Grading varies widely by academic department

By BRIAN O'DONNELL

If you are entering Brown with the goal of attaining a perfect 4.0 grade point average, it seems that your best bet would be to major in computer science and avoid chemistry like the plague.

According to registrar’s statistics for first semester last year, the computer science department gave out the highest percentage of A’s in the university, while students of chemistry received the largest percentage of C’s.

The 47.7 percent of students garnering A’s for computer science courses fared much better than the university average of 26.4 percent, A’s. And while 20.9 percent of the students taking chemistry courses were issued C’s, the average for the same grade overall was 8.8 percent.

Among the departments granting a relatively high percentage of A’s were Slavic languages, with 46.6 percent for Slavic and 46.3 percent for Russian, anthropology (44.8 percent) and Chinese (41.0 percent).

Comparitively low percentages of A’s were granted by the departments of German (18.2 percent), comparative literature (33.4 percent), Afro-American studies (30.0 percent), and theatre arts (15.8 percent). Following chemistry, the highest percentages of C’s were given by the Departments of economics (19.0 percent), physics (18.9 percent), biology and medicine (19.5 percent) and geology (11.8 percent).

The C grade was not given at all to students in one computer science department. Other departments giving low percentages of the C grade were economics (1.8 percent), comparative literature (0.5 percent), and German (0.5 percent).

No grade inflation

Commenting on Brown’s grade distribution trends over the past few years, registrar Milton Noble ‘44 said he does not feel that Brown has experienced grade inflation as other institutions have.

Several newsletters reported that the number of students choosing to take their courses on a pass/fail basis—rather than for a grade that has steadily decreased since Brown adopted the pass/fail system in 1966.

The curriculum now lets students choose between being graded on a scale of A/B/C/D/F or no credit on a satisfactory/fail credit (S/N) scale. Students choose their grade option a course-to-course basis. Some take all their courses S/N while others use it for taking such a grade or missing the two grading methods.

The registrar reports that the S/N option continues to be popular, in the departments of government, social science, and Russian, in chemistry, in which 6.2 percent of the students received S’s and in engineering in which 8.4 percent got S’s.

Continued on Page 3

Class of ’82

Student activism seen waning
takeover of UH in 1975

By PHIL SHENON

While student activism on most campuses throughout the nation ebbed after the early seventies, the spirit of protest lingered at Brown a little longer. Over the past four years, however, there too the numbers and strength of student activists seem to have been on the wane.

In 1975, students held two massive rallies and took over University Hall to protest increases in tuition and cutbacks in services. Although many of their demands were rejected, students gained some access to university policy making and the strength of student feeling played a role in the downfall of President Donald Horning. The strike and takeover were the most significant protest of Brown’s 210th year.

In 1979, about 1500 students rallied on the Green to demand a greater say in the selection of Brown’s fifteenth president. Although all of their demands were rejected, the man ultimately chosen, Howard Bucklin, was acceptable to student participants in the presidential hunt. The presidential search rally was the biggest protest of Brown’s 211th year.

Later that year, 400 students marched to acting President Morton Stolz’s house to present a petition demanding that Brown end binding arbitration to settle strikes by its service and library workers. But most students opposed the strikers’ demands and crossed the picket lines. The strikers were ultimately settled, although not by binding arbitration. The strike support movement was the largest protest of Brown’s 212th year.

This spring, 300 students rallied twice on a sun-drenched Green and staged a peaceful University Hall sit-in to demand that Brown divest itself of holdings in corporations doing business in South Africa. Most students passed up the chance to demonstrate, and two separate polls indicated that undergraduates were overwhelmingly against divestiture. So far, the Corporation has refused to sell any stock because of South African ties. The rallies and sit-in were the major student movement of Brown’s 213th year.

The trend is pretty clear, and it’s got student leaders asking, once again, “Is activity dead?”

The answer to a growing number of student leaders, past and present, is “yes” or at least many would agree that the assumptions of increasing student apathy are becoming evident. If the climax of this academic year is a relatively small rally of zealous students interested in a movement which a number of undergraduates would applaud, or an event, the activists are worried about the future of the institution and its students.

They wonder whether the students, the issues, the times, or a combination of these factors have

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Counselor criticized for inability
to deal with campus concerns

The Undergraduate Council of Students in 1974 rejected Brown University’s student government, faced continued criticism in 1975–76 as its leaders failed to solve student concerns. Yet in 1977 the USC, which has faced similar problems, is still in operation.

Since its creation two years ago, the Council has been characterized by controversy and success, demands and bitter disappointment. At least in that light, observers note that student disinterest and a lack of dynamic leadership and direction may have the UCS in a less effective come September than at any time since the Council’s inception in 1976.

Former leader and representa- tive contends that the structure of the Council is an improvement over its predecessor, the Student Caucus. The UCS is still plagued by apathetic and sometimes incompeitent student represen- tatives.

The new representatives seem hesitant and empty of a successful track record. In this respect, the inexperience will be a problem for a Council empowered to play a leadership role in student activism unencumbered by administrative duties.

Difficult semester ahead

UCS leaders and representatives, past and present, see a difficult

Continued on Page 22
Race relations strained but improving

By CASSANDRA BURRELL
Brown students have earned a reputation as being some of the most liberal undergrads in American colleges and universities today. Branonia reportedly fosters a high degree of tolerance.

Despite the apparent liberalism, however, the Brown campus has hardly escaped the strain in race relations which has plagued most American institutions.

Most members of the Brown community concede that traditionally the dining halls, Winston Quad fraternities, and student social life have occasionally been marked by racial tensions.

Students and university officials disagree, however, over the extent to which those tensions persist today.

Chaplain Beverly Edwards said she feels that there is more interaction between whites and minorities this year "than in the past several years." Former Undergraduate Council of Students (UCS) president Steve Owens agreed, noting that general campus attitudes toward racial issues are "more relaxed than they were" five years ago.

Some students agree that this analysis holds true for relations between whites and Asian students.

John Lee '79 said that the interaction between whites and the majority of the Asian population is high.

"Asians tend to be able to hang in white circles, as well as in Asian circles," Lee asserted.

He further noted that many Asian students don't consider themselves as members of a minority group, adding that in general, "Asians have not been discriminated against as badly" as other minority groups.

Latino Americans

Members of other minority groups at Brown, however, voice a stronger sense of having been subject to discrimination.

Latin-American Students Organization members Ester Sanchez '79 and Beatriz Salinas '79 agreed that there never has been a significant amount of interaction between whites and Latin students.

Sanchez asserted that many Latinos don't feel that "the white students here on campus have anything to offer them." She charged that this feeling exists because white students "don't understand or don't want to understand that we are different.

Some members of Brown's black community echo this sense of alienation from whites on campus.

History professor and chairman of the Afro-American program, Rheti Jones said that he has seen little change in campus race relations over the past five years, noting that "if there has been a change, there hasn't been much of a change." He blamed the problem on white racism and the established social patterns of blacks.

Jones indicated that this is part of a more general national problem, pointing out that "It has been rare in this country, given the different situations of the races, for people to make friends across race lines.

UCS president Shaun Brown '80 also said that because of established social patterns students follow before coming to Brown, the different racial communities may be just as separate today as they were five years ago.

"It's much easier to hang completely black or completely white. It's more difficult to be someplace in the middle," she added, citing the differences in culture and background as reasons behind racial patterns of blacks.

Robert Boyd '78, however, said that he felt that the amount of interaction has increased since he was a freshman.

"In 1974-75 there was taboo for a black to keep a white roommate," he said, adding, "if you had a white roommate, you put his things out in the hall so that when he came back from classes he found them there and moved out.

"Clearly, things have changed, things have progressed," he asserted.

Miriam Jefferson '80, a resident counselor in Woolley last year, said that she has noticed that today's students "between blacks and whites on campus isn't all that limited." She added that although much racism persists at Brown, there is positive interaction on an individual level, particularly in the dormitories.

Oweny residence counselor Reginald Smith '80 also noted that freshmen dorms "provide the easiest and longest lasting link between minority and white students. For this reason, he continued, "there's very high level of interaction among minority students and whites - relative to other campuses."

Director of minority recruitment, John Robinson '66 maintained that minority students have become well integrated into university life in the past five years - more integrated than some of them had anticipated.

He said that regardless of the ideological views about race relations which many minority students advocate, "almost all minority students have some white friends."

Professor of psychology Ferdinand Jones also claimed that the amount of interaction between black and white students has increased.

Edwards agreed that there has been an increase in interaction, attributing the rise to a greater degree of exposure Brown students now have with members of other races.

The integration of elementary and high schools across the nation contributed to this phenomenon, he added.

Robinson maintained that much of what has traditionally been labeled black paranoia is actually the culture shock which white experience when they encounter unfamiliar cultures for the first time.

"The white kids come in from the suburbs," he said, adding, "they have always been told since they were babies that they were the prettiest, smartest people in the world."

"And then," he continued, "all of a sudden they meet somebody who seriously doesn't give a damn about what they think."

"It's the first time in their lives that they have experienced categorical rejection," he said, noting that "they have never had anybody deny their ownership of the world."

Commenting on what he called the increased interracial interaction at Brown, Ferdinand Jones said that blacks on campus are entering a new phase in an on-going process of identity definition which blacks across the nation are now experiencing.

He said that in the 1960's these were some blacks who were scared almost to any interaction with whites because the past had been "too damn perilous to those assimilated black solidarities."

Today, however, blacks have "gone beyond that," Jones continued, adding that "there is more security in the black community."

"Now we are in another phase of it, and we are saying, 'If we associate with whites, they are not going to dilute our blackness.'" he maintained.

Boyd, however, countered that along with the increased interaction between the races, he has seen a disinhibition of the black community over the past five years.

"I'd rather see race relations here at Brown terrible between blacks and whites as long as blacks have a cohesive community for now, because we can build on that," he said.

"Without the cohesive community we get wiped away, we get integrated and assimilated into white culture and lose our own," he asserted.

Persistent problems

Other students and university officials claim that a variety of problems which still plague race relations on campus.

Many charge that minority groups are excessively cushioned and exaggerate their racial differences, while others contend that many whites are consistently unable to accept American minority group cultures as distinct from their own.

One white student who requested to remain anonymous asserted that blacks at Brown are not making good faith efforts to foster interracial harmony.

"The self-isolation of the blacks here does not contribute to the learning processes of either black or white," she said, adding, that "black
Orientation Week

A funny way to enter Brown

By CLARK

A funny thing happened to me on my way to history classes. It was called Orientation Week. It all started like this: I had just flown in from California, and boy, were my arms tired.

I sat up in my bed, trying to ignore the drone next to me, who was telling me about his first day in "baby girl," went to kindle, I thinking the symbolism was almost too trite, I watched the sun rise over the Atlantic and remembered my days over the Pacific.

I had been to New York a couple of years ago, so I knew what kind of weather awaited me there. And so I abandoned one of the few traditions of the brown’s campus and pruned my new surroundings.

The place was a madhouse. Cars arrived and honked and parked and their occupants exchanged anxious and enthusiastic fellow freshmen.

Picture of biological sciences Richard Goss also cited an orientation toward professional objectives as a reason why students in his division are reluctant to take courses on a pass/fail basis. He said he was "a bit appalled" that 25.4 percent of the bio-medical students received A’s, explaining that this percentage indicates grade inflation.

Professor Alan Treeblood, associate advisor for comparative literature, attributed his department’s high percentage of S/NC grades to having many students who take comparative literature courses to broaden their programs and are “not fundamentally interested in grades.” He also said that the low percentage of A’s awarded stems from the complexity of the subject matter. “The department does not pretend to be easy,” he noted.

German department head Albert Schmidt observed that many faculty members in his department require their students to take courses S/NC. He said this is especially true in introductory level courses which have the largest enrollments. Commenting on the 10.2 percent A’s granted by the German department, Schmidt said “our students are very good but we try not to give in to grade inflation.”

Music department chairman David Laurent said he believes many students take music courses on an S/NC basis because music is a study requiring special skills. “Students are apt to/come in groups without much ability,” he observed.

People with white tennis hats flatter identified as members of the Orientation Work Committee tried vainly to direct the confused masses.

I turned towards my new home, the West Coast, and was startled to find Ivy clashing up the brick walls, So that was what “Ivy League” meant.

I entered the formidable building and tramped around that maze for what seemed an eternity. Completely confused, I watched Jameson House turn into Brownstone without warning, and, like a man into Archibald. Just by changing the color of the carpet, the designers of this labyrinth thought they could change the names of the sections.

If you want to know the truth, my first week of life at Brown seems pretty busy now. After my arrival Orientation Week became a frantic attempt to establish roots. A few experiences, however, linger in my mind.

At night, we would go to dinner parties where no one danced because everyone felt too awkward, and no one talked because the stereo was much too loud.

Coming home from these soirees, I would inevitably get lost, but nonetheless, I tell my roommate: “Honoc, Hark, I’m sure it’s this way.” Why she believed me, I’ll never know. Finally, I would admit that I was totally lost and abashedly let Hark lead me home with little difficulty.

During the day, I would try to find unobstructed doorways to hide in while I scanned my handy-dandy map for clues as to my location. I would frequently pray that no-in-the-know sophomore would notice my confusion and embarrassment and consequently show me the way to my destination.

Eating, relatively a uncomplicated matter, became a chore. Usually my dining partners consisted of anywhere from five to 25 of my hallmates. We would sit at a table with a few strangers and repeat the same conversation over and over again endlessly as we introduced ourselves and learned of the others’ names and their fields of concentration, which I immediately forgot.

I always failed the ultimate freshman-detector test, the dread Soft Ice Cream Machine. Experienced shoppers can create true works of art replicas with neat, twists, curls, and curls. I, however, would invariably create unsatisfactory, off-center concoctions, occasionally missing the cone altogether. In my undaunted moments, I opted for discretion (the better part of valor) and resorted to bigger targets such as plates and bowls.

I did not attend one symposium the entire week, spending most of my time getting lost in Providence. Looking back, I realize that I should at least have gone to mathematics professor Thomas Bancroft’s lecture on the fourth dimension, which would be required before graduation.

What does all this mean for your upcoming week-long adventure? First of all, even if you have a terrible Orientation Week, don’t worry. It won’t have a deleterious effect on the rest of your Brown career.

Also, no matter how hard you try, not to look like a freshman during your first week here, it just won’t work. The campus map forming a double icon logo in your backpack pocket, the loop-sided ice cream cones, and the studied, casual expression on your face will be a dead giveaway. Just relax, enjoy, and try to have a good time.

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New Curriculum: Can it be more than a myth?

In 1969, the New Curriculum which Brown instituted marked an innovation in higher education that was both compared to an entirely new philosophy of education — one which emphasized non-traditional forms of learning, interdisciplinary study, and most importantly self-directed undergraduate education.

Nearly a decade later, the New Curriculum, no longer new and no longer innovative among colleges and universities across the nation, is still around. MOT's and S/NC's are still the Brunonian brand of undergraduate education. At times, however, it seems that the most useful function of the New Curriculum is to serve as a catchword available to the admissions office to lure prospective students away from rival Ivy League institutions. In this capacity, the New Curriculum serves quite well. The academic freedom and spirit of experimentation for which the university is touted in admissions materials is attractive and undoubtedly is partially responsible for the talented and bright student body which Brown now boasts. As a serious and pervasive orientation toward undergraduate education, however, over these years, the New Curriculum increasingly has become a myth.

To many people at Brown, the New Curriculum means simply an absence of distribution requirements and the liberal use of the Satisfactory/No Credit grading option. While the number of freshmen enrolled in Modes of Thought courses increased in 1977-78 for the first time in years, MOT's, as well as independent studies, serve primarily as academically motivated students to avoid taking more rigorous courses. Despite the creation over the past few years of new interdisciplinary concentrations, true interdisciplinary education is a goal which few now believe.

The waning of serious commitment to the New Curriculum is partially the result of a lack of concern demonstrated by the university administration. Since arriving at Brown one year ago, President Howard Swearer has devoted little attention to curricular matters, delegating virtually sole responsibility over that area to dean of the college Walter Massey. And while Mr. Massey has been charged to monitor over and safeguard the health of the curriculum, he has been unable to force the university to commit itself to the financial support of the New Curriculum upon which its continued prosperity depends. Two years ago, the university instituted a program of incentive grants, designed to subsidize innovative course offerings. These grants, amounting to only $150,000 per year, however, are privately funded, and do not continue beyond the coming academic year. In addition to failing to provide adequate financial support for the New Curriculum, the university has also restricted the number of innovative courses by imposing upon faculty stringent teaching requirements.

The administration, however, is not only the only constituency which has demonstrated a lack of support for the New Curriculum. The faculty has shown little cooperation with highly traditional forms of education — at the expense of the New Curriculum. For the past two years, more than half of the Incentive Grants which the university made available to new or innovative courses — or to students or other non-faculty personnel. The Brown faculty is by and large a conservative lot, which, with only a few exceptions, has never embraced the curricular reforms since their inception.

Perhaps the most debilitating injury to the New Curriculum, however, has been the erosion over the past few years of support from undergraduates themselves. Anxious to avoid the distribution requirements which Brown's curriculum affords, students increasingly have demonstrated indifference to, and at times even abuse of, the New Curriculum. Over the past few years the number of students utilizing the S/NC option has decreased, accompanied by a lessening of their educational experiences at Brown to have been the case.

The negligence of the New Curriculum has taken two chief forms. First, many students have viewed the reforms instituted in '69 as simply a ticket to an easier time in college. Going to Brown, many have believed, means that one need not study hard as at Yale or Princeton. This increasingly pervasive attitude has resulted in pursuit of a more limited rather than a broader educational program. The second impediment to the health of the curriculum has been an encroaching disease on campus — a malaise called pre-professionalism. Its chief sign typically include a preoccupation with grades and, more seriously, a blinder-like approach to college education. For the growing numbers of afflicted students, undergraduate education has eroded from a valuable experience in itself into a mere four-year gateway into law or medical school.

The three major constituencies on campus have each proven themselves less and less committed to what the university so age-anticipated would be a model for undergraduate education. And, at the same time that Brown has shown little internal endorsement of the New Curriculum, the university has been under pressure from its peer institutions to revert to a more traditional curriculum.

Many colleges and universities throughout the nation have in the past few years cast the innovative curricula they adopted in the late sixties and early seventies by the wayside. The most serious sign of this erosion of the strength of liberal curricula was the adoption of a stringent core curriculum by the Harvard faculty last spring. Long a leader in educational trends, the reversal by that school to a pre-mapped-out program of education sounds an ominous note for loosely structured curricula at schools across the country.

Brown, as of yet, has shown no signs of readiness to completely abandon its curriculum plan. Yet, strong indications from the New Curriculum sounded last spring when Slavic languages professor Henry Kucera proposed that Brown institute an optional core curriculum in which students would be required to attend a rigid set of distribution requirements. Frighteningly enough, even Mr. Massey approved the program in principle. Such an optional program, of course, would imply that the New Curriculum would be a mere afterthought, a far cry from the vision which the founders of the present curriculum had in mind.

The New Curriculum is in danger today. If it is to survive long, we believe that two things must happen. First, there must be an upgrading of the university's academic counseling services. While a variety of counseling programs exist today, they often prove ineffectual and invariably require a host of other student initiatives than many undergraduates desire. Academic counseling is crucial to the well-being of the New Curriculum, for students are unable to exercise the options which that curriculum affords them if they do not know what those options are.

Second, the renewed health of the New Curriculum depends upon a high level of commitment from the Brown student body. The administration and faculty have at times broken themselves away from the curriculum. Only with vigorous monitoring from undergraduates can it again retain a legitimate program of education, and students will benefit from the nine-year-old curriculum. It is up to them to protect their own interests.

It is important today for Brown to maintain the New Curriculum as a day of putting applicants pools across the nation, it is set this university apart from other top grade educational institutions. More importantly, we believe that the New Curriculum still represents a sound philosophy of education. Yet, a New Curriculum will not exist in a vacuum, it must be meaningful in and of itself. For the New Curriculum to have the impact its founders envisioned in 1969, it must be a viable and widely embraced approach to undergraduate education.

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Lack of community spirit cited as major residential problem

BY WILLIAM BUNCH

Brown may be a fine educational institution, but as a residential college it has more than its share of problems, most students, dean, and housing officials agree.

"We feel that Brown's major residential problem is its lack of community spirit, which comes largely from students themselves," said student's counseling chairman, Steve Banks. "And because of this we are going to make an attempt to promote community values, which some say feared that housing might ignore communal concerns."

Most praised the efforts of the existing campus groups that deal with residence-related matters, but noted that these groups are very usually unable to change the values of dorm residents.

Some said that the establishment of house boards this fall will look after maintenance problems and run socially oriented programming more so than dormitories.

"A major step towards restoring more people, adding that dormitory was "a type of release from the academic workload."

Dean of undergraduate counseling Thomas Bechel suggested that lack of community may arise from "high density concentration" of students living in the dormitories.

That many freshmen comes to Brown from a family environment that allows the student a high degree of privacy and his or her material possessions. This, Bechel theorized, could lead to what he calls "shortcomings in mutual responsibility."

That freshmen often cluster themselves in groups of four to six, Bechel said he hoped that officials and students could "integrate into the sociology" of Brown dormitory life.

Bechel pointed out that a major asset of Brown is the diversity and outstanding from this to living that he wished these students could get together more often.

Another problem, Bechel asserted, is that dorm residents are not influenced by those outside of their poor group. Bechel said that college students have similar types of motivations, while on the other hand, they do not observe the same social pressures to small children or adults who must get along with each other.

Citing isolation, property destruction, and noise-level disturbances, Steve Banks '78, member of last year's Residential Council, charged that "students do not take sufficient concern about what it is to live in a dorm."

Other figures point to a lack of integration of values learned in the classroom and those displayed in a residential community, as well as "students Robausse in "Lucy it goes in one ear and out the other."

Banks observed that many students have difficulty asserting that theft is the result of "people thinking only for themselves."

Brown students often orient themselves towards privacy, Banks said, adding that he worried that "undergraduates will "exhibit in the real world the attitudes they show here."

Jonathan Prusky '79, who will chair this year's Residential Council, also complained that "campus life lacks a strong sense of cohesiveness" and that "undergraduates are unconcerned about the activities of others."

Housing director John McConnell said he felt that the development of community values begins with the interaction between freshman year roommates. From learning to live together there, he continued, one is able to develop friendships along the hall and throughout the dormitory.

Despite the problems, Bechel said he "is very proud of our students" that residents are more individualistic. He called recent outside-counseling influence on dormitories, a welcome change from "the boys-will-be-boys philosophy of dorm life."

"Can't change personalities"

Major recent efforts of campus by students and agencies to ameliorate residential problems, although some wondered if such programs could affect the core values of undergraduates.

Other than their residence freshmen counselors often make the student's life easier as they can't change the personalities of freshmen on this campus.

He called freshman counseling "one of the best damns things in this school," adding that a system of freshmen counselors, although difficult to implement, also might prove useful.

Many expressed the hope that the new system of boardrooms would primarily a response to housing's need for people to inspect dorms and oversee fire drills, would improve residential life because participating dorms will receive money from housing for parties and other programs.

While students organizing the plan said they were optimistic that it "would promote discussion of community values, some said feared that housing might ignore communal concerns."

Robert Feldman '78, chairman of last year's Residential Council, said that a good community resides in mutual prerequisite to any attempt to prevent theft, explaining that group values and improved maintenance "lived on each other."

As an alternative to traditional Brown social life, Spruth outlined that Student-to-Student sponsors non-alcoholic parties in addition to improvisational theaters.

Bechel called for expansion of programs such as the Faculty Fellows, which faculty members life in or work with dormitories, as a means of countering excessive peer influence.

Some said they felt that improvements in the physical conditions of dormitories would be "improved lounges and common meeting areas, might spur improved residential life."

Bechel noted that there is a need for "a system of Student Life Committee, called Lounges Fundamental, adding that students should be made aware of the consequences of stealing property in light of the university's poor financial status.

Dean of the college Walter W. Massey, chairman of the Student Life Committee, said that poor physical appearance of some dorms is a major reason for lack of community spirit. He asserted that maintaining pleasant common meeting areas was also a top priority.

The committee now is "working towards improving lounges and develop alternatives such as the planned New Appleby apartments, charging that if "you want interaction you need a place to interact."

McConnell maintained that the

STUDENTS GATHER in the hallway of their dorms to talk and relax after a long day. There is more money is there for dorm improvements as long as students make their requests through the dorm improvements subcommittee of the Residential Council.

Displaying a long list of the improvements made one summer ago, the housing director complained, "what the hell can we do?!" He added that he was frustrated by the nebulous term "dorm improvements."

In order to improve community life, associate vice president for administration Robert Hill joined other students and officials in calling for a relaxation of the residency requirement that currently allows only a few undergraduates permission to reside off-campus.

The administrator claimed that a new policy would be consistent with the New Curriculum and the optional model contract, adding that a residency requirement "goes against everything that Brown stands for."

The university should not tell someone to live on campus, Hill said, adding that by placing dormitories, on the open market the residency halls would become more competitive.

Banks noted that the proposal might include "Encouraging communal life through the back door by stimulating administrators to make major changes in housing quality."

Most administrators and deans maintain, however, that the possibility of implementing a new off campus policy is unlikely in the near future.

Confronted with these differing plans, the Student Life Committees (SLC) plans to distribute a questionnaire dealing with residential and communal matters.

"We feel that there is an opinion on campus that something is lacking the social life here, SLC member, Tad Lawrence '80 said.

Most agreed with Lawrence that the SLC should make policy questions of student life, while other groups should deal with implementation.

Lack of coordination

Some claimed, however, that efforts to improve community life are hindered by poor coordination among the groups charged with such issues.

Spruth noted that "I have not sat down and talked to anyone from another group," while Feldman complained that as chairman of the Residential Council, he often did not know what the SLC was doing.

Massey and Bechel agreed that the Residential Council was overspecializing its bounds by discussing a policy change of the residency requirement.

Consequently, however, defended their actions on the proposal, claiming that they had laid the groundwork for an SLC study of the plan.

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For the first time in a decade Brown has balanced its budget, although administrators still hesitate to fling university finances to avoid another "crisis.

Unlike many of its sister institutions, Brown's 1978-79 financial picture was not dominated by medical school or self-supporting auxiliary services such as housing, docks, and the like, but by the university's ability to finance excess expenditures.

In the past, the university sometimes lost an extr $4 million annually, even in a year with a 25 million endowment — already the smallest in the Ivy League — to cover budget deficits.

After a three-year retraction period, in which major changes were made in university programs, administrators expressed confidence that the next year's budget would be balanced.

Two bonds had to be jugged to accomplish this.

One of the most prominent casualties of last year's $5.3 million budget retraction was the 1974 Corporation Committee on Plans and Priorities, and while the board is now known as the Watson report, which limited undergraduate enrollment to a ceiling of 5150.

Last February, President Howard Swearer reported that this ceiling had increased by 500 students, and the number in order to hike tuition revenues and consequently be able to provide for the corporation, which must approve the university's fiscal package.

Another bond was foiled as well. For the past two years, the university had found that between 25 and 30 percent of its endowment to the revenue side of its budget as an entanglement of yield from endowments. This year, however, the quest for a balanced budget has necessitated an increase in that figure to five percent.

The budget was broken.

The decision to abandon the $5,150 undergraduate limit was no surprise to Brown. Everyone had watched the administration attempt to balance number over the past several years.

The Watson committee opted to set the undergraduate limit at 5200 to ease the strain on Brown facilities, faculty, and amount of endowment spending.

Although members of the Watson committee said at the time of the panel's recommendations last June that it was merely a group of proposed guidelines, many students and observers said that for all practical purposes, the report was law.

The panel consisted of then-President Donald Hornig, however, did not conceal with the Corporation's thinking, particularly before the paper's emergence, University Hall was in some form of undergraduate enrollment to between 5300 and, 4800 to increase tuition revenue.

Toward the end of Hendrick's presidency and the subsequent ascendance of Howard Swearer, the 5150 ceiling was sometimes an obstacle to the administration, particularly when the spring of 1975 came the first administrative move in effort to ease the strain that had built up the permits.

About 40 fourth-year students in the 1976-77 academic year, previously considered unqualified for the university's core curriculum, were enrolled as full-fledged medical students.

In the spring of 1977, the administration's assumption of a $5.1 million total limit was an average of $510 over the two-year period, was accepted by the staff rather than an absolute ceiling for any one semester. Commenting that in the Russell Report, "We would think that the cost would not have that advantage. For several reasons, 80 percent of the University's net earnings during the budget year's $500,000, or about $250,000 million in tuition revenue and fees.

Dean of the college and head of the Enrollment Control Group Walter Massey said that the 5150 figure was not in violation of the Watson report in that it would not hurt the university's academic programs. Massey also contended that the income did not violate the spirit of the Watson report since the university was making no effort to reduce substantially student enrollment over 5150.

Ramsey, a former director of the Committee on Financing Higher Education, discounted the increase in enrollment in a letter responding to a Herald editorial. In the letter Ramsey contended that the 5150 figure was "a compromise arrived at late one evening between those (Watson) committee members who were about the right size and those who were not a move "illusive fiction." The administration cited, arguing that at the time of the Watson report, the graduate school enrollment was approximately 500 less than it is today, and therefore, the size of the entire university has actually decreased.

Ramsey later conceded however, that the enrollment limit had been from financial necessity as much as anything else.

"If you don't make a move like increasing enrollment," he said in a recent interview, "then the money has to come from somewhere." Ramsey said that the only viable options for balancing the budget were to increase tuition more than at its present rate, or to cut expenses, which has already been done at almost every possible level. He said that the choices were "not very happy alternatives," but at the same time defended the move to increase enrollment.

"I'm so tired of hearing about this 5130 as if it were sacrosanct," he continued, citing the need for flexibility in using the budget for the university's academic needs.

A second aspect of next year's budget was the administration's decision to hike the percentage of endowment applied.

The endowment applied figure is designed to estimate the amount the endowment will yield during the budgetary year. If it is set too high, the university will be spending more than the actual yield without ever showing a deficit. In the past year, University Hall was increasingly cautious in setting the endowment amount it would apply to the budget.

For next year's budget, however, the figure was upped from 4.5 to 5 percent in order to get the income and expenditures sides of the budget to balance.

That figure, while reasonably prudent, is for the budgets of some past years, it is approximately $100,000 more than has been original planned for 1971,72 and 1972,73, and certainly not in line with the steady reductions the university has in 1975-76 and 1976-77. The administration believes that it would apply to the budget.

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We make Brown make sense

When you arrive in September, you will soon learn that Brown is a very hectic place. Students run to class, cram late into the night, and rush through meals at the Ratty. With such a busy schedule, there is only one way to keep abreast of Brown news. And that is by reading the Brown Daily Herald.

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Subscribe today so you won't miss a single issue. The first Herald of the 1978-79 academic year will appear on September 11.
By CASSANDRA BURRELL

Although the costs of medical supplies is continuing to rise, the increase in this year's health services budget over 1976-77 was "very minor," according to Andrews House chief Russell Johnson.

For most Americans, increases in health care costs mean that seeing a doctor takes a bigger bite out of their paycheck.

At Brown, where Health Services spends about as much money as it did in 1974-75, increases in health care costs mean that students are waiting longer to see a doctor.

That is the indication from an Undergraduate Council of Students survey on health care at Brown—a poll which also found that many students consider the Andrews House staff rude, inefficient and unprofessional.

Dan Lynch '80, one of two students who conducted the survey, said Health Services would need significantly more money in order to improve its services to students.

And, while students will pay $15 more apiece next year for health care, vice president for administration and Finance Richard Raymond '79 said that the hike will not bring about "any significant changes in health services operations."

During the retrenchment period between 1974 and 1977 health services expenditures actually decreased by $24,000, according to a report issued by an ad hoc committee on health services headed by provost Morton Zolot last year.

Johnson speculated that the 1976-79 budget may rise as much as nine percent over this year's total. This figure is the average between the estimated expenses of the generally unpredictable costs of items such as drugs, food, x-ray, and surgical supplies and the expenses of maintaining the health services personnel, he said.

The health services director noted that in planning his office's budget adjustments are made to try to cover the rising costs of non-personnel items which could soar as high as 12 to 14 percent.

"The only thing we have control (over) is how much staff we have and what we pay our staff," Johnson explained.

In efforts to keep health services costs down, the facility has had to resort to staff cutbacks over the past few years. These cutbacks, Johnson maintains, have had minimal effect on the quality of student health care.

Health Services recently has had to cut back on its dermatological services by 33 percent, according to Johnson. Now, regular staff must screen out students with "run of the mill acne" before they can be sent to a dermatologist.

"Students are also carefully screened before they consult with an internal medicine doctor, whose services have been reduced by 20 percent."

The extra time spent screening these students "puts a little bit of a load on us who work full time," Johnson reported, cautioning, however, that the cutbacks are not causing serious problems.

Johnson also explained that he sometimes finds it difficult to attract doctors to work at the health care facility because a doctor's salary there is approximately one half of what he or she could be making in private practice.

He stressed, however, that this problem is not affecting the quality of health care at the university. "We can get some of the best people, who...like to work with college students," he asserted.

Lynch, however, argued that health services is severely "understaffed and overworked almost to the critical point." He termed the facilities small full time staff of two physicians, an assistant physician, and a director "ludicrous."

Responses to last year's survey indicated that students are unhappy with health services, the chief complaint being that the facility's staff was doing very little to boost student morale, according to a report written by Baird.

The report stated that students visiting health services often had to "wait for hours" before a doctor would be available for a pre-arranged appointment.

Students also complained of being plagued by "rude, inconsiderate, (and) inefficient" secretarial staff and "unprofessional and ignorant" nurses, according to the report.

Lynch also reported that some health services secretaries had complained that their rude behavior was the result of being overworked with too much work.

They charged that having to deal with constant hoards of students in addition to having to complete large amounts of work put them on edge.
A packing primer -

The bare essentials

By MEREDITH MENDES

Do you’ve packed everything you could, as usual, right? Now take a look at what belongs out.

A number of Brown freshmen who have just walked through the halls of Brown, the only thing they didn’t have enough of when they came to Brown was money.

One guide to Brown includes a clothing list. It doesn’t mention, however, that there are few events at Brown that call for anything more formal than a casual dress.

It also doesn’t mention that washing clothes is a royal pain. Only a few dorms on Providence campus have sinks in the dorms, and they rarely have stoppers. Clotheslines are generally provided.

The washing machine is a relic whose greatest service most students are forced to face. An unused washer that is not broken has a rare find at Brown. The minimum cost of the washing and electrical cycle is fifty cents, but it’s not an option. Clothes sometimes do not survive the full cycle without a "cycle interrupter," which is a felt blanket for their clothes for three to five nights. The result is a reduced expenditure or wet clothes.

Most attempts to catch "cycle interruptors" are futile. The only way to ensure dry clothes after one cycle is to wash clothes after three or five days. The next way to prevent this is to wash the clothes at three in the morning when few people are awake, or bring them to the last night’s wash. I’m only one of the lists not to wash clothes.

Cape Cod

By CHARLES SHAW

Most undergraduates will attest to the fact that Brown is hardly all work and no play.

Although it is by no means a all-work college, students do take off for occasional weekends elsewhere. For this reason, only to other colleges but also to various resort areas near Providence.

In the month of September and May when, in marked contrast to the rest of the year, the sun beams down in cloudless skies, much of the peninsula’s largest place, Ogdensburg and Chatham, is also located here, but they are not exactly priming for life.

Some prefer the solitude and privacy secured by going close to the end of Cape — for example, to its "closet in Leeward, home of the American Marconi wireless to Europe and former home of the "Ogden House". Farthest away, and taking longer to get to but perhaps worth it, are Wellfleet, Truro, and Provincetown.

England history, or simply a chance to get away from Brown for a while, Cape Cod deserves a look.

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Continued From Page 1

valuable experience,' said D'Alessandro. "I don't think that's a rare commodity, because a lot of students and presidents, in the sense of the university, have never gotten to that kind of thinking, or to that kind of understanding."

But the Brown undergraduate cannot be ignored. It is the largest student group on campus and has a large impact on university affairs.

"The university is a community of people who live in major cities of the United States, in Detroit, New York," the type of students whom many would consider ripe for student activism.

"Brown is not a typical student or a typical student body, but there are many students who live in major cities of the United States, in Detroit, New York," the type of students whom many would consider ripe for student activism.

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Number of female profs increasing in Ivy League

By AMY GOLSTEIN

The ball is getting rolling. Nearly eight years after the passage of federal legislation requiring "private universities to practice affirmative action for women the numbers of female faculty are climbing; gradually, throughout the Ivy League.

The pace varies somewhat and the issue looms of differing proportions from campus to campus. Yet, at each school the basic scenario is the same: Active and self-conscious recruitment is bringing increasing numbers of women professors into the faculties. The numbers still fall far short, however, of the goals set forth by the Title IX legislation.

Affirmative action officer at the University of Pennsylvania, Jim Robinson, paints a typical picture, "I know there are many more women in the pipeline," he said, "and we've made some progress."

"But Robinson added, that progress "is not dramatic. Since the affirmative action plan" which every school has been required by the government to develop, "there has been a real effort to recruit women," according to Harvard's administrative assistant for affirmative action Nancy Randolph.

In an attempt to attract more women, Harvard advertises much more widely now" for candidates to fill faculty slots, Randolf said, ad-

that "is a sense there's a greater presence of women than in the past. She noted, however, that "women faculty see that the numbers are small. They feel," she said, "that we've by no means reached the saturation point."

"No one feels we've achieved what we wanted to and we're done, particularly in the sciences," she added.

Dartmouth's affirmative officer, Margaret Bonz, describes the growth in the numbers of women faculty at that school to be somewhat more gradual. We've had an extremely successful record in recruitment," she asserted, "but it expanded from a mere 7 percent, adding "to almost ever since 1972 almost 80 percent of all faculty recruited have been women, and the last two years 46 percent have been women."

And, given what have been demonstrated to be the small pools throughout the nation of females who qualify for faculty positions, the percentages are indeed impressive.

Bonz indicated that Dartmouth's success in enlisting its female ranks has been due primarily to a sympathetic administration and board of trustees.

She further attributed the school's demonstrated concern for affirmative action to the fact that "we went coed in 1972, and that year was the beginning of the development of affirmative action."

Yet, she added that Dartmouth too, "we're still learning--we need to learn more about the kind of particular difficulties women have and become more sensitive."

Other schools such as Columbia, however, have not been faring so well. According to that university's equal opportunity officer, Beverly Clark, "the number of organized attempts to try to change things is not very large."

"Columbia has a commission on the status of women," she explained, noting that "their conclusion was that some progress has been made--but not nearly enough."

"Looking purely at the facts and figures," she said, "you can't avoid that conclusion."

And the facts and figures for all eight of the Ivy schools reveal that the gradually accelerating attempts to increase the numbers of female faculty members . . . been sorely needed.

As of the latest compilation of statistics by the American Association of University Presidents (AAUP), at even Dartmouth, the school among the Ivies with the highest proportion of females, only 13.6 percent of the faculty consists of women.

The figures, based on the faculty composition for the 1976-77 academic year, place Brown second to the bottom of the listing, with 8.4 percent women, ranking above only Cornell's 6.9.

The ranking for the remainder of the Ivy League reveals that the University of Pennsylvania stands second, showing 13.4 percent of its faculty to be women, followed by Columbia with 12.7 percent and Yale with 12.4 percent.

At Princeton, 10.1 percent of the faculty members are women, and Harvard ranks very close to Brown, with 8.5 percent.

The figures, then, differ little. All agree, however, that the faculty members are not nearly as numerous as they should be.

Assistant professor of linguistics Naomi Baron labeled the differences in percentage points as trivial, while math professor Michael Rosen muses, "the figures across the board aren't too terrific."

And at Brown? There seems to be little concern over the university's second-to-last ranking in the AAUP data. Rosen, for instance, explained the low rating by the relatively large proportion of faculty here with appointments in the sciences.

"The pools of available women differ," he noted, adding that "Brown has a large percentage of faculty in the hard sciences, where the pools are lower."

Baron added that "knowing the size of the faculties, they're small enough that each percentage point represents only two or three women."

Probably, if you look over a five or ten year period, the figures will fluctuate," she added.

Brown's affirmative officer James Tisdale, however, put the issue more bluntly.

"If you compare data with other schools," he said, "that's not a good measure. You can even have regression."

"It's better to look at absolute standards," he said, "You just can't compare mediocrity with another mediocrity."

Tisdale added that the only schools, which exhibit significantly higher percentages of women faculty are state colleges and universities.

Noting that "state schools are better as far as numbers are concerned," he asserted, "they're not as selectively admitted, and also they're more vulnerable."

"You don't hear the term 'old boy network' in state schools," he continued, referring to the practice.

Continued on Page H
Undergraduate life at Brown

Frosh must pursue dreams, risk failure

By RICHARD DANNENFELSER

Dear Friends,

Yes, no doubt, have received all kinds of greetings and congratulations on having made it into this place. I add my best wishes (and hope that both you and Brown live up to one another’s expectations.) Brown is a good place; and I trust your time here will make a positive and creative difference in your life.

I found interesting and provocative a book by Bill Bradly, Life on the Run. Bradley was an Ivy Leaguer and a Rhodes Scholar, now a senatorial aspirant from New Jersey. Before starting a ten-year career of professional basketball which just came to an end, Bradley was a member of the same elite that is now so preoccupied with success.

"The taste of defeat," he writes, "has a richness of experience all its own. To me every day is a struggle to stay in touch with life’s subtleties. No one growing without failing."

For the most part, the turmoil and direct activity of the ‘60s is gone. For many it is not dead and has been replaced by an uneasy, success-oriented, self-indulgent calm. Some critics have charged that "the 70's have become a time for getting your own act together, not for solving monumental problems of the world."

Others say we have become too "incredibly busy," but not busy doing good for others so much as doing well for ourselves. I believe in order to get anything from a Brown education, you have to risk failure, simply plain it. Perhaps the biggest fear we face here at Brown is the fear of failure itself.

I hope that someone or something will help you engage in a struggle; even if you risk failure, offer a vision or a dream. Maybe someone or something will help you take a look at your roots, or point to an answer (if not a hint) about vocations, values, service and commitment. Thornton said that "to affect the quality of the day, that is the highest of the arts."

Better yet, you will use your time at Brown to set an agenda, and get some priorities straight. You may want to consider how you will use, what you know, what you will stand for, or in what direction you intend to go. Perhaps you will even acknowledge or refresh that ultimate commitment which makes life worthwhile. I hope you won’t ever allow your moral indignation for freedom, justice, and mercy to give way to a “breathtaking acquisitiveness.”

Nor will you ever separate what I think and believe about human dignity and just causes from how you act upon them. Human learning is at its best whenever it enhances life. I pray you will become more than you are, more even than you think you can become… a person who will be changed by what you learn, learning for growth, and not just for gain.

There is no room asking without agony, no real studying without sensitivity, and in the widest sense, no real learning without love. Your education will not be completed until you are not only able to risk failure, but willing to learn how to lose.

Finally, good friends, be sure to allow space for singing and dancing, time for a little “creative brooding,” and have a sense of humor. Give honor to an unexpected insight, and celebrate unmanipulated wonder.

Don’t be afraid of intuition, imagination, emotions or even revolution. I hope you will discover on your journey through Brown that the truth is important in so many more ways to human minds and hearts than we in academia ever dreamed possible. Certain truths are approached at a much deeper level than they are even comprehended; indeed, there is a price for the mind to can defend but not be afraid

Welcome again. Risk. Plunge. In how “to affect the qualities” and "with the subtleties of the day.”

Warm regards to you. I look forward to seeing you in September. Until then, have a good summer’s

Mr. Dannenfelsers is associate chaplain

Experimentation leads to rewarding time at college

By TRISH McDOAGH

Some people come to Brown looking for something. I was not one of them. As a high school senior, I didn’t. I hadn’t enough of hanging out in the drug and alcohol scene, and couldn’t be replaced by any of the offerings of the university. I was attracted to the idea of a cow college, a place that valued my experiences, and my friends, also a place that valued girl. I wanted to find my own identity, and emotionally satisfying niche, and settle down into it for four years. Ah, the perfect relief. I was going to Brown!

I would find a man with whom I could discuss King Lear and quantum physics and Hegel; a man who would be a good lover, and, if the gods and goddesses were kind, might even be half-way decent-looking. Of course, I envisioned a few comfortable girlfriend, hanging around who would glut at my good fortune. Understand, that even my high school senior self did not decide to go to Brown because it would be wonderful place to search for my white knight, but the vision was appealing and seemed likely to come true.

It didn’t work. Remember my first year as a hectic and euphoric time, I experimented wildly, looking for that niche. I tried the first week, the book store, the party, the party, and almost all of them in different times. And even in the summer this was no easy time, the writing papers in my room at 5 in the morning, reading aloud par- ently, and even having a bit or more than usual.

It was pleasant but limiting. I continued to experiment and found that “cracking” was a term often used for a group of people with whom I had little or nothing in common; it was a term used for a group of people who made the most of the time.

Sophomore year we drifted slowly, apart, finding one another. I soon had found insecurity and uncertainty about eating in the Ratty alone, about to either have a friend or have a chance to share my Sociology with the Boston Globe, I counselled in West Quod that year, and found a group of people I could talk with, who shared and understood, and with whom I had started working at the Women’s Center. I began to develop a group of relationships I wanted men and women, and gave up trying to be cute all the time, which took a hell of a lot of energy. I think I was late in that year when the real social success by whether you have a boyfriend or not, and I stopped singing outside with these people. I must give my classmates a sense of humor, and I gave them a more of my time. In my deliberations with finding interesting men around, I had forgotten that wonderful women around too.

Junior year my experimentation in lifestyles continued; with no commitment I gave up eating at the Ratty altogether and started eating with people who were into afflatus sprouts and civil disobedience, with sports, campus committees and political groups, women’s, a white knight or two, music, getting high, etc. Some of these were complete failures, and some worked and became part of me.

My last year at Brown has been almost as difficult. I lived in a house with five people, and we had a semester-long pajama party going. It is close to my high school vision of social paradise than anything so far, minus Prince Charming, which is not really missed. It seems almost a shame, as soon as you get reasonably well-adjusted, they kick you out.

I think exploring and finding out what suits you by trial and error is the most valid use of your time at Brown. There are so many who never stop being fresh people, who never realized that your social needs should and fines change at different times of your undergraduate career. All the different lifestyles to pick from, but is a whole lot of people, the sortest people who are to whom who are to whom, and to whom who are to whom, and to whom who are to whom.

You should try to meet as many different types of people as you can here. My exploration has strengthened my faith in my ability to find my own way, and taught me to be so worried about what my peers think of me (particularly my male friends). It takes courage to be socially adventurous, and I hope you come prepared to try.
The arts at Brown maintain a rather low profile and, as a consequence, receive a small, albeit loyal, degree of response and support from the university community as a whole.

Freshman year filled with fun, frolic, and fraternities

By ALFIE Kohn

Dear Mom, Dad, and Serafry,

Here I am in college. Can you believe it? There's so much going on that I don't know what to write about first. Brown is full of things to do and now I hardly mind at all that Harvard was too anti-Semitic to take me.

My roommate, Debbie, is sort of a JAP — she keeps asking to borrow one of my hairdryers even though she already has one. She spent all of Freshman Week looking for guys. It's kind of disgusting. Also she's not even from New York.

I asked about studying. We just started classes, and Freshman Week is for getting to know each other — not too challenging. In fact, it kinda reminds me of the summer I spent in Camp Kittcheuggage. Since then, I've had lots of staff to read for my courses (which are quite a bit harder than high school). I'm taking Introduction to the History of the World, Fun With Prepositions this semester, and a few others.

You wanted to know about the food, too. They say it's supposed to be good for institutional cooking, but I don't know if I'll ever have the chance to try it. I heard they have this one kind of meat and they call it "Turky" flavor and serve it all the time. My I.A. (that means teaching assistant — they've got loads of them here) in Death and Parmesan said that this book by Elizabeth Kahler Ross (two dots on the I) should be used to explain how we cope with Brown. I am so angry. "(Get that crap away from me!)," then we go through Denial. ("There must be some mistake; I'll see what she said," followed by Bargaining. "I look, I won't tell anyone how you make the soup if you get me a steak — . . ."

On the other hand, it is good to get to know your neighbors. There are little cards called Death and Parmesan, and you can exchange them with your neighbors. ("Dear Neighbor: I will exchange this death and Parmesan card for a nice little tomato sauce.") There are also little cards with pictures of different classes, and you can exchange them for other little things. ("Dear Neighbor: I will exchange this little card for a nice little tomato sauce.")

The freshmen all have Counselors — they're supposed to be like a self-help group in your dorms. They organize parties for all those freshmen who are special Minor Counselors, who make sure the students are well-fed and well-clothed. There is a special Minor Counselor, James, who is doing an independent major called "Relating to suburbia," and he has some more groups for our unit, and his are more popular. He and another group are planning to let me go to Europe before I was 14 and about naming my little brother Serafry.

Hey, guess what? The day we came back from the first week was "All Students Study Day," which is why everyone seemed so busy. Usually, the weekends are filled with fun, frolic, and fraternities.

The arts at Brown maintain a rather low profile and, as a consequence, receive a small, albeit loyal, degree of response and support from the university community as a whole.

Holdbroader interest and hopefully give rise to more widespread activity, involving a greater number of participants as well as a greater audience. For the time being, we can only cope with the situation as it is (not altogether bad one), continue our various interests in the arts and learn. We are here, we are working hard, and our week needs to be shared.

Mr. Tracy '78 was chairman of the Beck and Buckin theater group.

CARS LOADED with freshmen and their gear pour into Providence as yet another Orientation Week begins.

At Brown, the arts are small and diversified.
Women faculty increasing throughout Ivy League

Continued from Page II.

ol-clad for the traditional, visual exclusion of women from many faculties, of announcing available faculty positions only to male colleagues at other universities. There appears to be little discrimination in the actual employment of female faculty is fairly equivalent to that of its peer

Members of the university community, however, voice greater concern and disagreement over the nature and extent of the university's own commitment to affirmative action.

Some assert that Brown has per-
formed laudably. Chemistry professor Julian Gibbs maintains that "Brown made a commitment long before Louise Lamphere ever steamed in (1974) to increase the number of women faculty."

"Brown was ahead of other in-
stitutions with respect to this whole issue," he said, adding, "maybe Brown should be further ahead of society as a whole but that's about as critical as I get."

Dean of faculty and academic affairs Maurice Glicksman too is quick to point out that, of the faculty hires this year, four out of the 15 slots have been granted to women, with one of the three tenured appointments going to a woman. He also noted that, over the past two years, the university's number of tenured female faculty members has leapt from 12 to 18 to approximately 25 before the next academic year.

And several faculty members
disputed that the university's been blanked out increasing presence of individual departments to fill open faculty slots with women.

Baron, for instance, noted that in the linguistics department "it's been made very clear to us that if there's any chance of hiring a woman, we are strongly encouraged to do so."

"I don't think the administration is discriminatory," she added.

Glicksman agreed that "departments are under a fair amount of pressure from my office and from the concord decree" which ended the Louisa Lamphere sex discrimination suit against the university.

"This is influencing them in making strong efforts to attract women," he added.

Rosen, however, charged that until Howard Sweater assumed the position of dean of women, the university "had a few idle little lip-service at Brown to prompt the hiring of more women.

"The previous administration was stonewalling," he asserted, noting, "I don't think there was any push to get more women at higher levels in higher ranks, which is where it is important."

"Now people seem more resigned to the fact that they have to do something," he continued.

"It depends on the department," Rosen said, adding that "some people are really trying."

"Today, I maintain them. However, I have noticed little fervor at Brown for affirmative action."

Rosen likewise sees little evidence of change which would imply a con-
siderable voluntary effort. Gibbs, however, disagreed.

"All institutions discriminated against women without even realizing they were doing it," he said, adding, "but the mores have changed."

"To judge the institutions of yesterday by the mores of today is just not fair," he contended.

"Whether or not now exists good will towards women, Brown has now passed the point at which it can decide for itself the extent to which it will practice affirmative action."

"Title IX regulations and the terms of settlement of the Lamphere class action suit have each imposed upon the university an artificial set of goals and standards that are difficult quantities of women faculty on the will meet the timetables which Brown is required, by law, to meet.

University members disagree, however, as to the success with which the university has been able to meet these goals. Many claim that an affirmative action goals without sacrificing the quality of its faculty."

"The university's required to sit down and staff plan goals," Baron said that the university "recognized the need to (meet affirmative action mandates) because of the (Lamphere) court decision."

"For a good administrator, it is irrelevant whether he or she is personally interested in affirmative action, she said.

"But in terms of what happens at Brown," she continued, "it is more than just that the university realizes just that it must live up to affirmative action goals."

"I tude. However, countered that "as long as one has to depend upon law to remedy the problems, it means people are not willing to take voluntary steps."

"Often, one of the problems which the decision-makers in this university are white males, and they are in attitude and commitments rooted in how they personally feel toward racial and sex discrimination." he contended.

"Whatever the attitudes of such people, it's their job," he continued. "If they choose to let their attitudes influence the lives of others here, it will happen."

"That's the bottom line," he said, adding.

Rosen agreed that "it makes a great deal of difference whether the people involved agree with the principles."

"I think that 'there are many ways of getting around affirmative action guidelines,' he asserted, "there's no reason why it 'has to be good will.'"

"We have to get this on the record," he continued, adding, however, that "they haven't even been that ef-

Glicksman too, noted that he does not "doubt the possibility that some people may have built into their views that women aren't as capable as men."

"Even if, however, the university is now firmly committed to increasing its ranks of female faculty, im-

"We have argued that in order to do so, the university will be forced to reduce the caliber of its professors."

Glicksman, however, said, "it's not that there aren't women or minorities available, it's just a question of going out to induce them to come to Brown, and that kind of effort is hard to do."

He further contended that the university "will have to do that without sacrificing the quality of its faculty."

"It may be that Brown isn't up to par on affirmative action goals without sacrificing the quality of its faculty."

"Before the university has a chance to quality to meet a goal we could do it more easily," the said adding, "the last few years have seen some good women professors."

"A more serious problem, he im-
ploded, lies in the severely limited number of faculty slots which he anticipates will come open in the next few years.

Based on the fact that Brown's faculty probably will contain only about three percent women this model, the university will have to add faculty posts order to be able to attract the mandated in-

"Brown, if it rolling in the money, is doing better financially, she said, suggesting that "if we needed to add a few faculty positions, we could probably do it."

"It's far more difficult," she added, "for us to get affirmative action goals without sacrificing the quality of its faculty."

"The university would have to do that without sacrificing the quality of its faculty."

"If, in 1980, the mandatory retirement age will increase from 65 to 70, choking even further already clogged faculty slots."

For Brown as for most universities, the increase in retirement age will prove particularly problematic, since, most of the schools'older faculty members hold tenure. This fact suggests that schools may well be unable or unwilling to award tenure to recently acquired women faculty.

In order for Brown to meet its unarticulated goals, the university, most predict, will have to increase even further than the current approxi-

mately 2 percent level the proportion of the faculty which holds tenure.

Glicksman conceded that "one of the things that is going to happen is that we won't be allowed to allow for tenure positions as originally planned."

Some, however, suggest that perhaps the most serious problem of all that Brown and other universities must face in meeting affirmative action goals is simply the difficulty of sustaining concern for the necessity of affirmative action throughout the years to come.

At Brown, timetables for increasing the numbers of women faculty project that the university will not need undergraduate faculty for some years.

Many point out that the level of consciousness on campus today is at a high point, largely because of the trauma which the Lamphere case produced over the past few years.

As dean of the faculty at Princeton University, Aaron Lomstein noted, the matter of women faculty "is not the burning issue here and at some other schools that it is at Brown."

Glicksman predicted that, because the "timeframe" "is stretched out so long, the level of consciousness will remain high."

Others, however, are less opti-
mistic.

"Tell no one," said "That's a very difficult to explain to people, the level of consciousness will always keep up."

"To be able to look at the whole picture and say, the faculty case is not going to change that, it may well continue,"

Rosen concurred, predicting that "the concern for increasing the numbers of women is not going to continue as long as women on campus keep making noise."

"It would be a very big mistake for the men and women around who is concerned with this to trust to the court or settlement or the law," he said, "considering that "when there is a sensitive issue that is controversial you have to uphold your end of it and build it."

"The progress that is beginning to be made now," he predicted, "simply won't continue unless the people who are interested in making it happen keep pushing."
UCS called ineffective as group enters third year

Continued from Page 1

U.S. called ineffective as group enters third year

umber of new council members will hurt the UC Senate in order to really get things going, you’ve got to know what’s gone on in the past,” he added.

Cordova recognized the relative ineptitude of the council, adding, “there are very few officers who’ve had any experience, and that’s bad in the sense that these are the people in the most important posts.”

Former council member John Sasso ’79, who resigned from the UCS in October, 1977, said that this year’s council could not be successful as a student government.

For effective undergraduate representation, Sasso maintained that “you have to know what’s been going on at Brown all these years, and these people aren’t aware enough.”

Sasso stated a self-described "cyanic," slated this year’s UCS governing board, saying, "If you’re not experienced, you have to start over (in some way...) yet there are no downloaded on the council.

"The coordinating board is not strong, and though they might have energy, they aren’t doing enough, they aren’t taking command, and there has to be some sort of direction.

Charges hurled

A number of current UCS members took issue with the charges hurled against the ‘78-’79 council.

Brown extended the issue of undergraduate representation on the council and said, “we have a lot of new people, but that’s not bad because we’re not going to get people caught up in saying, ‘well, we tried this before, so why should we do it now?’”

She maintained that “the UCS should be in very good shape come September — I’m very optimistic.”

Cordova also said that inexperience could actually be a beneficial characteristic of this year’s council members.

“We have a lot of people willing to look at new problems,” the council vice president added.

UCS secretary Anne Rea ’81 said that many new council representatives had “enthusiasm, a willingness to work, and are bringing in new ideas.”

She added, “I think they (Brown and Cordova) are extremely interested in working on the role of UCS and have put a lot of effort into it.”

Rea declined to comment on whether the large turnover of new members had constituted a major obstacle to the council.

Former UCS president Nathan Bicks ’78 said he also saw hope for the 1978-79 Undergraduate Council.

He commented, “it’s just a process of time, and these people are not locked up into the old ways of doing things.”

“I’m optimistic, but I don’t think the problem here is in the council really, there are $1350 problems, not 314.

History less than successful

Next year’s council is preceded by a less than successful history of Brown student government.

By November of 1975, the four year old Student Caucus “was in chaos,” according to Owens.

The Caucus had been formed in 1971 to replace the “Communist Club,” which, until its demise, had been the oldest student government organization in the country.

Personal differences and petty divisions marred the workings of the Caucus, and in November 1975, then-Caucus president Tony Affiligne ’76 lambasted members for wanting time “bitterly inflating.”

He observed that “the situation (for the Caucus) could not get any worse.”

Discussion of a replacement for the Caucus and solutions to the dismal situation in student government led to the organization of the UCS, which Affiligne hailed as the new “vehicle for coordinating the efforts of all student decision-making groups.”

Former Caucus member Owens said the new council would have a “definitive purpose” in the formulation of a comprehensive program for improvement of student life.

He praised the structure of the new UCS, calling it a “more democratic decision-making group” than the Caucus.

On February 8, 1976, after much disagreement and debate, an eight-member council presented the Caucus with a plan for a 15-member Undergraduate Council composed of nine officers and 22 representatives.

After approval from the Caucus, the council was made responsible for drawing up a comprehensive program on student life at Brown and given control of the university’s student activities budget, which will total $15,000 next year.

Presidential crisis

In its first year, the UCS was thrown into immediate crisis over the search for Brown’s 19th president.

Then-President Bicks insisted that “a tremendous amount of time and energy went into that right away, those first few weeks were really intense and the council functioned well.”

On March 26, 1976 the UCS sponsored a rally attended by approximately 500 undergraduates protesting a corporation decision to eliminate student and faculty input from the presidential search.

In the fall, the council was faced with a second crisis, the strike by unionized service workers against the university.

The UCS again took action, and during the strike sponsored a university-wide forum and an all-night march to the acting president’s home, demanding that the university administration and the workers’ union submit to binding arbitration to settle the dispute.

Yet, despite apparent success, the council still faced serious difficulties including the centralizing of power and responsibility in upper-level UCS positions.

“People weren’t fulfilling their responsibilities,” Bicks said, “there was a leadership problem ... and that put the burdens on the shoulders of a smaller number of ...”

“The problem was with the people, not the structure,” Bicks asserted.

Success without crisis?

The council’s second year was characterized — in Owens’s words — by the question, “can the UCS function without being in a state of continued crisis?”

During his presidency, Owens maintained that the council “wasn’t very efficient for a lot of reasons and there were a lot of people not doing their work ... and a lot of new people.

Owens admitted that the UCS had failed in many of its objectives for the peak in its importance in the second year, particularly in its most important role as calendar reform advocate.

In late November of last year, the UCS had come out in support of the Faculty Policy Group plan to alter the calendar, allowing for pre-Christmas exams.

Yet, in a faculty vote in December, professors defeated the proposal, despite widespread student support.

More faculty members blamed the council for ineffectively representing student opinion during the calendar controversy.

“We botched the job, and I’m willing to admit it. We took a lot of things for granted,” Owens conceded.

PHIL SHENON

FORMER STUDENT GOVERNMENT LEADERS Tony Affiligne ’77 and Nathan Bicks ’78 are among those critical of the Undergraduate Council of Students.

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We Try To Do Things Your Way

It's not very often that one reads a letter addressing the entire student body at Brown University. But the recent letter from the R.I. Citizen's Bank, addressing the students as "you" instead of "they," is such a letter. It reads:

WE ARE CITIZENS BANK

WE TRY TO DO THINGS YOUR WAY

HISTORY LESS THAN SUCCESSFUL

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Commonwealth program called beneficial to Brown

By DAN PACK

One year after the Commonwealth Foundation awarded Brown a $1.2 million grant "to improve the interface between premedical and medical education," most faculty, student, and administrative observers of the program agree it has had a beneficial impact on the Brown curriculum.

Despite widespread student concern over the possible destructive impact of the last spring's partial program cut, a faculty group that spearheaded the drive against Brown's cuts last spring now feels the program will have little, if any, damaging effects.

In addition, the curricular options to be introduced next fall that will receive Commonwealth funding will "being more consistent with the pre-professional's life," according to assistant dean for health careers Robert Riley.

"So far the proposals we've seen are consistent with that goal and will even enhance, the liberal arts education" offered at Brown, dean of the college Walter Massey noted. "He added, however, that "we'll have to see whether they actually accomplish those goals."

Dean of biological sciences Richard Goren noted that the impact of the Commonwealth funds will be "to improve our pre-medical education."

"Nothing but good will come from it," he added, commenting "it will strengthen our pre-professional programs.

At the invitation of vice president for biology and medicine Pierre Gallotti, Commonwealth officials came to Brown last March to discuss priorities for 1977-78 in the grant program. Brown subsequently submitted an application for $4 million and funding was approved in May for a three-year period beginning January 1st of this year.

At the time, many members of the Brown community expressed some concern about the effect of the donation on the university, and President Siden noted that a majority of Students (UCS) sponsored a forum with President Howard Swearengin on the possible impact of the Commonwealth program. During the session, many participants agreed receiving the funds would turn the university-college into "Brown Medical University."

To allay those concerns, Swearengin established a triadte program to administer the grant in October. Under the president's plan, several smaller programs that seek Commonwealth funding must first be approved by an Academic Advisory Committee (AAC), composed of faculty, students, and administrators.

The proposals are then reviewed by the Educational Policy (EPC), and then sent to a management board for the grant, which determines the amount of Commonwealth funding the proposal will receive.

Beginning in September, six programs recently approved by the EPC will be supported by approximately $400,000 in Commonwealth funds. The six include two four-semester sequences of courses in chemistry and physician, all as well as a course in pediatric sciences, a course in human and the already-existent bio-medical ethics program, according to Commonwealth program director and bio-med professor Peter Stewart.

Stewart, who described himself as positive about the program, said he feels "a constant sense of frustration" because the grant is "only about one-third as much as we really need."

He said that the university's chances of receiving the grant stipulated that members of pre-develop proposals last spring, but lack of sufficient funds has meant that "none of the programs can be completely supported by Commonwealth funds."

Stewart explained that the grant was designed to act as an incentive for Brown to implement innovative pre-medical education programs. He said he felt Brown would have instituted these proposals anyway, except for their initial prohibitive costs.

The program director noted that "the most expensive of the programs are the lab courses." He added that most of the Commonwealth monies would be spent on faculty salaries for professors teaching the courses or their substituting courses in other curricula.

"Funds totaling approximately $10,000 will go to the library to support the six new programs," Stewart mentioned.

"The money will help us, but I don't think about the strain these proposals could put on our library system," Stewart said.

He added that the university will have to assume the full expenses of the new programs after the grant expires.

"No basis for concern" Stewart said there was "no basis for concern about possible detrimental effects to the curriculum," "The AAC is the best insurance it won't happen," he noted, adding, "the proposals they're approved are not in any sense oriented towards professionalization."

"But they are relevant to the future, and they do improve the liberal arts education for future professionals," Stewart said.

AAC student member Ira Kirchenbaum '79 agreed, describing the new programs as "a folly."

"Those concerns should be put to rest," he added, saying "most of the approved programs endangers liberal education."

Kirschbaumen, a pre-medical neural sciences concentrator, explained that the purpose of the Commonwealth program was to "open the medical world down to undergraduates."

He mentioned that Commonwealth had functioned well, noting "I've been able to give insight into pre-medical education from a student's point of view."

Committee members Rosana Proua '75 and Harold Siden '80 concurred. "You can't blame the curriculum for introducing pre-professional students," added Proua, "students come in with pre-professional intent."

"Siden was one of the students who has opposed the grant," said that most of the issues raised last year by students had been addressed.

Siden added that, "there's been a great deal of concern on the part of the AAC" about the problems of pre-professionalism.

Bo Profio and Siden praised the committee's efforts so far. "The professors seem to be concerned for students," Siden said.

Siden said that although he felt the committee had "determinedly" worked together cohesively. Siden mentioned that the advantages of the Commonwealth program was that it "will be far more convenient, yet at the same time it will have more structure than a Group Independent Study Project."

He cited the human behavior course as an example of something "students have wanted for a long time" which he thought probably would not have been possible without the grant.

Faculty members on the AAC stressed that the committee would be responsible for evaluation of the programs once they begin operating. That, Mathematics professor Thomas Béhnhoff said that the committee was developing "serious and careful examination procedures" of the proposal, but cautioned that it was too early to determine the effects of the new programs on the student. Chemistry professor P.J. Estrup said that there would be "no adverse effects," adding "the orientation is not professional."

"It's only a year," he said. "These concerns are not valid, nor were they valid last year."

Bio-med professor and EPC member Walter Quevedo said that the program "was okay for re-expansion of the undergraduate curriculum," but noted that the board "take a careful look at how the proposals affect, say, student options," also stating that the final outcome of the new programs would be determined by the faculty.

All undergraduates would be able to enroll in Commonwealth-funded courses and would be oriented towards the particular needs of pre-professional students.

The largest requests for Commonwealth funds came from the chemistry and physics departments to establish the four semester vectors.

"The physics-math vector (Physics-Math 15, 16) is to be taught by professors Robert Lanou and Joseph Massimo from physics and Ettore Infante and Thomas Banks from applied math, will involve 100 students in each year of their first two years according to Infante.

Infante stressed that the advantages of the program would be a "breakthrough student ratio and a four-year curriculum—that would meet the needs of students "not pursuing the humanities."

He added, however, that students would be discouraged from enrolling in the vector unless they planned to complete the two-year sequence. He explained that participation in the vector would be determined on a first come, first served basis.

Stewart commented that next year's entering students would be informed of the new curricular options in the pre-freshman information packet. Students who are pre-registrar for the vector, he said, will be interviewed before they are allowed to enroll.

"Since the courses are experimental in nature, students should be aware that certain kinds of hazards are involved in taking them," Stewart added.

He explained that the physics-math vector would provide undergraduates with an integrated program in those areas for too long, we've been teaching students as if they were all going to become physicists or mathematicians. But most of our students are pursuing careers where they need to know something of these fields, but do not require such in-depth treat."

One of the major difficulties in implementing the new vector, Infante noted, was the lack of a standardized test. "We're going to have to start from scratch, using a lot of lecture notes," Infante noted.

Laboratory equipment is another problem, according to the applied math professor. He explained that because only a few students would be able to use the necessary facilities at any one time, due to limited supervised personnel and the inability of more than one student to use the equipment, the initial costs for equipment would be great.

Infante described himself as optimistic about the prospects for the program.

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SIXTEEN

BROWN DAILY HERALD. SUMMER 1978
Brown professors upset about relatively low pay

By LESLIE SNYDER

Ask just about any working person how much he is paid and chances are he will tell you he "just en".

Despite the universal feeling that one is paid what one is worth, Brown professors feel that they are especially qualified to gripe about lack of compensation here.

Total compensation, which includes salary and benefits, for full professors at Brown has languished at the very bottom of the Ivy League for years. Associate and assistant rank professors have also fared poorly in comparison to their peers at other Ivy League institutions.

Professors contend that the comparatively low salaries that Brown pays its faculty has resulted in a "failing of purchasing power and a drop in faculty morale and has also spurred a number of top-level scholars to leave Brown for superior conditions elsewhere."

In an attempt to bring faculty salaries and benefits — especially those of university employees — into line with earnings elsewhere, the university has approved a budget for next year that includes a $2.5 million increase in faculty compensation, local and academic affairs Maurice Glicksman noted that "this will be the largest faculty raise in any number of years that salaries are above the inflation rate.

Next year Brown will provide for average increases of eight to nine percent for full professors, seven percent for associate professors and around six percent for assistant professors and instructors, according to Glicksman.

The dean reported that the inclusion of the increase in the level of faculty compensation was prompted by a concern shared by President Howard Sweater that the problem of Brown's low salaries was reaching a serious level.

A number of faculty members, however, were critical of the administration's attempts to raise faculty salaries. Physics professor Robert Beyer commented that "Sure, the president says he's trying to do all that he can, but the faculty always ends up on the short end of the stick."

Physics professor Philip Bray '46 also criticized the delayed effort to increase compensation levels, suggesting that the university should reconsider its priorities. Bray contended that some areas in the university, such as the athletics program and financial aid, are supported at the faculty's expense, and proposed that "faculty ought to be given a chance to vote on whether they want to subsidize these programs or not."

Although university officials assert that the number of faculty to actually leave Brown is small in comparison to the number of offers received, professors expressed concern that other universities are successfully recruiting their students.

One assistant professor, who asked that his name not be used, asserted that there is a "real raid on Brown faculty going on in the humanities." He said that not only Brown losing its top scholars, but it is having difficulty replacing them with persons of equal or superior rank. "If salaries aren't upped or benefits not improved, people will overwhelmingly find it easier to get a feel for the nature of the packages in other institutions," he said.

According to Hispanic and Italian studies chairman David Kossoff, "I am afraid that the feeling that Brown won't be raided that widely because the extraneous faculty are paid star salaries. Those people can be protected from raiding. Others have not found themselves."

While chemistry chairman William Risen also noted that department heads make a strong effort to win raises for key professors who are considering outside offers, he observed that "you can't chase after everyone — you don't want to let their salaries get too much out of line with the others."

He added that, "It's fair to say that the faculty don't move around in hordes, but it's an important problem because the loss of one key person can be extremely damaging to the department and the university in general."

Physics department chairman Philip Stiles also noted that the increased level of outside recruiting and faculty disciplinary problems has greatly increased the amount of time he spends in salary discussions with department members.

Explaining that professors often hear about the salaries their peers are paid at comparable institutions while they are attending conferences, Stiles said, "It's very depressing to have someone say to you, 'Hey, yo — a bargain!'"

The physics department chief also observed that salaries paid by government and industry for outside university wages. Commenting that the level outside recruiting was especially heavy this year, Glicksman said that the realization that more than ten percent of Brown's faculty have received offers that are "sometimes 15, 20 and even 40 percent higher than Brown's brought the problem home."

Department chairmen observed that professors who have left Brown to teach at the university have done so for a number of reasons, with the importance of the salary offer varying from case to case. Professors are quick to point out that factors such as the quality of the department, the level of support services, like laboratories and the library are often as important as the amount of money offered.

Former Brown chemistry professor Eugene Pysz, who is now at SUNY Binghamham and has changed his last name to Stevens, said he made his decision after receiving an offer of increased laboratory facilities and a "substantially larger salary."

Pysz also said that even after considering the university's benefit package and its increased salary offer, "Brown didn't come close."

While professors most often complain about the low salaries they receive, Brown's benefit package has also come under fire. Just as it ranks Brown's total compensation for full professors at the bottom of the Ivy League, AAUP figures also show Brown bringing up the rear in benefits.

Glicksman and vice president for administration and finance Richard Ramsden '59, however, have disputed the AAUP ranking, saying that it is an important component of the benefit package, there are some who complain that it discriminates against those who are not eligible to receive it, either by virtue of their rank, their date of hiring or because they do not have children.

Numerous professors noted that this benefit figure was significantly in their discussions to remain here despite the low salaries. Mathematics professor Michael Rosen asserted that "many people accepted low salaries with the idea that it is an important component of the benefit package, there are some who complain that it discriminates against those who are not eligible to receive it, either by virtue of their rank, their date of hiring or because they do not have children."

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Medical school seen successful after first 5 years

By DAN FICK

Five years ago, Brown founded the first medical school in Rhode Island's history.

Today, according to its administrators, the university's medical school is in excellent health. Brown med school graduates, they note, have been landing top internships, and the program has gained support from the Rhode Island business and government.

Med school officials further point out that the program has led to an upgrading in the quality of undergraduate instruction in biology and that the financial picture for the medical division has been much brighter than originally anticipated.

Students and faculty, once concerned that the presence of the med school would cause deterioration of Brown's other academic disciplines, now seem pleased that the program has done the university more good than harm.

And med school administrators say that the outlook for the next five years is also bright. Between now and the medical school's tenth birthday, they say, they hope to give the program's national reputation a substantial boost.

Medical administrators say that the lack of a distinctive national image is the med school's main problem.

The medical school's associate vice president for external affairs, Levi Adams, said that Brown's med school now "is positioning itself to create a nationwide identity." Adams added that "our image is not fully ours, but we don't have a single image nationally.

Vice president for biology and medicine Pierre Galletti agreed, commenting "we need to distinguish ourselves in some way, to create a nationwide identity." Adams added that "our image is not fully ours, but we don't have a single image nationally.

Galletti estimated that the medical school has had a positive impact on the university's relations with the surrounding communities. Under President Wriston, as Brown became a national, state-supported university, "the Rhode Island community," said Galletti, "is interested in the medical school, not just its faculty."

The medical school's rapid growth is reflected in the number of applications submitted to the university in recent years and is due to the medical program. There are also indications of a growing reputation in the university's impact.

Many students have criticized the medical school for its admissions procedures, which have produced a total number of minority students out of 61 in the class of 1981. Though medical school officials say the number of minority applicants has risen slightly in the last few years, they blame the small minority percentage in the applicant pool as responsible for the small number of accepted students.

But students counter that only 11.3 percent of the applicants for the class of 1982 are minority group members because of insufficient recruiting efforts.

On the financial side, although the initial five-year federal start-up funds have already been exhausted, medical school officials are optimistic about the program's fiscal future.

Many faculty members in 1972 were concerned about the costs of creating the medical program, but at the time it was estimated that the graduate school would be operating on deficit budgets for the first two years of existence, draining an already financially-strained university.

"But that hasn't happened yet, and numbers are still balanced for the next two years," according to Adams. Adams listed the creation of the medical school's prestigious medical school and the increase in state appropriations as contributing factors to the program's favorable financial outlook.

Galletti said that "we're certainly not out of the woods yet." he added that the school's financial picture appeared clearer than in 1972. He predicted that eventually the medical school would begin to operate on a deficit budget, but that by that time the deficits would be smaller and last shorter than they would have if they had occurred in the last five years.

"We're starting to build alumni constituencies," he noted, adding that the medical annual fund has also improved the school's finances. "It's become a community drive, because many people in the community see us as a good investment," he said, referring to the yearly fund-raising event. Adams estimated that the fund would be receiving $400,000 annually by the end of the university's five-year capital campaign.

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BROWN MEDICAL SCHOOL

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Faculty express dismay over low salary

Continued from Page 17 that their children could go to college.
Stressing the importance of the tuition benefit in keeping top-level professors, Risen dubbed that benefit "Brown's competitive edge." He continued that "We'd be in dire straits for retaining senior faculty if we didn't have it.
Several professors who do not have children have charged that the benefit is discriminatory because they do not receive it. Americans' Industrial-chaired chairman and history professor Howard Chudacoff termed the present benefit set-up "grossly unfair and inadequate." He maintained that "over a period of time faculty with children are compensated several thousand dollars more than I am," adding that "the system rewards fecondity rather than quality of service.
Biologist professor and past chairman of the faculty committee on awards and benefits Richard Ellis also scored the tuition benefit and said his committee is attempting to develop a benefits package that is more equitable.
Others, however, challenge the notion that the tuition benefit discriminates against childless faculty members.
Faculty dean Glicksman said he does not feel the benefit is unfair to professors without children and called such arguments "simplistic." He explained that professors with children have higher expenses, but receive no special salary increase as a result.
Beyer agreed with Glicksman, asserting "if anyone thinks that having a child is cheaper, then he can go out and adopt one.
"Professors and administration members also voiced concern that since the Corporation withdrew the tuition benefit for all faculty hired after July 1, 1977 there has been no plan for a substitute benefit for those persons.
The committee on awards and benefits is currently investigating this problem, and at the request of the president, it is scheduled to submit a comprehensive benefits package proposal for all professors sometime next year.
Other components of the faculty benefit package -- which includes a retirement plan and disability, travel, life and health insurance -- did not receive the strong praise and criticism that the tuition benefit did, although several professors noted that Brown is not as generous in some benefits as other institutions.
Faculty and administration members are now looking to the upcoming capital campaign to further improve the lot of professors.
Glicksman noted that future compensation increases depend to a large extent on the success of the funds drive. He explained that any increases Brown's endowment, more money will be available for the operating budget, and hence, for faculty salaries.
If the campaign is not successful, however, some professors are skeptical that Brown will be able to substantially improve the state of faculty compensation. As Stiles noted, "We all have great hopes for the capital campaign. But if it falls flat, Brown will certainly be in trouble."
Frosh see Brown differently after spending one year here

By BARBARA RAAB

"I thought I'd be fighting like cats and dogs with my roommate, but it turned out to be a great experience."  
"We're really good friends."  

"As a freshman girl, you get to go out a lot, and you get a lot of attention. I kind of expected it, and it's true."  
"I expected everyone to be friendly and open. But it wasn't that way."

"College was just a shot in the dark. I didn't know what I expected."  

"These comments from students of the class of 1981 reflect their varying expectations and attitudes about Brown, after having spent one year here.

Brown met and often exceeded the expectations of many of last year's freshmen, especially with regard to the social and academic facets of life at the university.

For some however, the first year at Brown was a disappointment.

Many of last year's freshmen spoke about the academic life at Brown.

Lisa Cory, from Cincinnati, said she had been told that Brown students had a lot of time working.

"But I don't think that's bad," she said, although she did have "a professor who gave us a whole semester's worth of readings and finals set-up, and things like writing so many papers.

It took about a month."

Robert Shepard also said that he was able, during his first year at Brown, to adjust to the work load.

"I'm not too academically oriented, and that was the major trouble I anticipated," Shepard said.

"I thought I might be alienated by all the work, and just quit, but I didn't. I just worked harder than I ever have in the past."

Andrea Merano, who has been Syracuse, New York, said she was apprehensive about her expectations of a college spirit. "I expected to be really difficult to get A's here, that the professors would do everything to give you a C. But that's not true. They're not out to kill students at all."

However, some students said that the expectations fell short of their expectations.

Paula Rackoff said she was "really, really happy" at Brown, but "academically, I didn't expect the introductory courses to be so uninteresting." Rackoff, who grudgingly describes her academic interests as "Pre-med," cited as an example her introductory chemistry course, which showed that "it isn't necessary to jump to class for extra courses. There are definitely courses here that are like high school. It's very easy to get A's in any course."

Most freshmen found that their expectations of professors as sterile, inhuman instructors were erroneous.

Most students thought, like Michael Sheppard, that professors "would just come in, give a lecture, and leave."

However, most freshmen found that "professors were really friendly, and there is a lack of red tape," according to Lisa Kory.

Expectations regarding the social life at Brown and subsequent social experiences, of last year's freshmen were varied.

"I thought there would be a more established social life," Martinelli said. "I had visited some schools, and they have all these organized parties. Up here, the partying is in small groups doing whatever they damn well please."  

Bruce Hay said he found that "the social life on campus is not particularly good, because there isn't that much to do. The people are downtown, and hit all the redneck bars," he said.

Julie Hawkins said she likes the social life at Brown because "there are enough other minorities, so there is a whole range of different cultures and interests all around us."

"Oh, yes, — the food. Many people had comments about Brown's varied "S'mores and some times unidentifiable" fare."

"The entrées are bad, but some of the other stuff is good. The soft ice cream served every day in the dining halls is really good!" Sanders said.

Sheppard said, "I thought: Oh God, it's going to be awful."

"Contrary to popular opinion, I didn't think the food was that bad — but I could eat anything," Tom Jarzynko, a freshman from Connecticut, said.

Gackoff wondered, "There's food at Brown?" Despite gripes about things ranging from classes to too soft mattresses, "all freshmen who spoke about Brown said that the whole, they are glad to be where they are."

As Sanders said, when she came to Brown, "I was really psyched to get a lot out of myself," and despite that, "I think I did that."

But the opinion of class of '81 members about Brown were all summed up by one freshman: "You have to make your college days here with what you want. Any college student has got to decide what they want, and go out and get it. You have to be an active person, not just a passive bystander."

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Mullaney, Schilling to coach b’ball, hockey squads

By NORMAN COHEN

The selection of Joe Mullaney last spring as Brown’s new basketball coach was no easy matter.

The final decision to hire the former Los Angeles Lakers’ coach as a successor to Bobby Knight, the brilliant coach of Indiana University, was announced on February 14 in the A.D.’s office on Wednesday, March 29, and a news conference was called for Friday at 11 a.m.

Mullaney, regarded as a top recruiter who had learned much during his apprenticeship with the esteemed Knight, was highly sought after as a coach. It was a coup for Setple to have gotten him. Unfortunately, Donewald suddenly suffered an advanced case of homesickness, only moments before the press conference, and told Setple that he had changed his mind.

Donewald decided to remain back home in Massachusetts with Knight. Only a few weeks later, feeling a bit more independent, Donewald left the Hoosier nest to take the head coaching position at Southern Illinois.

At the news conference, Setple tried to smile and make the best of the situation; this proved difficult due to the ego on his face and hole in his pride. The best he could do was read a press-explaining statement by Donewald, and muzzle a few words about how the search would now go on.

This time, the search committee did not take five weeks to recommend a candidate. Joe Mullaney, for nine years an A.N.B. coach who was serving in Italy during the 1977-78 season, was named to succeed Alaimo. Only 60 hours after the original press conference had been called.

Mullaney is an engaging man, and an acknowledged basketball mind. Al McGuire, who retired at the top of the heap after leading his Marquette Warriors to the NCAA championship, said: "Joe Mullaney is the Einstein of college basketball.

Indeed, the Bruins’ new mentor may be just that. He took a weak Providence College team, a team that had losing records playing schools in Division III, and built it into a national powerhouse, and much to do with the role of the guard in basketball; several of Mullaney’s former backcourtmen have gone on to be pro stars — among them Ernie DiGregorio, one time rookie of the year, Jimmy Walker, and Lenny Wiltz, now the highly regarded coach of the Seattle SuperSonics.

Mullaney even had the foresight, in his first professional job as coach of the Los Angeles Lakers, to convert Walt Chamberlain from a scoring machine to an intimidating defensive center and rebounder. After Mullaney’s departure, Bill Sharman won an N.B.A. title — with the changed Walt the key.

What is Joe Mullaney doing at Brown? He is, for one thing, coaching, something, Mullaney says, “doesn’t mean enough,” and “isn’t a factor” in the press. For another, he has come back to Providence, the city he calls home. “We decided to move back to Providence even before I got the Michigan (Ihaka) job. That makes Brown an excellent place for me to coach.”

Unfortunately, Mullaney enters a situation that is desperate. By his own admission, ex-coach Alaimo “got only one hit and nine strikes,” — one good recruiting year in ten — and the days of Phil Brown, Eddie Morris, et al., the days of 14-12 and 17-5, are long gone. This year’s freshman class is still 10. Two strong guards may come to Brown’s way, but neither a forward or a center has enrolled in the class of 78.

The best the new coach can hope for is, “a gradual move up. I asked a recruit to accept the wrong job to accomplish what I want to.” That may well be several years. What may hamper Mullaney’s efforts most is the near impossibility of recruiting against schools that give full scholarships.

Despite the winning records of Penn and Princeton, no Ivy school has won an NCAA tournament game in seven years, and the likes will no longer get an automatic bid to the tourney. Not since the days of Bill Bradley has an Ivy team reached the national semifinals.

All in all, Joe Mullaney moves into an unhappily situation. His predecessor’s teams were torn by ill-feeling during the past two seasons. The Deowald-Flaco left a sour taste in the mouths of everyone connected to it, and embarrassed the basketball program and athletic department as a whole.

Yet, Mullaney has proven, albeit ten years ago when he left Providence College, that he is an outstanding recruiter. His basketball mind is sharp. And all he wants “is to me and fall on the merits of my coaching.” And be a winner.

Once the basketball coach had been named, Bob Seiple expected to be able to take a break. The five week search, and the concurrent Brown-hired NCAA basketball tournament, had left the entire athletic administration frazzled. Twas not to be. Hockey coach Dick Tooney, who had rebuilt Brown’s hockey program from also-ran to NCAA semifinalist, came back from a visit to North Carolina — where hockey coaches have seldom won an recruiting trips — and informed the A.D. that he was leaving his job to go into management problem in a textile firm.

Fortunately for the weary Seiple, the search for a replacement was far easier in hockey than in basketball, and there was no need to worry if the coaching candidate would become homesick. The clear choice in the minds of both administrators, coaches and workers was Paul Schilling, the Brinsh coach. Schilling is known to be a good worker. As hockey coach at Babson, his first job, Schilling started the team by himself — and three years later was coaching a winner. “Coaching Babson,” recalled Schilling, “was really coaching. You had to go to work on fundamentals, got little ice time, had no assistants.”

The hockey program is in its ascendancy. Although Tim Bethell, one of the outstanding Brus of all time, is graduating, Schilling can look happily to the future with his big, tall, and American goals, his number one time coming back. There will probably not be major changes in the hockey program in coming years — Schilling is too astute a coach to rock a steady boat.

Now, Rich Seiple can relax for awhile. He will have some decisions to ponder — whether the sports information office will remain the only one in the Ivy League with no assistant, what to do about a baseball team that was expected to win 20 games and lost that many.

If he relies on the standards that he believes has made Brown “the hardest school in the Ivy League for an athlete to get into,” he can be happy that his coaches will stick around for the time being.

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Chances good for successful '78 soccer campaign

By DAVID LIVINGSTONE

Last year at this time, soccer mentor Cliff Stevenson stated that the squad would be headed for the NCAA championships in San Francisco in November. Virtually everyone termed his prophecy as just wishful thinking. He had lost three time All-American forward Fred Petrie, who in his three varsity years had broken every Brown scoring record. Additionally, All-American forward Mark Griffith, All-Ivy midfielder Bob Schweitzer, and All-Ivy goalstopping Dave Flusheen were graduating. There just seemed to be too many gaps in fill.

Well, despite all the reservations, Stevenson's prediction was realized and the team did indeed travel to San Francisco and finished a very respectable fourth in the nation, losing to eventual champion Harvard 4-1 in the semi-final match, and dropping a 3-2 decision to Southern Illinois University-Edwardsville in the consolation game.

The Brown soccer coach will have a number of voids to fill this year also. The largest will be that left by All-American back Ray Schnettgoeke, last year's captain, who is presently playing with the Philadelphia Furies of the North American Soccer League. Also starters Jay Abraham, Tom Turnbull, and Greg Leather will be gone.

Despite those losses, Stevenson expects to have a more balanced squad this year than he did last season. "Our biggest problem last year was we couldn't put the ball in the net," he stated. "We should be stronger up front this year." Whether they are or not largely rest on the shoulders of Peter Van Beek. The senior from Vaaseneren, France is ranked as Brown's second all-time, leading scorer with 37 goals and 18 assists in his three varsity seasons.

Junior Tom O'Brien will be called on to help Van Beek up front in the middle. He finished up last season with four goals and seven assists, trailing only Van Beek in scoring last year. Stevenson sees Phil Moon and Don Caputo filling the two wing positions at the present time, but expects Jeff Elliot and Tom Tromovitch to also earn time as wingmen.

Stevenson's hopes are high for the forwards. The first team will feature a number two returning scorer. As was the case last year, Brown's strength should lie in the defense behingettgoeke's. Brown's defense will be hard to fill, but Stevenson feels that Pete Wier, who was ill for a good part of last season, and Stevenson's son Paul will be able to provide strength at the sweeperback position.

Steve Dickstein and converted midfielder Charlie MacCabb will hold down the backfield. The two seniors both have considerable experience and should offer good protection to junior goalstopping Paul Oebenmeyer. Oebenmeyer split the netminding duties with Ted Van Gerichten last year and in the 11 games he played, recorded an excellent .125 goals against average.

Brown opens its regular season during freshman week on September 15 with a match against Clemson University. The Tigers invade Aldrich-Dexter Field hoping to avenge the 2-1 loss that Brown handed to them in the NCAA quarter-finals. Before the loss to the Bruins, Clemson was undefeated and was ranked number one in the nation.

Clemson is only the squad the Bruins play from outside of the Northeastern United States, except for a possible contest with the Mexican National team on September 24.

Intramural program provides alternative to varsity athletics

By ED HERSHIELD

A score hockey overtime game between Brown and Harvard at Albert Audubon, the annual game featuring Brown and nationally ranked Providence College at the Civic Center, a fourth quarter Brown TD versus Yale at Brown Stadium.

To many people, these events typify the athletic program at Brown. However, nothing could be further from the truth.

In addition to varsity level sports, Brown has a large intramural sports program, which many Brown students participate in.

The intramural program is particularly popular at Brown because it gives students a chance to continue playing the sport and enables them to participate in sports without making a large time commitment.

Open to all Brown students, and designed solely to promote student participation in athletics, the intramural program allows for both group and individual competition.

To partake in any intramural sport, all a student has to do is to form a team and then to register. It's that simple.

Teams are usually made up of groups of friends, members of a fraternity or of people living in the same dorm.

To register a team, one person just brings a list of the team members to the intramural athletic office along with a $10.00 entry deposit. The deposit is refunded if no games are forfeited.

Each team plays once or twice a week for the length of the season, which is about seven weeks.

After the regular season ends, the best teams go into the playoffs, and the playoff winner is crowned the intramural championship team.

Each team member receives an award from the athletic department.

Intramurals at Brown run all year long. As soon as one sport ends, another begins.

In 1976-78, there were intramural programs in a wide variety of sports ranging from co-ed volleyball to men's ice hockey to touch football, basketball, swimming, tennis, soccer, track, and water polo. These were the more popular intramural events.

According to Arlene Gorton, associate director of athletics, the intramural program for 1978-79 will be pretty much a "continuation of the programs already being run."

Gorton said that she expects more emphasis being placed on sports such as squash, swimming and tennis in the future to make it easier for individuals to participate in the intramural programs.

Gorton also maintained that improvements will be made to "expedite the registration procedure."

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BROWN DAILY HERALD. SUMMER, 1978
Brown gridders could garner league championship this year

By CHRIS VAUGHAN
Brown will be playing its hun-
dredth year of football this fall and chances are good that the Bruins will commemorate the occasion with an Ivy League championship.

Coming off a 7-2 year that put the gridders second in the league to Yale, this year's squad is bigger, stronger, and faster than its predecessor. The offense, which faltered at times due to inexperience last year, returns seven starters. Although they sometimes had trouble putting points on the board, the Bruins showed good progress in the run game, setting team marks in several offensive categories.

This year's version should be even better, with added experience and greater competition for spots brought on by the sophomores coming up from Adam Craven's Cub team. Coach John Anderson has called his offense the 'best unit we've had since I've been here,' and he's probably right.

Pointing out that his veteran offensive line could be 'awesome,' Anderson labeled this crew as one of the team's top strengths. Led by All-Ivy center Mike Knight, the run in the combat zone up front will again be clearing holes for the running attack and protecting senior quarterback Mark Whipple from harm.

Mammock offensive line
Joining Knight in this task will be junior tackle John Sinnott, at 6'5, 270 pounder, and senior guard Bob Forster, who, at 6'4 and 240 pounds makes his presence known as well. The line is likely to be the biggest in the lives this year.

Tight end Scott Klaiger utilizes his 6'5, 235 pound frame as well as a blocker and has 4.7 speed in the 40, which enables him to get a jump on defenders while running his pass routes. His speed is not the best among the receiving corps, however. Baseball speedster Barry Blum could see action at split end and flanker Marty De Francesco will out his leading speed to follow in the footsteps of Charlie Watkins, who has graduated.

The top receiver of them all, of course, is split end Mark Farnham, who had the Ivy League in receiving as a sophomore last year. Farnham, too, has great speed, with hands to match, much like fellow Bob Farnham '76.

These receivers will depend on field general Whipple to get the ball to the ball. The senior co-captain is coming off a good junior year in which he ranked high in Ivy League passing and total offensive statistics. With his knee further healed after recovering from surgery last year, Whipple's mobility should improve and the IntelligentARD that number of sacks he suffered should be reduced somewhat.

Backfield will be quick
Whipple will not be called on to run as much this year, but juniors Marty Moran and Jodjo Jamil will. Fullback Moran does not have great size, but he makes up for it with determination and grit. Jamil, on the other hand, has both speed and moves and will provide fans with a few thrills. Known primarily for his proficiency on kickoff returns, Jamil earned a shot at tackleback and made the best of it. The two will continue to form a dependable backfield.

Anderson maintained that the offense did not receive due credit last year. He credited the defense with good performance and said that the key to their success was that the offense controlled the ball so much that the Brown defenders didn't have to remain on the field so long. This reduced the risk of an on-

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