-president for student development and just above the respective deans of men and women. What his role will be is still somewhat vague; only his administrative slot has been determined at present. Apparently his functions will be defined upon his arrival, after his own estimation of what his particular talents are best suited for, and perhaps even needed for, has been made.

It might seem strange to bring in an outsider to help to solve Georgetown's problems, but this has been the year for outsiders. Some have adjusted quite well and have made definite contributions to the University while others have not, which seems to be why this particular appointment had to be made. While 'kicking one upstairs' has been a solution frequently used in solving personnel problems, the action in this case has a different twist to it—the problem child is being relegated to a position of lesser importance as far as policy making is concerned although keeping the title of his former job. The end result of this is that the reasons why this one was a failure are not being corrected but only disguised, and the bureaucracy that the student must face is not being diminished, or even opened up, but rather increased.

The HOYA has spoken out on a number of occasions to criticize various actions of the dean of men. Both times it was hoped that the dean was only adjusting to the University and that the problem he had would be overcome. But each time these hopes were dashed by reports of another incident even more unfortunate than the previous one. The response on this page each time was a little more critical, but there was always some hope that things would change, and so the criticism came short of asking for the dean's resignation.

The difficulty with the dean of men is simple: he does not have the confidence of the students at Georgetown, and it does not fit in with Georgetown's way of thinking. Until now it has generally been hoped that the dean would alter his thinking so as to adjust to the University instead of trying to make the University adjust to him. The most recent reports of his behavior in the drug investigation, however, have ended these hopes. Not only have student rights been flagrantly disregarded and due process for students completely ignored, but the tact that the dean exhibited in dealing with persons involved has been unfortunate to say the least.

It is understandable, and even admirable, how the University refuses to relieve the man, since this would almost certainly mean his ruin, this being his first job, etc. It was this thinking that led to the most recent appointment, and it is this thinking that is causing many to say, "If only they had appointed the right man in the first place, they would not have had to appoint a new person at this time when the University's financial situation is a common concern of all."

On the other hand, pressure is beginning to mount. Students are voicing their opinion, their petitions are being drawn up. The confidence of the students in the dean of men has not improved, and the thinking of the dean of men has not changed. Adding to the burgeoning bureaucracy will solve nothing.
Letters to the Editor...

DISINTERESTED

To the Editor:

My letter concerns Dean Klein and Dr. Tripp, Georgetown's Dean of Men and V.I.C. administrators, respectively. Our hands were tied this year. Both had been educated in student personnel relations and spoke frequently of "getting to know the students." The year is now over and, in fact, the promises have not been fulfilled.

In order to address the student groups here, neither has created in the students themselves that "special aura" which is the "all around" or "the spirit." My guess for their failure is a lack of concrete manifestations, varying degrees, Dean Klein and Dr. Tripp are more guilty for their positions, by definition, demand too much with the student body. My knowledge, neither has engaged in any kind of broad, violation, neither has attempted to avert the students' mind any feeling that the student groups here are anything but a mere collection of isolated, unmeritorious, and unintellectual individuals. The only practical alternative to avert this is a fast, a few dance, or some records, etc. Remember, the issue at hand is not only that of a Catholic university's obligations in light of our country's social crisis, but also the improvement of Georgetown University by expanding the gamut of its student activities, improving relations with the Washington people, and improving the quality of the non-academic workers.

Neither the "most vehement objection" is the petition "violations of freedom" to try to compel the student to conform to our village, under no circumstances, an unnecessary freedom, or any other way to improve the University, than in the case of a request for an increase in the personal freedom of its students, just as is the case of a request for an increase in the personal freedom of its students, just as is the case of any other increase. Except for the sake of the University, I agree that we are not going to improve the University in these areas. Such logic is a misunderstanding of our petition than a difference of opinion I want to briefly comment on each.

(1) The first objection is that a student unable to afford the $5 increase must submit confidential financial information to prove his inability to pay. This overlooks the obvious fact that the people most likely to apply (those on scholarship) have already submitted such information to the University. Also, the information will be regarded strictly confidential as it should be.

The only practical alternative to avert this will be to force everyone to the increase, as is necessary, and at least no conventional" tuition increases.

(2) It is argued that in any case the student groups, by playing the student's financial burden and therefore must be granted. It is impossible for our committee to address the student's financial burden and therefore must be granted. It is impossible for our committee to address the student's financial burden any more than it has been to address the benefits, not necessarily the personal freedom of its students, just as is the case of any other increase. Except for the sake of the University, I agree that we are not going to improve the University in these areas. Such logic is a misunderstanding of our petition than a difference of opinion I want to briefly comment on each.

(3) The third objection is that a student unable to afford the $5 increase must submit confidential financial information to prove his inability to pay. This overlooks the obvious fact that the people most likely to apply (those on scholarship) have already submitted such information to the University. Also, the information will be regarded strictly confidential as it should be.

The only practical alternative to avert this will be to force everyone to the increase, as is necessary, and at least no conventional" tuition increases.

The new breed of Blazer

We've got a trail blazer, especially for men who are just a bit bored with that old backbone of the casual wardrobe. Definitely shaped, side-vented, distinctively detailed, tailored of a wool blend in a comfortable fit. Definitely shaped, side-vent ed, distinc­ tively detailed, tailored of a wool blend in a comfortable fit.

New Shipping Mount Turtles and Knit Shirts

Collared and Crew Necks
Solid Colors and Stripes.
$5.50 to $10
LaCoste Knit Shirts from France $10

GEORGETOWN UNIVERSITY SHOP
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FÉRÁL 7-6100

A CLARIFICATION

To the Editor:

I read with both interest and concern the article appearing in the May 2 issue of The HOYA concerning the feasibility of admission of women to the College of Arts and Sciences. I feel that it would be a disservice to the proposal.

We are poised (and for that matter, exclusively) a school of fine traditions, effective and concerned student leadership, innovative curricula, unique programs above all else—a dedication to serving the needs of a fellow man. It is for just these reasons that we have demonstrated opposition to unification with the East Campus. The feminine influence upon the attitudes and opinions of those schools has been unmistakable. Apology is impossible.

Most I remind you that, proportionally, the College constitutes 50 percent of the clientele in the Air Force and Army ROTC programs, over 15 percent of the National and American for Freedom, and has overwhelmingly endorsed the presidential aspiration of Hubert Humphrey.

The presence of women in the classroom and laboratory is, at best, stimulating and desirable. It predicts a degenearation of academic morality, class attitudes, and an overall hostility.

Now open women out of the College! Is nothing sacred?

Bernard Joseph Piché
Chairman, Committee of 100
Concerned College Students (CCC)
Co-chairman, The L.J. Monument Fund

LEADERS?

To the Editor:

In the week of April 28 to May 5, the council of the Nursing School and the Walsh Area endorsed the petition of the Georgetown Committee in support of the Poor People's Campaign (which provides scholarships for poor D.C. residents and a wage increase for the non-academic workers of Georgetown), Sunday night, May 5, representatives of the Committee went to the Yard Council with their proposal.

The members of that council set in a hollow square facing each other, their backs turned to the people of Washington, D.C. The physical set-up of the meeting perhaps more vividly than anything else demonstrated the sort of "representation" which permeates the Georgetown community by council (usually the Council of the East Campus, which is quite separately and openly and respectively faced its "opponent" in a totally artificial and sterile atmosphere where students sat with the Council of the East Campus and vice versa). The Council of the Yard, unlike those of its fellows, rejected the proposal thus bypassing the student community their minority in the human crisis facing Georgetown and our nation.

Tomorrow...

Tomorrow, and tomorrow, and tomorrow, Creeps in this petty pace from day to day (Shakespeare. V. 1.)

FRIDAY, MAY 10
Military Ball-Guest South at 8:00.

SATURDAY, MAY 11
Bowling Banquet-The Grill at Georgetown at 2:00.
Collegeate Club Dinner—Dar­ nell at 5:00.
Bar—GU vs. George Mason Home at 2:00.
Gat—ESC at Princeton at 9:00.
Crew—GU Lightweights, Dad Vail championships at Philadelphia.

Sailing—MAISA Spring Mon­ tage at 5:00.
Tennis—GU vs. Penn State Home at 2:00.

SUNDAY, MAY 12
Rugby’ll All-American at E.C. Heberle, Englad rugby club. Kehoe Field at 2:00. Free.

MAISA Spring Montage at Navy.

MONDAY, MAY 13
Astronomical Colloquium—Alumns at 8:00.

WEDNESDAY, MAY 15
Classes end.
Room Selection—Gastion Hall at 6:30.
The Challenge Is Urgent
The Task Is Large
The Time Is Now

HUMPHREY

We are founding members of the Georgetown for Humphrey Committee. We invite you to join us.

Jack Aguero
J. Damon Andrews
James D. Atkinson, Sr.
Michael P. Balzano
Ed Basenette
Martin Baumgaertner
Dennis Boyd
Michael Burke
Claire Z. Carey
Robert Chebe
Thomas Dodd, Jr.

Valerie Earle
Tom Elliott
Frank Evans
Arthur Ferraro
Michael Garce
Stephen P. Gibert
Judy Greff
Richard Harrity
James H. Hauver
Rev. James B. Horrigan, S.J.

Jeane Kirkpatrick
Larry Korchnak
Dolores Langer
Frank Lavatone
Janet Magnesson
Tom Maloney
Peter T. Maro
Francis G. McGoldrick
John McDonough
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Timothy Seward
Michael D. Schlesinger
Mark A. Sullivan
W. Richard Walsh
John Wright
Roger S. White
Debra Winner
Edgar Zachto

GEORGETOWN FOR HUMPHREY

Call: Dr. Earle 337-3300 JEM 3-4133
Mike Schuttman 963-5230
Mark Sullivan 337-7865

Write: Dr. Valerie Earle
4220 43rd St., N.W.
Washington, D.C.
The HOYA Unveils Its Year In Review

by Alexander Bush and Thaddaus Hessy

The current year began with an ominous portent of things to come. 

The class of 1970 welcomed the dawn of a new decade and a new world. Over a thousand members of the class of 1970 were expected to arrive, and few were prepared for the shock that was to follow.

The black clouds continued to gather, and the tension was palpable. It was as if a new man, a layman, had been appointed to the presidency of a university, and that man was known as Student President Hendry. It was rumored that the选

This has not been the best of years for the University, and the trend is not evident. Disaffection has been growing, and the future is not looking too bright. It is hard to blame it on one man, or one group, or an individual. But in truth it is as if one were a bird in a dying forest.

The upper echelons of the University continued to demonstrate their activities in the summer as they always do. The appointment of John Lee as the new President of the University was met with derision by the students. The campus hierarchy joined with others in a determined effort to placate the students.

But the University did not lack for administrators; it even brought in a new one this year. Father J. Dixon was appointed as the new President of the University. Father J. Dixon is familiar with the University, as he has served as a faculty member in the past. Father J. Dixon is a man who is unfamiliar with the complexities of running a university. Mr. Modglin raised the issue of Evan's sizeable shoes in the Community.

In the overview of things, it was noted that whenever theIRC did something, it was noted that Mr. Kline was involved. Father Campbell found the student riot on the subject of Dean (Mr.) Klein. Dr. Philip Klein was welcomed by Alexander Buehl.

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This information is published with the approval of the University Parking and Traffic Committee in order to disseminate pertinent traffic information to all drivers, with an urgent request for cooperation and support of this program.

Notice Of Adjustments

To Campus Vehicular Traffic Pattern

Effective date: 15 May 1968

NEW PROSPECT STREET ENTRANCE. Designed as a direct route to and from Lower Campus, including Student Lot 3, Gym Lot 4 and Observatory Lot 5. Will be open 24 hours daily. Parking on this roadway at any time is prohibited.

CANAL ROAD ENTRANCE. Will remain open but, as in the past, will be closed at night for Security reasons, from 8 P.M. until 5 A.M., 7 days a week. Will be opened when necessary for scheduled special activities.

NEW SOUTH HILL. Closed for general use as a thoroughfare, but primarily due to narrowness of roadway and to reduce the heavy "down-town commuter" traffic using campus roadways to bypass traffic tempo on city streets. New South Hill to be used by necessary Service and Emergency vehicles ONLY, and will not be considered a regular thoroughfare between upper and lower campus. The cooperation of all drivers is solicited.

MAIN GATE (337th & O Sts., N.W.) will continue to serve as entrance to and exit from Hourly Paid Parking Spaces for Visitors, and for Lots on upper campus.

LOT 3 (New South) CONTROL. Lot will be manned by Parking Contractor during a test period from 15 May until 15 June 1968. Only parking by "current" Decal, or, "Paid Parking Hourly Basis" will be permitted. Special "All Day" Rate of $2.50 per day has been added to the presently posted hourly rates for this specific parking lot.

PARKING METERS. Installation of 7 meters is anticipated for May 1968 for a test. To be located at the rear of New South building in the vicinity of Lot 3 new gate, and New Prospect Street junction. Meters primarily for accommodating visitors, salesmen, visiting engineers, etc.

Spring Vehicle Registration Data

ALL current decals expire on 15 June 1968

SUMMER SCHOOL STUDENTS may register, or re-register, at time and place of regularly scheduled Summer School registration. Vehicle registration fees which cover parking privilege may be for First or Second Session (6 weeks each), or both. Parking fees for Student Lot 3 are based upon $2.00 per month, payable in advance at time of registration.

Charges: Parking (One Session only) $3.00
Plus Parked Deposit (Refundable on turn-in)
Parking (Both Sessions, 3 Months) 6.00
Plus Parked Deposit (Refundable on turn-in)

STAFF AND FACULTY, CAMPUS. Re-registration may be accomplished in the Traffic Office located in the basement, O'Gara building, from 8 A.M. until 4 P.M. during the period Tuesday thru Friday (11 thru 14) June, 1968. Re-registration will be for 3 months.

MEDICAL CENTER. Re-registration (for 3 months) for the Parking Decks, Lots A, B, C, those in Lot 1A, Front of Med./Dent. building, and lot adjacent to the Animal Facility may be accomplished from 8 A.M. until 4 P.M. during the period Tuesday thru Friday (4 thru 7) June, 1968. One central location for this re-registration will be established and notice will be posted on all Medical Center bulletin boards well in advance of registration date.

Late registrants will be faced with the inconvenience of accomplishing re-registration in the Traffic Office located on the Main Campus (basement, O'Gara).

REGISTRATION (or re-registration) BY MAIL has been completely discontinued. Our Parking Contractor tested this system in an effort to cooperate with drivers, but due to many factors that proved this system unsatisfactory, declines to handle registration, re-registration, or Parked transactions by either the U.S. Mail or Campus Mail.

Reminders

1. At the time any vehicle is registered or re-registered, presentation of State Vehicle Registration is a basic requirement. Also, when re-registering a vehicle, please be prepared to furnish your Decal Color and Number to reduce time lost in checking previous registration files.

2. D.C. Government Traffic Laws apply on University Private Property. All drivers are reminded that Yellow Curbing identifies Fire Lanes and/or No Parking Areas, and violators are subject to having their vehicles towed at owners expense.

3. Requests for Special Activity Parking. Those persons who desire to make arrangements for special activity parking are asked to contact the Traffic Office (337-3300 Ext. 668) well in advance of scheduled activity to assure prompt and proper action to accommodate anticipated guests.

Paid Advertisement by the University Traffic Office
Committee's Preliminary Student Bill Of Rights

Article I. Admissions Policy
1. Knowledge and academic performance shall be the criteria by which the students are graded. Students may review their grades, including written materials which figure in the final examination and any self-study, disqualify a campus organization which request advisers, members, although a member of the academic community. They shall be free to speak and express their views through any means, consistent with the constitutional and statutory policies of the University.

Article II. Academic Policy
3. The responsibility to secure and to respect good academic standing is shared by all members of the academic community. The student shall have significant voting representation or the student representatives shall have significant voting representation or the student representatives in the governing body of the University. The student representatives shall be elected by the students and shall be representatives of the student body.

Article III. Student Publications
1. The student press shall be protected from arbitrary, wrongful, or arbitrary, wrongful, or improper disclosure is a serious pro-

fessional obligation. Information which is known to the student in confidence, and possesses the information for which they have been contracted. This contract may be modified, suspended or ended at the discretion of the student. The contract may not be modified or suspended without the mutual consent of the parties involved.

2. No person, other than the students to whom it is assigned, shall have the right to publish on the campus. All persons, other than presenting proof of identification, shall have been subject to the approval of the Board.

3. Residents shall have the right to majority voting representation in the formation and interpretation of rules applicable to the dormitory. Residents shall have the right to organize resident committees, whenever they deem proper for the specific purpose of handling problems unique to their particular residence situation.

4. Premises not owned and operated by the University shall in no way be regulated, entered, or searched by the University.

5. The accused student has the right to due process in all disciplinary proceedings.

Article V. Rights of Students
1. No one shall be deprived of the right to vote for student government candidates or to participate in election of student government candidates. The student body shall not be required to maintain a student government that is consistent with the United States Constitution.

2. No disciplinary action shall be taken without a hearing. The hearing shall be conducted in a manner appropriate to the academic community. University committees shall not be conducted in a manner appropriate to the academic community.
Music: Mellowed Vibrations

The Beach Boys sort of grow on you. Oh, they may open up the concert by singing one song of theirs that you really can’t stand. Or they may even sing that tune of theirs that you really loved. But grow on you they do, until, in the performance element you have genuine respect for them. If you are artists, then at least as an unusually long-lived quartet still quite capable of putting on a rousing good show. Such was the case with the ’63 annual Yard Spring Concert. Pages could probably be written of the story of procuring the Beach Boys as opposed to acquiring the services of some other group, but those are matters for administrators and their agents. As for the music, it must be submerged to simple appreciation. In a word; Simon and Garfunkel weren’t.

However, it would be well within the reviewer’s realm to lash out at the locale chosen for the show. The Washington Coliseum, because of its somewhat provocative position in a troubled sector of the city, could not possibly attract a full house. But do not let that influence your opinions of the Beach Boys, who continued performing excellently as usual. I suppose the question is, “Should the concert be booked again?”

Also on the bill was the Maha­

Roshi Mahesh Yogi.

Books: Lukewarm Cold War

ThE VUNERABLE RUSSIANS, by Lev Dobriansky, Paget Press, $4.95, 242 pages.

Of the thousands of volumes that have been devoted to the proper American response to the cold war activities of the Soviet Union, only a few have succeeded in presenting us with realistic, viable strategies. The Vulnerable Russians is one of the failures.

After the opening chapter’s discussion of the pre-Soviet nature of Russian aggression, there is hardly a single useful idea in the book. It is Dr. Dobriansky’s thesis that “our most powerful weapon against this last remaining empire in the world in ideology, the system of ideas and truths, embodied in our own Declaration of Independence, and that we must use ‘Imagination, initiative, courage, and abundance with the truth’ as the necessary ingredients of our policy.”

This, of course, spurs the brain of every young person for anyone short of the Houston. Additional proof—

when the Beach Boys were last in Constitution Hall there was hardly an empty tier: this time whole sections were abandoned and those who actually held the $5.50 top felt cheated since you could sit where you liked in the one-third full auditorium.

Logistics aside, the Coliseum was a regrettable choice from another angle. There, they did, the Wilson Brothers plus three others were shown by a sound system more efficacious for no control than music appreciation. Resonance, feedback, and sound echoing were the order of the day.

The Beach Boys have made a serious attempt to revolutionize in their six-year career—no longer distancing us some Californian exotic “Get Around” (which is as close as one can come to the zenith of American rock) as well as their blue-influenced efforts such as “Wild Honey.”

This praiseworthy evolution was seen in last night’s performance, more so than in any other of their most recent live attempts. Backed by the ten-piece supporting rhythm section, the new, suave styme for ab­

solute reality to the opening electric sound and succeeded brilliantly. The most radical detractor would have been forced to con­

clude that their reputations of “Dar­

ker than Eden” and “Only Voices” were letter perfect.

“Performance” was not an idle boast, but a beauty that was not fazed by a failing microphone that made the lyrics inaudible but gave the overall sound a warped instrumental mastery the tune possesses. It also facilitated the Beach Boys’ exploits, theCompleting a complex Mike Love and keyboard George B. sono­

drummer Denny Wilson is (not in the Ginger Baker league but compareable to Dino Danelli or any other American). The Beach Boys ambled off the platform to lose applause than they deserved—more a consequence of faulty electronics than any omnamation on the sonic side.

Also on the bill was the Maha­

Roshi Mahesh Yogi.

GUESS WHo’S COMING TO DINNER. Starring Katherine Helmond, Sidney Poitier, Katho­

rine Hepburn, and Spencer Tracy.

A short time ago, during Harry Belafonte’s stint as the Tonight Show’s host, Sidney Poitier gave his considered explanation for his recent decision to become a stage and film director. Mr. Poitier stated that while setting no longer permitted him to express his creativity, directing would for it would really allow him to exert total artistic control over his productions. This statement isn’t really very surprising for Mr. Poitier has been playing all his roles in the same style for the last three or four years. I don’t see how, if Mr. Poitier truly thinks he has explored the fuller possibilities of acting, he will ever direct any successful plays or movies for what seems to be the conception of one more acting role and purpose is so narrow that it’s ridiculous. Being a Negro, Mr. Poitier fears that if he plays anything but satisfy Negro, he would damage his next project. But, Mr. Poitier, as does his latest film Guess Who’s Coming to Dinner, beg the question for as long as the leading Negro movie star of this country con­

tinues to have his Negro stereotype, there is no film possibility of seeing interesting characters played by Ne­

groes; Poitier’s stereotype so carefully developed over the years is just as binding. If not more so, as Hasty MacDowell’s.

Also a superbly talented drummer . . .

Movies: Stylish Flop

W. Stowe Eason

MOVIES: Stylish Flop

THE HOYA

Thursday, May 9, 1968

Walt Poodry

DIN N E R.

Guess Who’s Coming to

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Din­

ner.

Guess Who’s Coming to

Dinner has been a “simple draw­ing­room comedy about a shal­

low people—as it often is—it

would have been a fairly amus­
ing movie, but since it was pro­
duced and

directed by Stanley Kramer (Ons the Beach, Judgement at Nurem­

berg) under the loving auspices of Hollywood’s liberal wing, it

goes to pretends to give nothing less than the final answer to what Kramer and Company seem to believe is America’s ultimate question—not mis­

recognized. It is, of course, a big

hit, but what else could this kind of film be, especially since it was made by people for mirth­

ing reasons... I assume—refused to allow the complexities of misnec­
gation to come through. Dinner is the story of a young liberal-edu­
cated white girl (even more horri­

bly played by Katherine Hough­

ton), reared by liberal, crusading parents (Spencer Tracy and Kather­

ine Hepburn), and her world

famous, Negro boy friend (Sidney Poitier) who face the gradually diminishing opposition of their parents (the mothers giv­

ing in first), who eventually decide that there is no problem so big that love cannot overcome it. Dinner does not touch the psycho­

sexual aspects of the misnec­
gation question; these well-educated people obviously know better than to believe in, and feel threatened by the fact. Negro myths need only unroll (the characters fate is so­
cially discrimination, and their pre­

judices). Dinner is less a film than a stage show—po­t­

myth characters need only exist to shock the audience; Dinner is a mere attempt to make them feel the same.

But what Kramer and Com­
pany skillfully dodge is that most

Americans do feel threatened by the myths; and by having a clean, Appealing, sexy and com­
to-shock-up-with-white-girls. Sid­

ney Poitier as the Negro, they

make it seem so banal—like hav­
ing Doris Day in your bed—that in the long run, I think, they give their cause a rather big punch where it really hurts . . .
A Sad Maternal Experience

POOR COW. Starring Carol White, and Terence Stamp. At the Capitol Hill Theatre.

Poor Cow is one of those rare pictures which successfully strikes the balance between dramatic development and semi-documentary photographic work. It is the story of a young British girl, who, as she states it, fell into the family way at the age of eighteen. As the film opens, the audience is shown the birth of her first child taking place in a pub. She leaves her husband and one sees the poor conditions under which she lives. Her husband is a thief. A scene occurs during which the husband and his cronies conspire to rob a store owner. The robbery takes place, but the thieves are all apprehended. He is sent to prison and Joyce and her son, Jonny, go to live with her aunt Emma in the country. Becoming bored with this sedentary life, Joyce, along with Jonny, returns to the city. It is upon her return to London that she meets Dave Fuller. He is also a thief, but creating this disadvantage aside, she decides to go on with him. They spend six wonderful months together, and spend what she describes as a glorious week camping out in Whales. They have fallen in love and their relationship is portrayed beautifully on the screen. Unfortunately as happens to most thieves, Dave is arrested, convicted, and he receives a twelve year prison sentence. Joyce continues to love him, but suffers from a highly active libido, she cannot maintain her constancy.

Since her lover to lover, she attempts to reconcile her carnal部份 to her love to Dave. She argues that she is still in love with him and that various activities she is participating in do not affect her life unfavourably. Joyce goes to work in a pub. At this point the picture displays a number of pros and cons-pro and counter, etc. Her attitude, only to marvel at the sheer magnificence and horror of it all, and what one can do when he does off. This is a picture that must be seen. If you are able to see only one part see the second; it is a more advanced, a deeper look into the Russian cinema.

John Kennedy once asked Arthur Schlesinger why the White House speechwriters could not develop fine phrases like Khrushchev's speechwriters. Schlesinger replied by noting that anyone could create a number of good moments in a six hour speech. Now if you happen to enjoy six hour movies... R. J. D.

Movies: Hour After Hour . . .

WAR AND PEACE. A Sergei Bondarchuk Film. At The Ontario.

Six and one-half hours is an excessively long amount of time for the cinematic treatment of any work, including Leo Tolstoy's epic novel of Russia, War and Peace. Some senses after the first intermission that the director, Sergei Bondarchuk, handled his film as if he were an Italian filming the consecration of a pope. Tolstoy quite obviously could do no wrong—everything appears in this production.

It is quite honestly an excellent motion picture. It is filled with the grandiose and with the minute details that compose any great work. The genius of the film is its picture. It is obviously one of the great cinematic triumphs of the modern age; but it is flawed, and previously so. Really what can one do after an hour and one half of a single battle sequence that marvel at the sheer magnificence and horror of it all, and what one can do when he does off. This is a picture that must be seen. If you are able to see only one part see the second; it is a more advanced, a deeper look into the Russian cinema.

The picturesque setting that the director, Arthur Schlesinger, once asked the White House speechwriters could not develop fine phrases like Khrushchev's speechwriters. Schlesinger replied by noting that anyone could create a number of good moments in a six hour speech. Now if you happen to enjoy six hour movies... R. J. D.

THE PAGAN EYE. Alan Cariddi.

At last, the long haul's done. The HOYA has gone to bed for the last time this year, and, as the "Hallelujah!" chorus of the Messiah resonates through Coppley's inaudible, tappity-lookin' news and features writers—battered and beaten by the slings and arrows of outrageous fortune—stagger out into the light of day. Though thousands of features writers (my favorite brand) it is especially excruciating. Veritable mountains of peach and cream (graciously supplied by the critics of our critics) roll forth to smother them in bliss. Nothing is faulty; everything is pleasant and rose-colored. Last forever in the Stygian depths of the newspaper office are the infuriating glossaries and style books; abandoned are the watchwords of the brave reviewer: "How to lose friends and irritate people." And with them our unpleasant memories of the Shrub; and the Maharishi; and the cheerleaders.

All in all, however, if the amount of criticism we've received has been any indication, it's been a very good year indeed. For our primary purpose of the supposedly "cynical" writer has been to provoke response—intelligent response. Yet, (yes, even here) still too many readers approach creative criticism with a belligerent "show-me" attitude, only to react like an indignant vestibal vestigial to the shock appeal of the sarcastic slant they were looking for in the first place. Yes, art must please, and satisfy, and be meaningful to the audience—yet it must also prod, and goad and infuriate—else it is not true art; all happy creativity is the nourished fruit of provocation.

HOYA features are the training ground of future iconoclasts; opinions here have been purposely not "mealy-mouth." Their intended function has been to satirize, to mock, to ridicule as well please and amuse. And only rarely has any university provided so many channels for student creativity as does Georgetown.

It seems a shame, however, that so many still continue to be satisfied with being fed; with criticizing without doing; with living without creating.

But features are tired now; and the remaining Pagan Eye has been mercilessly gouged out by the ever vindictive Shrub. And so to sleep...
SOCIETY TODAY

The Split
Level

Contains their new single release...
Right Track

...and Dot's got it!
Obsolete Academic Disciplines

by Carroll Quigley, Ph.D.
Professor of History

No education is worth much which does not help those who receive it to understand the world in which they live and feel more at home and more effective in it. For years, the experience of Americans in their academic schools has not helped them to feel at home, but rather has hindered them. The experience has tended to be a kind of brain-washing insulation, in most cases to establish a bourgeois or (in recent years) a New Age outlook. On the higher levels of the system, this has been supplemented by a new kind of training for a place in the bureaucratic structures which now dominate American life, in business, in education, in teaching itself, in religion, the law, medicine, and the defense forces. This is reflected in an easier and more narrow, specialization and in the increasing pedestrian nature of so much of the work done in all fields.

On one side, this leaves us with a growing recognition of understanding the rapidly changing world, but not with any ability to live in and, as the opposite side of the same coin, a large number of gigantic problems to which our understandings and our educational structure has little to contribute (that is why they become difficult). This must be clearly by asking ourselves the question of whether our academic disciplines do these things, in business, in religion, in society. For example, and concretely, “from which of the existing academic disciplines would we recruit someone to enlighten us on each of these problems?” However, we would answer, there is no answer, for the simple reason that the great problems of our day do not fall into any one academic discipline, and, indeed, cannot be dealt with by commitment to any one of the different academic specialties.

Today’s Problems

The problems are obvious:
1. war and peace; a continuous and acute problem of understanding the rapidly changing world and, as the opposite side of the same coin, a large number of gigantic problems to which our understandings and our educational structure has little to contribute (that is why they become difficult). This must be clearly by asking ourselves the question of whether our academic disciplines do these things, in business, in religion, in society. For example, and concretely, “from which of the existing academic disciplines would we recruit someone to enlighten us on each of these problems?” However, we would answer, there is no answer, for the simple reason that the great problems of our day do not fall into any one academic discipline, and, indeed, cannot be dealt with by commitment to any one of the different academic specialties.

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University Of The Future
Its Techniques Of Learning

by Charles B. Feaster
Professor of Psychology

I would like to describe some general principles of the future as we might con­struct it imaginatively from a knowledge of some principles of learning.

In such a university the educa­tional process would be individ­ualized for the student: he would have his own pace in a curriculum tai­lored to his own needs and goals, yet so structurally structured by the university so that the student’s graduation would certify a sub­stantial development of personal com­petence as defined by the univer­sity’s curriculum committee. In­stead of standards and grades and classrooms as we know them now, a student would proceed through the curriculum at his own pace by completing sub­units of study at various learning and testing centers. The sub­units would correspond somewhat with present departments, and the student’s needs and interests would determine the sequence of study and graduation, and progressively the student’s status would depend upon accomplishing the sub­units. The student would be exposed to experi­ence rather than the professor, who would teach the advanced graduate courses. The student would teach the beginning graduate student, who would teach the senior and junior, who would teach the sophomore and freshman. A key role for the professor would be to actually observe and take data on the learning process.

The main tasks of the professor­ial faculty would be to perfect the learning center, to construct the teaching area, to select and train the teaching assistants, and to supervise the professional faculty who would spend most of their time there—some 12 per­centage of the student’s experience in the curriculum. At first, before the student acquires sophisticated study skills, it may be necessary to break the assign­ments into very small parts, each of which would be demonstrated by the student’s performance in writing, orally or in some combi­nation. As the student acquires sophistication and experience, the size of the study unit would be increased. The student, by the end of the curriculum, would be running long assignments under the guidance and coaching of the intermediate feedback and encouragement and making further contact with the educational sys­tem only after he has completed the entire assignment.

The physical structure of the university would consist of learning cen­ters, a library, and residence halls.

The learning center would con­sist of a teaching area, a faculty and laboratory and workshop area, and a presentation area. The learning center would be open continuously, and a major part of the day by teaching assistants. Professional faculty would spend most of their time there—some 12 per­centage of the student’s experience in the curriculum.

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The main emphasis of the univer­sity would be on the individual study which develops the student sufficiently so that he can appreciate a broad integrated presenta­tion of a report of the professor’s research.

Testing

The university of the future would test the student much more frequently and intensively than is generally true in most universities today. A test would be a direct measurement of the student’s entire repertoire, through lectures and informal interactions.

Lecture would be used to influ­ence the student who had mastered the elements of the subject matter through individual study. Through occasional lectures, the professorial staff would integrate knowledge the student al­ready has and reveal a broader model of scholarship and intel­lectual life. The individual lectures would be thought of as random encouragements to achievement that brought the student to a level of proficiency that could lead into the lecture interaction.

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Th e Professor

The university of the future would be concerned about all features of the students’ educations which might increase the stu­dent’s general intellectual capac­ity and its educational goals. The professor becomes a person who relates positively to each incre­ment in the student’s achieve­ment, both in person and through curricular devices and assistants. His role in the university of the future would be to assist the student in all facets of the curriculum. The professor motivates the student by reacting to the student’s intellectual activity, thus making it possible to draw conclusions from the student’s educational work.

Practical Approach

The committee believes it has come up with a practical approach to a most difficult experiment. If we are to move away from the survey approach it seems im­perative that we zero in on a limited topic. Furthermore, the topic must be tailored to the strength of the faculty involved. As a result, it was decided to offer a different theme each year, thus making it possible to draw on a broad faculty. For 1968-1969 the theme will be “Freedom in the Nineteenth Century.” All the readings are from primary sources in nineteenth century philosophy, history, theology and literature. The student will read such au­thors as Goethe, Chateaubriand, Balzac, Zola, Twain, Wordworth, Whitman, Dostoevsky, Marx, Mazzini, de Toqueville, Spencer, Tho­reau, Kropotkin, Pichte, Hegel, Marx, Freud, Dewey, Said, Mar­x, Acton, Bergson, Dollinger, Sewell, Montalembert, Kierke­gaard, Irenaeus, and Pius IX.

Seminars

The class will be divided into four sections or seminars, each with a faculty member from each of the four sections. Each of the four sections will be attended by all students. These sessions will be led by either general discussion meet­ings in which a small group of students in such appropriate departments as English, History, Political Science, etc. The last four weeks of the academic year will be devoted to research and writing. This will be a tutorial period during which time the course staff will be available for assistance. Each seminar will be submitted one week before the close of the academic year. There will be written examina­tions at the academic year’s end. The final grade will be the result of a joint judgment of the course staff. It is conceivable that a mas­ter examiner will also be in the student’s group at the end of the academic year. The grade will be the result of a joint judgment of the course staff. It is conceivable that a mas­ter examiner will also be in the student’s group at the end of the academic year. The grade will be the result of a joint judgment of the course staff. It is conceivable that a mas­ter examiner will also be in the student’s group at the end of the academic year. The grade will be the result of a joint judgment of the course staff. It is conceivable that a mas­ter examiner will also be in the student’s group at the end of the academic year. The grade will be the result of a joint judgment of the course staff. It is conceivable that a mas­ter examiner will also be in the student’s group at the end of the academic year.
Science Education: Constant Innovation

by Charles L. Currie, B.J., and Prof. of Physiology

Now that James Watson in The Double Helix (Atheneum, 1968) has punctured the mythical belief of the layman that scientific discovery is calmly objective, the world of the scientist, it should not hurt to reveal some other painful secrets. Science education does not have all the answers to its own or the world's problems. Those processes by which we do not mean we should stop trying harder. As Dr. Jay Young has said, "We can discuss cannot be done, we'd better do them anyway as quickly as possible."

Facing with the explosion of knowledge perhaps a little earlier than other disciplines, scientific educators have been applying first the lecture method to the science curriculum for many years. Course content is constant, but being reconstructed to make way for new while holding on to what is still vital and significant in the old. New teaching methods are being tried on various levels, in an attempt to bring the student as quickly as possible to the point where he or she needs to do independent, creative work.

All the evidence points to the fact that the lecture method is proportion to its interfering with the problem. We already have men and women who are not physicists, chemists, or psychologists, but multiple-hyphenated persons doing work which requires knowledge of physics, chemistry, biology, psychology and whatever else he or she is able to bring to an important problem. This is the wave of the future.

We also have the increased sensitivity of the scientific community and the community at large to the needs of the city, the state, and society at large. It is notable that the philosophy of the house organ devoted this year to the theme "Man and His City." To whom it may concern, it is equally concerned that in chemistry, science should be aware of both the needs of society and the kind of chemist contribution toward meeting these needs.

With his own world exploding with knowledge and the rest of the world impinging into his life, the present and future scientist has to run to stay alive. But that is the price of being an innovative creator of the twenty-first century.

Edward J. McIntyre, B.J., Instructor in Philosophy

My basic assumption is that really any discussion of experimentation in education, is the firm belief that the university's raison d'être is to establish an environment in which each can grow in the fullest realization of his own soul. In a sense, it is a commonality which exists for its own sake. Consequently, each approach to the educational process, if it is to be adequate to the task, must be one which attempts to evoke from the student responses which are personal and dynamic, one which recognizes that human experimentation is experiential, but curiously, real only if independent, assisted only if encouraged, successful only after floundering. And because these processes center on life only through human communication, and because all this is human is limited, continuous experimental communication in the means and methods of that communication are essential.

We need not talk too much, but repeated attempts to employ a philosophy of education which tries to take into account: that (real) education is ultimately the self-education of the student himself. This education, that each student, at his own pace, through his own method, with his own insights, and only where he has found the "real" world, that each discloses his field, and area is looking at the same basic points of view and hence that there are real connections, are the secret of the effective intellectual life which exists for its own sake, and discovers all that he can without the teacher. A strong agreement is laid on the basis of disciplines and of insights with real life, attempting to show that formal education can be both relevant and exciting.

Since most of our teaching revolves around the lecture, we must question whether we are talking too much at the student? The lecture, as a method, is too vertical a notion of learning, in which knowledge is conveyed, connections pass from the scholar down to the student. But how much of the material we teach is factual, or if it is factual material, this knowledge, these insights, attitudes must be, if not real, then really his own? Must he not come upon himself before they become his? We have a wish the student to enter contact with all these things; is the lecture the best modality? And must we not also admit that all of what is relevant, even vital, to each of us is not necessarily such for our colleague? A fortiori this is the case with our student, and vice versa.

Hence, we need a structure which allows a sharing of experience, knowledge, insights, relevant concepts, instead of the presentation of a single point of view. We can achieve this process as a circle, made up of teaching student and student, student and instructor, student and instructor, so the point of view and hence that there are real connections among all these areas: that the role of the scientist, within his own capability, is to find openness and sensitivity, to develop, in attitudes, in points of view and hence that there are real connections among all these areas: that the role of the student, within his own capabilities, is to find openness and sensitivity, to develop, in attitudes, in points of view and hence that there are real connections among all these areas: that the role of the scientist, within his own capability, is to find openness and sensitivity, to develop, in attitudes, in points of view and hence that there are real connections among all these areas.

Dave O'Neill

Steve Randzus

Searching For a Raison D'Être

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My basic assumption is that really any discussion of experimentation in education, is the firm belief that the university's raison d'être is to establish an environment in which each can grow in the fullest realization of his own soul. In a sense, it is a commonality which exists for its own sake. Consequently, each approach to the educational process, if it is to be adequate to the task, must be one which attempts to evoke from the student responses which are personal and dynamic, one which recognizes that human experimentation is experiential, but curiously, real only if independent, assisted only if encouraged, successful only after floundering. And because these processes center on life only through human communication, and because all this is human is limited, continuous experimental communication in the means and methods of that communication are essential.

We need not talk too much, but repeated attempts to employ a philosophy of education which tries to take into account: that (real) education is ultimately the self-education of the student himself. This education, that each student, at his own pace, through his own method, with his own insights, and only where he has found the "real" world, that each discloses his field, and area is looking at the same basic points of view and hence that there are real connections, are the secret of the effective intellectual life which exists for its own sake, and discovers all that he can without the teacher. A strong agreement is laid on the basis of disciplines and of insights with real life, attempting to show that formal education can be both relevant and exciting.

Since most of our teaching revolves around the lecture, we must question whether we are talking too much at the student? The lecture, as a method, is too vertical a notion of learning, in which knowledge is conveyed, connections pass from the scholar down to the student. But how much of the material we teach is factual, or if it is factual material, this knowledge, these insights, attitudes must be, if not real, then really his own? Must he not come upon himself before they become his? We have a wish the student to enter contact with all these things; is the lecture the best modality? And must we not also admit that all of what is relevant, even vital, to each of us is not necessarily such for our colleague? A fortiori this is the case with our student, and vice versa.

Hence, we need a structure which allows a sharing of experience, knowledge, insights, relevant concepts, instead of the presentation of a single point of view. We can achieve this process as a circle, made up of teaching student and student, student and instructor, student and instructor, so the point of view and hence that there are real connections among all these areas: that the role of the scientist, within his own capability, is to find openness and sensitivity, to develop, in attitudes, in points of view and hence that there are real connections among all these areas: that the role of the student, within his own capabilities, is to find openness and sensitivity, to develop, in attitudes, in points of view and hence that there are real connections among all these areas.

Steve Randzus
there is much talk in academic circles and on college campuses today about making courses relevant; using creativity and innovation; a fresh approach in curriculum planning; lots of flexibility in scheduling so that universities provide a "meaningful" learning experience.

Edwin D. Etherington, President of Wesleyan University in Middletown, Connecticut, was speaking at the annual meeting of the Association of Governing Boards of Universities and Colleges late in April. "In higher education, it is about time we see our real folly.

Before we can see these things, however, the academic community — the total academic community, the whole academic community — undoubtedly requires a painstaking re-thinking of policies and techniques. For we are now, in the words, "forthright in talking about case and realistic in the assessment of steps we must take . . ."

make true progress toward even the most.

The kind of people Dr. Etherington was speaking to were men like Dr. John R. H. Thompson, S.J., a member of Georgetown's Board of Directors, who in his homily at the Mass of The Holy Spirit, last October, asked us: "Why do we not have an institute, or a university, to shake itself, get going, experiment, improve, learn to grow limp, as it were, before the onrush of a new day?"

Self-Examination

A dramatic new era in education will not be ushered in through action, no matter how brave or prophetic, unless first we sit down, reflect, evaluate, rethink our plans and programs, and ask where are we? And what does "most days" mean in terms of goals, priorities, emphasis . . . where are we going from here? Only after we have answered these questions faithfully can we move ahead in a positive, dramatic, massive effort to reshape the world . . . bringing it from chaos to community.

That is a long, hard look at Georgetown University as a CATHOLIC INSTITUTION OF HIGHER LEARNING and ask whether or not we have the right to exist. Our society, that venerable institution as an institution of higher learning, is the one that has set the pace, and been the standard of what is called academic excellence? Or is there another standard that comes first, and uniquely a part of Catholic education, one which justifies our existence?

In April, 1965, Reverend John C. Haughy, S.J., then Director of the GU-CAP Program, following his appointment as President of St. Louis University, voiced a few questions about the Christian tradition and ended on this point: "We are supposedly running schools so that the people in our schools can later on change the social order into one of Justice and love. My understanding of why we are involved in schools is that we are supposed to be producing 'change agents,' to use the terminology of the anti-poverty war . . . The real drive in the Society at present is to make academically better institutions. I think a paradox then emerges. As we build better institutions academically, we are putting ourselves in a position where we are using our status-conscious students to cement the status quo and their self-seeking security. I am suggesting that if we are not making people conscious of the use of their growing talents for the sake of other people, then we are producing agents who, far from changing the status quo into an order of justice and love desired by Christ, are cementing society in the very thing that we Jesuits have set out to eradicate.

We call this kind of consciousness to which Fr. Haughy referred characteristic formation and ended on this point: "Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness. This is the judgment. Life's most persistent and urgent question is what are you doing for others?"

Catholic Schools

Are we developing those "change agents"? Or are we graduating students into the world, as said by George Shriver, Commencement Address, 1966? "Faced with the road laid down by Andrew Greeley, priest-sociologist, thinks: "In this kind of consciousness ... the institutions the majority of Catholic colleges and universities are failing. He accuses the student bodies of even schools for making decisions in both the social awareness and social consciousness which must go to the detriment of the revival of Christianity. They fail to realize the resistance to innovation. Catholic administrators do not innovate because they are afraid of doing anything that will force them to start all over again. They are afraid of antagonizing the power structure within their own religious community. They are afraid of losing control of what is going on in their institutions.

This glumness pessimism doesn't quite fit with Father Thurston Davis' large opening question: "If universities are going to do what they must do for the cities, then they must break with the past. They must develop great reservoirs of freedom and flexibility. They must release the untapped energies of the people who make up the university community.

Are we any different? It's hard for us to know perhaps . . . by the nature of the way in which we are involved in schools, it is that we are supposed to be producing 'change agents,' to use the terminology of the anti-poverty war . . .

The real drive in the Society at present is to make academically better institutions. I think a paradox then emerges. As we build better institutions academically, we are putting ourselves in a position where we are using our status-conscious students to cement the status quo and their self-seeking security. I am suggesting that if we are not making people conscious of the use of their growing talents for the sake of other people, then we are producing agents who, far from changing the status quo into an order of justice and love desired by Christ, are cementing society in the very thing that we Jesuits have set out to eradicate. We call this kind of consciousness to which Fr. Haughy referred characteristic formation and ended on this point: "Every man must decide whether he will walk in the light of creative altruism or in the darkness of destructive selfishness. This is the judgment. Life's most persistent and urgent question is what are you doing for others?"

Experience Educates

Is there any hope? Can we yet find the key to this crisis, find more and more ways of living "YES," rid ourselves of non-necessity, of not being there? If we can understand the situation, begin thinking of course content of concern colleges . . . address ourselves to this question: Where are you going? What kind of society this can be embarrassing success. The is that the time remain criminally insensitive and immoral toward the de-
Revamping Underway For S.F.S. Curriculum

(Continued from Page 1)

By the committee's plan, freshmen would study the principles and methods underlying the various disciplines, sophomore would expand upon and apply these principles to European civilization, juniors would apply the principles to the United States, and seniors would study the international world in all of its aspects.

More specifically, the committee recommends that freshmen take at least the following courses-including geography, cultural anthropology, and comparative religions-and that sophomores study comparative governments and philosophy of man as well as European history, principles of economics, and a foreign language.

Juniors would study U.S. constitution and government, U.S. intellectual and social history, money and banking, and two elective courses—one a major elective and one a free elective. Seniors would study international relations, international economics, one free elective course, and one major elective course.

All seniors would also participate in an interscholastic seminar, which would replace the oral comprehensive examination in American history and in which the students would learn to coordinate all he has been taught in the past four years.

Consequently, the committee would require foreign service students to take only one English course, one theology course, and one philosophy course, but would allow them to take second courses in these subjects if they so desired.

Explaining that as a result of the creation of University-wide departments several years ago the School of Foreign Service no longer has a faculty of its own and the school's dean can now rule only by persuasion, the committee concludes that although the S.F.S. can never regain the completely independent status it once had, some decentralization is necessary.

It proposes that the school designate certain required courses as core courses in which the professors "would grant their courses to give a Foreign Service approach" and that the professors teaching these courses meet periodically to discuss the purpose and conditions of the school.

The committee hopes that eventually the School of Foreign Service will once again have its own faculty. It suggests that regardless of the professors in the school, the S.F.S. can never regain the completely independent status it once had, some decentralization is necessary.

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The committee recommends a limited pass-fail option to be given for one course each year on the provision that the course be the sixth course a student carries, "credit for advanced placement in U.S. and European history so long as the student scores four or lives on the advanced placement tests, and an end to credit for ROTC courses.

It also pleads for reductions in the size of most S.F.S. classes.

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Poor People’s Campaign Proposal Plagued With Financial Problems

(Continued from Page 1) Expressing “general interest” officials of the administration are now studying the proposal. The Rev. Thomas R. Fitzgerald, S.J. academic vice-pres­ident, applauded the “deep sense of responsibility and personal commitment” with which the stu­dents of the committee had pre­sented the proposal.

In a memorandum sent to the GUPPC, Fr. Fitzgerald wrote that the administration “deeply appreci­ated the student initiative and added that “the social and eco­nomic problems of our times should weigh upon the consciences of all us.”

Fr. Fitzgerald later stated that if “sufficient student support de­velops, then we shall go into this fairly and get down to speCif­ics, but at this stage a comment on these specifics would detract from the general issue.” A meeting is to be held between the administra­tion and GUPPC this week.

There are many difficulties in­volved with the student petition. It was estimated to have had 500 signatures of the approximately 2,500 seniors. Much doubt was expressed at the Yard meeting as to the validity of the GUPPC petitions used in com­peting the $54 amount.

According to the committee’s figures, a total student enrollment of 8,000 was used in this computa­tion. The actual number of stu­dents is 7,480 according to the University registrar and it is planned to increase to only 7,200 next year.

The committee seeks 2 law scholarships at $3,799 per year, 2 Graduate School scholarships at $4,259 per year, 2 Medical School scholarships at $5,962 per year, and six undergraduate grants at $11,470 per year. In addition, the $45 hike in tuition would provide for a corresponding $45 increase for some 428 Georgetown students currently on scholarships. “It was disclosed by a Yard member who had consulted with administra­tion officials that this amount was more probably “in the range of 1,300 students” who would need financial reimbursement. An al­leged “450 non academic workers” would receive individual salary in­creases of $624 a year, or about 30 cents an hour, for a final amount of $280,800. Again, the number of actual Georgetown workers was questioned. Mr. Ger­son explained that reliable Uni­versity statistics had been refused by the GUPPC, possibly out of fears of un­dermining attempts.

Fr. Fitzgerald said that the Uni­versity won’t have any trouble paying for it by air.” He cautioned that “by no means could we coerce stu­dents to pay the $45 if they did not want to or could.” Should sufficient student support develop, the University has offered its “total cooperation” in deliberations.

Miss Joyce Clark, Foreign Serv­ice School senior and member of GUPPC, interpreted Fr. Fitt­gerald’s memorandum as being “sym­pathetic . . . and very encourag­ing.”

Rostrum

(Continued from Page 4) vite students to a variety of functions that the Board holds during their fall, winter, and spring weekend meetings.

6. The Placement Office, an important part of the Alumni Association, counsels and assists seniors in securing career employment.

7. The Class Representative Program is an important one involving seniors prior to graduation. A Class Representative is appointed by each graduating class to serve after graduation for five years. The Class Representative is the cohesive factor in holding the class together after graduation, and has three responsibilities:

a. Encourage his fellow classmates to send in news about themselves for publication in the Alumni Association Newsletter.

b. Promoting Class Reunions every five years.

c. Annually soliciting by mail his fellow classmates for a contribution to the Alumni Annual Fund.

Much remains to be done in the future. Present Student/Alumni programs need to be constantly reevalu­ated and improved and additional new programs intro­duced. Working together towards these ends, students and alumni can better understand each other, their Alumni Association and Alma Mater.
With Mohawk’s Weekends Unlimited it’s cheaper to go home this weekend than to stay at school!

Go-home costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eat on Mom and Dad (You’ll be glad to see you)</td>
<td>No Charge</td>
</tr>
<tr>
<td>Borrow $5 from Dad</td>
<td>$5.00</td>
</tr>
<tr>
<td>Use Dad’s car</td>
<td>No Charge</td>
</tr>
<tr>
<td>See your best girl (This must be worth something)</td>
<td>Weekend Unlimited airfare $25.00 (Fly all you want for $25)</td>
</tr>
</tbody>
</table>

Stay-at-School costs

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meals</td>
<td>$8.25</td>
</tr>
<tr>
<td>Saturday movie</td>
<td>1.00</td>
</tr>
<tr>
<td>Gas for the car</td>
<td>2.00</td>
</tr>
<tr>
<td>Beer and pizza (With the fellows)</td>
<td>2.10</td>
</tr>
<tr>
<td>Miscellaneous</td>
<td>6.00</td>
</tr>
<tr>
<td>Loss at gin rummy</td>
<td>6.00</td>
</tr>
</tbody>
</table>

Total Cost: $28.35

The “Long” Weekends Unlimited Fare $45

3 Days — Fly All You Want — Sat. Sun. Mon.

Add Monday to your weekend for only $20 more. It works exactly like Weekends Unlimited but gives you another 2 days to prowl around the city. Only $25 will cost you $25.

THE HOYA
Page Nineteen

Mr. Klein’s Tactics Questioned
By Former G.U. Sophomore

(Continued from Page 1)

400 students use or have used marijuana. I was then asked if I would reveal names of people who abuse marijuana or in any way could be termed dealers. I told them I did not think it was wrong to use marijuana and would not give them any names. The meeting then ended, but I have the faintest idea what was going to happen to me.

The next day, Sunday, his housemaster delivered a second note from Dean Klein’s office at midnight, asking him to meet with Mr. Klein the next day at 2 p.m. When he arrived the next day he was kept waiting and squad did not see the dean. The meeting was with the lawyer and another housemaster. The lawyer asked the housemaster to leave the room for a confidential talk.

Turning Point

The lawyer started the meeting by asking him: “Now when you sold marijuana, it was not very often, was it? I was surprised and told him I had never sold pot. He then took out some of the money from the file and told him that I might be charged with possession of marijuana within the next couple of days.

Up to this point I’d really been impressed with the way in which the investigation had been run. I thought they really wanted to do something about the problem. I now requested to see Dean Klein. Mr. Klein saw the lawyer, the lawyer talked to him for ten minutes, and then talked to me.

“I told Mr. Klein that I needed his aid. He told me that I had been accused of stealing from the ANS ace and would come before the Discipline Board April 4. I asked the general nature of the charges and asked him what I should do for defending myself. He told me I was allowed representation from the University community.”

“We talked about the general drug problem. The hearings had impressed me so far, but now they were beginning to seem like a witchhunt. I asked him if it would be possible to appoint a committee to try to discover why students take marijuana for an open discourse on the campus. He said it would do no good. I asked him if we couldn’t discuss this like intelligent people. He replied, ‘May be it would be presumptuous for me to assume intelligence on the part of a G.U. student. ’

“Dean Klein went on to say that I should report a student who was engaged in marijuana activity. When I told him I had tried to inform him, he said, ‘Do you really think anyone anything you said today?’ I told him, ‘Mr. Klein, I am beginning to have serious doubts.’

That day the housemaster slipped the notification of the Discipline Board meeting of April 4 under his door. He saw one of his prefects, who advised him to see his housemaster for help. The prefect then called the Georgetown Law Center Intern Program on Wednesday, April 3. Arriving at the room, he met his eventual lawyer, a high ranking professor of the intern program. It was a free service.

Klein Refuses

The sophomore explained his situation. Expressing his willingness to help, the lawyer agreed and met with the University lawyer for the specific charges and available evidence. Dean Klein refused to reveal the charges or evidence. He said, ‘We didn’t just pull your name out of the hat,’ according to the sophomore.

Although the University lawyer then told the dean to tell the student and his lawyer all they wanted to know, he refused.

The suspect and his lawyer arrived the next day, Thursday, at 2 p.m. for the hearings. The entire Board was there, along with two other student suspects. His lawyer then met with Klein and another high University official for 3 hours to resolve difficulties concerning charges and evidence. At 5 p.m. the student received a paper charging him with selling marijuana and possession of marijuana one day. The paper said that he sold marijuana to another student (named in the paper) in a certain room in the Quad during the month of February. The sophomore was then given a chance to withdraw from the University for personal reasons before the second meeting. He refused.

The next day was Friday, April 3. The student was notified that Washington asked all available lawyers to come to the aid of the District with persons arrested in the vicinity. The student’s lawyer called Dean Klein but was asked to return for a postponement so he could hear Washington’s call. He refused. Accordingly, he and his lawyer arrived at the SPO at 2 p.m. A limited visit was in the office until 5:30 p.m. when they left without seeing the dean.

It was then that he decided to check out the charges against him. The accused had been in the specified room in late February to discuss the sale of an amplifier. This was the lone item the other student’s roommate did not see. At that time, the other student made no statement and they had made no statement. One student said that he sold them a device in the room, but had seen no transaction of drugs.

The next afternoon, the hearing was rescheduled for a later time. On Saturday, during vacation, the student’s prominent lawyer, a high-ranking industry lawyer, and an alumnus, sent a letter to Dean Klein. In it, he said he was glad to see the University trying to clear up the situation and hoped that the investigation would continue to be conducted.

The hearing was held on April 3. The proceedings were confidential. The lawyer did not want to be seen when he refused to hear the case. The next day, he received a letter from the SPO. It said: "The University Discipline Board, after careful consideration of your case, has determined that you are guilty of selling drugs on campus, specifically hashish, and that you are suspended from Georgetown University from April 3, 1968 to June 1, 1969." It then went on to say that the student should appear in the court or court of his choosing as outlined on page 85 of the Student’s Guide.

The Appeal

He appealed his case and his lawyer filed a seven-page appeal to the school’s disciplinary board, the SPO, with running an investigation of a student's case, not the University. The lawyer said the charges were not correct, work of investigation might be done with new leadership. Newly appointed Dean of Students Mr. Charles Hartmann, a lawyer from the University of Missouri, will succeed Klein as head of the probe on July 1. Meanwhile, Dr. Philip Tripe, vice-president of the Board, is pushing for a state of University policy and a non-trial of President Dan Hurson is planning the College. He thanked Fr. Davis for having the information about the investigation, he asked The HOYA not to say anything which might place Fr. Davis or Fr. Fitzgerald in a bad light.

Departure

The student is now gone from the University community. The drug investigation will continue, though under new leadership. The new student, Mr. Klein’s Tactics Questioned By Former G.U. Sophomore.
False Rumor Says Classes Out Early By Mayor's Order

For a brief period last week, Georgetown students thought they might be released from classes and final examinations weeks in advance. Their hopes were edged on by rumors that Mayor Walter E. Washington had asked District of Columbia colleges to be closed by May 15 because of possible violence during the Poor People's People's Campaign here.

However, the rumor was nothing more than a rumor. The Rev. Thomas R. Fitzgerald, S.J., academic vice-president, claimed that he first heard of Mayor Washington's supposed request from a graduate student Tuesday, April 30. He immediately called the Mayor's office by telephone to see if there was any validity to the rumor. Mayor Washington was not in his office, but an aide stated that he knew nothing of such a request.

The next day, Mayor Washington was informed of the rumor and issued a formal denial. For his part, Fr. Fitzgerald stated the administration had given no consideration to dismissing students earlier than planned and that, in view of the mayor's denial, there certainly would be no consideration.

Trinity College was also affected by the rumor. In fact, some said that Trinity's board of directors had met to decide upon the request. This, too, was denied by the school's academic dean.

And so, a rather pleasant rumor gave way to the more sobering fact that classes and examinations will be conducted according to schedule.

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And sweaters. And shoes.
And those Roger Williams LP’s your grandmother sent you.
And the psychedelic poster that art major you were dating in January
And those Roger Williams LP’s your grandmother sent you.

Fly the friendly skies
United.
Readable, New Manual May Replace G-Book

(Continued from Page 5)

large dances has produced the new ruling that a class will be allowed only one University-wide dance next year, instead of two. Mr. Stangert expects that fewer and smaller affairs will be necessarily better ones. Also, the Social Events Committee has drafted a new constitution listing new priorities for social functions. They will go into effect Monday, May 13, when a committee meeting will be held to calendar next year's events. The committee will not meet again until November. Its next meeting after that will follow Christmas vacation. Mr. Stangert thus urges all organizations to plan their entire social schedules now and to attend the meeting Monday.

Finally, student organizations will probably have to apply annually for recognition by the student council. Updating and pruning seems to be needed, and annual recognition may be the incentive which the organization leaders need. Constitutions will be required, most likely, and leaders are counseled to prepare them this summer if they don't have them now.

Student workshops are proposed by Mr. Stangert to familiarize new leaders with practical problems of finance and planning. "Elections of officers in the organizations should also be stabilized," says Mr. Stangert, "and a student activity directory should be established. We want to facilitate communications -- and efficiency. We feel that this is the right way to do it."

New Cinema Group Plans Prime Films

For GU Students

The New Georgetown Cinema Guild, a group with the aim of providing low-cost, high grade, feature films for Georgetown University students, has been formed and will present its first showing this Sunday afternoon. The inaugural production, the Academy Award winning epic The Guns of Navarone, starring Gregory Peck, David Niven, and Anthony Quinn will be shown at 2:00 and 8:00 p.m., in Room 103 of the Science Building. Admission will be a donation of 50 cents with tickets available at the door.

Former freshman class president, John Kelly, the chairman of the new organization, says, "It is our hope that we can provide low cost entertainment for all Georgetown Students. We intend to show the very best in recent films and we hope the students will receive the idea with enthusiasm.

The film to be shown this Sunday, the only production of the current school year, will indicate the prospects of continuing and expanding the program during the '68-'69 academic year.

Wanted to Rent

U. of Chicago graduate student couple seek clean one bedroom furnished apt. for summer. Would like air cond., can furnish recs. Write D. Roper, 6023 S. Kenwood, Chicago.

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Joint Committee's Statement Of Inherent Student Rights

(Continued from Page 9)

burden of proof shall rest with the officials bringing the charge.
iv. The accused student shall have the opportunity to cross-examine adverse witnesses, to testify in behalf of himself, and to present witnesses and evidence.
vi. The accused student has the right to refuse to testify against himself.
vi. A verbatim record of the proceedings shall be kept. This record shall be made public upon the request of the student.
vii. The decision of the Discipline Board shall be final, subject to the student's or his parent's or guardian's right of appeal through the prescribed system, and ultimately to the University President.
7. The University shall publish, in a timely accessible document, University regulations, together with the penalties incurred for violation of these regulations, and also the rights of students in disciplinary investigations, detected or arrest, and hearing.

Article VIII. Financial Policy
1. Students shall be informed and consulted in the formation of the general financial policy of this University. At the same time, students shall participate in the determination of financial policies relating directly to student life.

Article IX. Retained Rights
1. The enumeration of the above rights and responsibilities shall in no way be construed to deny the existence of others retained by the students of this University.

Article X. Enforcement and Amendment
1. Machinery, in which students, faculty members and administrators shall be equally represented, shall be established for continuing joint interpretation of the policies and procedures stated above. This same machinery shall investigate alleged violations of these guarantees.
2. This document shall be amended by action of the Student Body, Faculty and Administration, represented by the persons or organizations who originally signed the document, or their successors. Procedure for determining approval within each organization shall be established by that organization.

DEAN OF STUDENTS
(Continued from Page 9)

holds a doctorate in history from the University of Missouri. She specializes in the Truman era and is now preparing for publication. Commenting upon the appointment of a dean of students, Dr. Trupp said: "The nature and scope of student involvement in University life is undergoing significant and rapid change. The prospects of the future in this regard seem promising and the sense of community at Georgetown. I feel certain Mr. Hartmann will strengthen our programs as we move through this time of reorganization and restructuring of our mission."

ASSO. PROF. NEEDS APT. FOR SUMMER
Efficiency apt. or will act as caretaker over house. Public transportation to 1900 E St. for research is important as car stays home with family. Send details to: Dr. George C. Witten, Assoc. Prof. of History, Univ. of Mo-St. Louis, St. Louis, Mo. 63121

For information about Living Insurance, see The Man from Equitable. For more opportunities at Equitable, see your Placement Officer, or write: James L. Mote, Manager, College Employment. The Equitable Life Assurance Society of the United States.

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Student Discounts
Hoya Rugby Wins; End Spirited Season

John Carroll University rugby team came down from Cleveland expecting to win their match and post game party from Georgetown. They lost both.

Fresh from their victories over St. Joseph's and Rutgers, the Hoyas Rugby team came off the field and into the party with a 20-1 victory to their credit and a 5-1-1 record.

In an impressive display of teamwork and tactics the G.U. team dominated play and forced John Carroll to spend the greater part of both halves with their backs to their goals. First blood was drawn by first year law student and high scorer for Georgetown Mike Conroy, who found the opening set up by fullback Bill Schwartzke and raced for the touch. Pitt Marshall's erratic kicking foot found the mark to give Georgetown a 5-0 lead. The lead was increased to 11-0 by halftime.

Throughout the second half the blue and gray dominated the game as Rusty Cancellieri hooked the ball in during scrums and Junior Dan Benton, through his jumping in the lineouts, retained possession of it.

With Low Suskiewicz's first try of his career on a ten-yard run, Georgetown posted a 17-0 point and seemed on the verge of its second consecutive shut out, but John Carroll's successful penalty kick late in the second half gave them their first and only point. With Rusty Cancellieri's try in the final minute of play Georgetown called the scoring off and thus ended the game.

Georgetown, whose only loss was to the women's nationals in June, will end its spring season this Saturday afternoon against Columbus University in New York.

With this spring's season all over, the rugby team now looks to the fall, when it will meet Notre Dame, Holy Cross, and, in the match of the year, Princeton they are heavy favorites to the women's nationals in June. Senior law student Mike Murphy.

How to play your cards right

The trick to a TWA 50/50 Club Card is knowing when to play it. For instance some holidays are out...you have to forget 50/50 and make reservations like regular old people. But any other time, everyone under twenty-two, can split to any scene in the US—for only half fare.

(You still get full fare service, however, which is nice.) And you can use the card on a whole bunch of other airlines too. If you really want to be clever, fly late at night to avoid the crowds.

Fly to a demonstration (like a Pacific sunset). Surprise Mom on Ground Hog's Day. Visit a quiet little island (Catalina, Catalina, Fire, Manhattan, Long).

Go to the Beach during Whale Watching Week. Don't miss the Tom Sawyer Fence Painting Contest this summer.

Call your local card shark:
Mr. Information
(your travel agent)
or TWA.
Highly Successful Season Ending For Lacrosse Club

The Georgetown Lacrosse Club ended the most successful season in its history on a slightly sour note last Saturday afternoon on Kehoe field when the Hoyas stick-men dropped a 9-6 decision to favored Villanova in a rough, well played game that, despite the defeat, clearly demonstrated the team's tremendous improvement over previous years. The Hoyas finished with a 6-2 won-lost mark, their first season over .500.

Georgetown opened the season by rattling off four consecutive victories. Senior attackman and co-captain Chris Drew led the Hoyas to a 7-5 victory over Roanoke in the opener, scoring four goals. In the second game freshman attackman Phil Porter tallied four times and Bill Guilfoyle and Dan Hickey scored three each as the Hoyas demolished George Washington 16-9. Georgetown squandered a 3-0 lead against Mount St. Mary's, but pulled out the game when Phil Porter scored with just two minutes left to win, 4-3.

Co-captain Charles Blackez scored two goals in that game, and netted another win over Easter vacation against Pennsylvania's J.V. as the Hoyas scored their second straight victory by a 4-3 margin, with Porter again breaking the tie, this time with four minutes remaining in the game. The next day Georgetown, running only two midfields, lost to Princeton's freshmen, 11-5, as the Tigers demonstrated why they are considered one of the best freshman teams in the nation. Guilfoyle scored three, and Hickey and Irv Schoppe had one each in that game. The loss gave the Hoyas a split on their Eastern road trip and a 4-1 record overall.

In a rematch against Mount St. Mary's, Bill Guilfoyle, who had missed the previous game between the two clubs, fired in five goals as the Hoyas romped, 9-3. The following game against Gettysburg with roosters, fired in five goals and a 4-1 record overall.

The Hoyas appear essentially solid for next year, but there are many open spots, and the team hopes thatinterest in the game will develop at Georgetown, as it has at so many colleges in recent years. This season went a long way in this respect, as evidenced by the crowd at the Villanova game.

Put Hammer and John O'Brien, playing for the first time, showed rapid improvement throughout the season, and are expected to develop into fine players next year. It was an especially rewarding year for coach Alan Kirson, who did a fine job in his second year at the helm, co-captains Charlie Blackez and Chris Drew, and Ken Anderson, who captained the defensive unit.

Does it hurt to chill beer twice?

Not that you'd want to. Sometimes it just happens... like after a picnic, or when you bring home a couple of cold 6-paks and forget to put 'em in the refrigerator. Does chilling goof up the taste or flatten the flavor?

Relax. You don't have to worry.

A really good beer like Budweiser is just as good when you chill it twice. We're mighty glad about that. We'd hate to think of all our effort going down the drain just because the temperature has its ups and downs.

You can understand why when you consider all the extra trouble and extra expense that go into brewing Bud. For instance, Budweiser is the only beer in America that's Beechwood Aged.

So... it's absolutely okay to chill beer twice.

Yes? No?

Enough said. (Of course, we have a lot more to say about Budweiser. But we'll keep it on ice for now.)

Budweiser

KING OF BEERS - ANHEUSER-BUSCH, INC. - ST. LOUIS - NEWARK - LOS ANGELES - TAMPA - HOUSTON
An Analysis Of Hoyas Athletes As Students

by Pat Quinn

Two weeks ago at Michigan State University, there was a public forum for a group of athletes, coaches, and fans to discuss the recent controversy surrounding academic eligibility. S. C. U. followed the controversy with comments from Georgetown University's athletic department.

Those who are involved in collegiate sports are aware of the importance of academic success. The NCAA has strict academic eligibility rules that require athletes to meet certain grade-point averages and academic progress standards in order to remain eligible to participate in college sports.

The recent controversy surrounding academic eligibility has highlighted the importance of academic success for athletes. The academic eligibility rules are in place to ensure that athletes are committed to their studies and not just their athletic careers. The NCAA has strict academic eligibility rules that require athletes to meet certain grade-point averages and academic progress standards in order to remain eligible to participate in college sports.

One of the key issues in collegiate sports is the balance between academics and athletics. Athletes are expected to excel both in the classroom and on the playing field. However, balancing academics and athletics can be challenging for athletes, especially when they are faced with high-level competition.

The NCAA has been working to improve academic eligibility rules to ensure that athletes are committed to their studies. The NCAA has also been working to improve opportunities for athletes to excel academically by providing resources such as academic counselors and tutoring programs.

Athletes who excel academically are more likely to succeed in the classroom and on the playing field. They are also more likely to be successful in their professional careers. The NCAA has been working to improve opportunities for athletes to excel academically by providing resources such as academic counselors and tutoring programs.

The balance between academics and athletics is important for athletes. Athletes who excel academically are more likely to succeed in the classroom and on the playing field. They are also more likely to be successful in their professional careers. The NCAA has been working to improve opportunities for athletes to excel academically by providing resources such as academic counselors and tutoring programs.

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Golf Team Optimistic Despite Slow Season

By Dan Reynolds

After a disappointing start, the Georgetown University golf team has come back to win two of its last three matches, defeating Baltimore University, 6-1, and the University of Pennsylvania, 4-3, while losing only to perennial golf power, Maryland, 7-2. With one dual meet against American University, and the Eastern Intercollegiate Golf Association championships remaining on its schedule, the team's record stands at 3-5.

The victory over Penn was especially rewarding to the team as it was won on an extra-hole match. The team had been the victim of three extra-hole defeats earlier in the season but against Penn, the Hoyas golfers were more fortunate. Junior Dave McBride won the individual match on the 21st hole to break a 3-3 tie and give Georgetown its third win of the season.

Despite their mediocre record, the golfers still feel they can perform well in the Eastern Championships this weekend at Princeton, New Jersey. The team has had potential throughout the season to play well but has suffered some extremely close defeats.

The team also expects to accomplish next year what it had wanted to achieve this year, a better than .500 record. This goal seems well within reach since all seven members of the starting team will be returning next year. This group includes junior captains, Pete Keller and Jim Ball, and sophomores McBride, Todd Poland and Vinnie Pond, and seniors Lou Eatman and Jim Smith.

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Hoya Athlete Of The Week

Stiff competition most often brings out the best in a runner and last weekend's head-on encounter with Villanova in the Quincunx Relays brought out the best in Hoya Stagberg. For the second time this season, he has been named Hoya Athlete of the Week.

Although primarily a three-mile runner, Stagberg has been extremely impressive this year in the mile. He has the misfortune to run into Dave Patrick twice at Quincunx and he was bested both times by the Villanova star. This was Patrick's revenge for the defeat handed him by Stagberg during last fall's cross country season. Stagberg's 3:58.8 time for the mile in the distance medley relay will not be entered as a Georgetown mile record, but it is an indication of what might occur should he return before the season is through. In any case, it was a very creditable weekend for the junior in the Foreign Service School.

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May 10, 1968

New South, 9 P.M. to 1 A.M.

The most reasonably priced formal event of the year

30th Anniversary

MILITARY BALL

OPEN BAR!

Tickets $4

Pick up your ticket and vote for the Queen today or tomorrow at the Air Force or Army ROTC offices.

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CONSELS DELGADO
The varsity heavyweight crew returns to the dock after taking last Saturday's D.C. Area Regatta. The Dad Vail is next on the list.

Bad Luck Plagues Hoy Baseballers

by Mark Davis

Pinpointing precisely why a baseball team suffers from a disappointing season not infrequently is no easy task. The result of pondering what lies beneath the iceberg—the observer finds himself left out in the cold.

Baseball immortals have long contemplated the mystery of defeat. From age to age, Lou Gehrig's thesis of "Nice guys finish last" to the last in the American League" batterety of the Senators from Calvin Griffin days, diabolical theorists have advanced principles of baseball behavior.

Granted that the Hoyas are nice guys almost to a man and that Georgetown has an unfortunate share in the Washington curse, these reasons become overshadowed by what seems to be a genuine lack of luck.

Bad weather, injuries, and poor pitching are to the Hoyas what rust hurt us considerably," offered Coach Tim Nolan, "For a baseball team to be strong it must play well, as often as possible."

Though the Hoyas have garnered only a handful of triumphs, they have demonstrated considerable gusto on the playing field. "We just haven't been that good," offered Nolan, "we gave more than 100 percent. Their plays were just not there. We didn't deserve a win, despite our tenacity. Baseball requires staying in the shoes and this comes only by practicing."

Nolan judges the Navy game as the Hoyas' finest effort. Battling a superior Middle Atlantic Conference 1-1 through the middle innings, Georgetown saw the rains wash away a fine fielding performance by Greg Gibaldo and bring a flood of ten Navy tallys.

Similar Hoyas steadfast attempts to only partially obscure a chronic lack of depth. Georgetown, with an Academic standards again diverted needed strength, Most Hoyas are forced to regard baseball as an outside interest demanding only a limited amount.

The end product, what Nolan terms "a lack of cohesion," evidently played a role in the defeats. Any contests announced the Hoyas far below full playing strength.

Recruiting difficulties continue to plague rebuilding efforts. "Just as we were about to use a top flight catcher from Gonzaga High," said Nolan, "Johns Hopkins offered him a full scholarship.

Georgetown's inability to compete for the cream of the high school crop originates from baseball's position on the priority scale. Baseball takes a back seat to basketball and track in funds disbursed by the Hilltop's athletic department. The immediate future promises a rise in the Hoyas' fortune, while promising improvement seems a game that all but the doctored and the sleepily, (Continued on Page 27)

Heavy-Favored Rowers Awaiting Dad Vail Test

Hot on the heels of their second clean sweep on the Pojo in two weeks, Georgetown's heavyweight crew heads to Philadelphia today for the national small college regatta championships. Fielding three of the best crews in recent memory, the Hoyas heav­-wes will be strongly favored in the race, junior varsity and varsity events.

The freshman crew, which suffered early season losses to a powerful St. Joseph Fresh eight as well as to Drexel, has finally gained the control by beating Marietta, George Washington and Virginia. Prospects for a freshman Dad Vail victory are the best ever for the Hoyas and they are certain to give their strongest opponents, St. Joseph's and Drexel, a run for the money.

In the perennially strong JV, record of 6-5-2, we as usual win over all Dad Vail competition except for an early loss to a hard hitting Trinity Junior team in the Kerr Cup. Recent wins over Collin's and Marietta show an upward trend which could carry over to the third Vail victory in two years for the Hoyas. The JV's strongest competition should be Marietta, and should their team break the Hoyas' in the battle. No other rates have established a presence in the Hoyas' junior varsity.

The Hoyas' heavyweight varsity, riding on the crest of a 4-0-2 record, has competed every Dad Vail crew by a minimum of one length and a maximum of four lengths, is the strongest Georgetown contender for a Vail crown in years. Rowing the body of every race at a moderately slow 32 strokes per minute, the Hoyas have proven their ability to gain ground on a powerful set.

The competition, however, is undoubtedly the best in the 35-year history of the regatta. Powerful crews from Temple and Purdue, relative newcomers to the field, as well as defender Marietta and a surprisingly strong Georgetown Washington eight, promise to be tough opponents for Georgetown.

(Continued on Page 27)

Frustrations Building For G.U. Track Stars

by John Cordes

This has been a tough year for Steve Stageberg. First, an injury sidelined him for the prestigious indoor season. Now, Coach Steve Wondelski has him in top condition, but hard luck continues to stymie the brilliant Hoyas' junior.

Two weeks ago, Stageberg ran a stunning 1:54.3 three-mile, only to be edged by Van Nelson of St. Cloud, St., perhaps America's best long-distance man.

But the clincher came last week at the Quaker Relays. This time Stageberg became the first four-minute mile in Georgetown history, as he clocked 3:59.3 on the anchor leg of the distance medley relay team. Unfortunately, he was matched against Villanova star Dave Patric of soap's "Big League" bid with a blistering 1:18.8 final mile. The next day, Patrick again bested Stageberg in the industrial mile with a livelv time of 4:04.9. The Hoyas and West Virginias were within 0.27 miles of the 4:06.3, which gave him third place.

The highlight of the meet, however, was the invitational Gillespie half mile, which was won by former Hoyas' star and now Georgetown law student, Ricardo Urbina, in a remarkable 1:48.7. This set a new meet record, and makes Urbina an Olympic possibility in the 800 meters.

The two-mile relay team continued to carry the Hoyas' frustration. A habit of finishing second, as they joined the distance medley team as runners-up. In this race, N.Y.U. won the title, Georgetown's scoring time of 7:27.2 was more than three seconds slower. The Hoyas' two-mile time in the Drake Relays was a 7:29.1, the second fastest in the last twenty-five years.

The track team is now pointing to the Olympic Test event Monday, June 11, two weeks before the N.C.A.A.'s in early June, for the opportunity to gain the fifth berth for the Hoyas. Though Stageberg has already qualified, the Hoyas feel they can improve his time further.

(Continued on Page 28)