

THE BACHELOR

67th YEAR

Wabash College, Crawfordsville, Indiana, May 2, 1975

Number 27

COLLEGE RECOGNIZES AWARDS AND HONORS



\$100,000 IN ENDOWMENT FUNDS SPENT AS . . .

Wabash Purchases Computer Hardware

Wabash College will spend nearly \$100,000 this summer for computer services for use by students, faculty and administration. These improvements illustrate Wabash's commitment to continued quality and excellence in teaching.

The purpose of the Wabash computer center is to aid the student in learning. As Dr. Philip Spelt, psychology professor and member of the Computer Committee emphasizes: "The function of the computer is for pedagogy. The computer is not an instructor, but a teaching tool." To that end, the computer serves as one facet of Wabash's continuing dedication to quality instruction.

In January, Director of Computer Services, James A. Warden, asked the college to improve and expand the

quality of the system. He submitted a list of proposals to the Board of Trustees which the Board later approved. With the new improvements, more professors may use the computer as an aid in teaching their students.

The new system will have three major improvements: additional terminal access, improved speed in receiving information from the computer, and added memory storage. The college has purchased six new terminals (including a new graphics terminal) which will provide greater accessibility to more students at the same time. Response time from the computer to its terminals will be much quicker while added memory will increase the present capacity four times.

In addition to improved capacity, speed, and storage, the system will offer several new features. Along with the

new graphics terminal, the system will include a terminal-equipped classroom with television monitors on four walls. Conceivably, a professor could use the graphics terminal to print words, graphs, equations, or parts of a lesson on the monitors where the entire class could view them. Many departments (notably the language and math departments) could use the graphics terminal and monitor room as an educational tool. For example, a math professor could use this terminal and classroom to illustrate graphs of the various trigonometric functions to a class. The new computer system will also allow a user to begin or stop a program wherever he wants. Another important purchase is a new air conditioning system for the Computer

Last evening in the Little Giant Room, the College held its annual Awards Banquet. Each spring Wabash gives public recognition to students who have won awards and honors in the college.

The following awards were presented:

Distinction in Comprehensive Examinations: Bruce Alan Adye, John Leo Carey III, Kenneth Lee DeHart II, Mauri Adam Ditzler, Herbert Alan Fry, William Henry Ledbetter, Donald Evan Longer, Michael Fredrick Love, James Richard McDaniel, Harvey James Pierce III, Randel Lance Saylor, Gregory Dale Scarce, Steven Richard Schafer, Robert Avery Sherwin, George Douglas Watts.

Dr. Paul T. Hurt Award for All-Around Freshman Achievement: Robert Michael Einterz.

The Pete Vaughan Outstanding Athlete Award: Joseph Patrick Gawrys, Henry Joseph O'Connell.

The George Lews Mackintosh Fellows: John Leo Carey III, Mauri Adam Ditzler, Michael Fredrick Love, Wayne Mark McLemore, Steven Richard Schafer, Robert Avery Sherwin.

The Phi Beta Kappa Prize: Michael Fredrick Love, Richard Walker McHugh.

The Dean Stephens Award: Daniel Bernard Scheerer.

The Edgar C. Britton Memorial Award in Chemistry: Mauri Adam Ditzler.

The Ernest G. Carscallen Biological Scholarship: John Leo Carey III.

The George E. Carscallen Prize in Mathematics: Charles Eugene Miiller.

The Robert S. Edwards Award in Creative Writing: Michael Fredrick Love, Robin James Stout.

The Ruth Margaret Farber Award in English: William Earl Keeker.

The Theodore G. Gronert Award: Richard Walker

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continued on page 9

FOR WHAT IT'S WORTH

Four months ago, my staff and I sat around a table in the Scarlet Inn to discuss what purpose we wanted the Bachelor to serve. We decided the paper should be informative, open, entertaining, and should foster a sense of community through a better understanding of events and personalities around the campus.

We decided that there were important issues which needed attention. The rent and tuition increases, the curriculum, the UFW boycott, comprehensive exams, the Campus Center project, the counseling service, the budget, and attrition were a few of the issues we presented.

I am pleased with our results.

The major credit for this semester's BACHELOR goes to an outstanding staff. Bob Betz and Fred Miller deserve thanks for helping edit the paper. Bill Hill and Tom Stanberry spent several long Thursday nights in paste-up. Mark Noffsinger and George Lauck handled the "paper-work."

John Kerezy, Hugh Howell, Frank Paul, John Moyer, Wendy Tucker, Rich White, Mike Murphy, Rick Batchelder, and Roger Wilson were faithful weekly writers.

I would like to thank all those who contributed to the paper. In particular Brad Boyd, Nancy Foos, David Greene, and Connie Riggs were frequent contributors during the semester.

Special thanks goes to Joyce Rice (my co-conspirator) and the others at Indiana Printing who, inspite of late deadlines and stubborn machines, did their best to get us to press every Friday.

The funds for the BACHELOR came from two sources — the Student Senate and advertisers. My thanks to the Senate for their generous appropriation and to the Crawfordsville businessmen who loyally support the college and its activities.

In closing, my congratulations to Fred Miller, next semester's editor.

—FOR WHAT IT'S WORTH—
THE BIG SHOVEL
(Bob Chamness)

our guide to current & coming events

FINAL EXAM SCHEDULE

Classes not included in the schedule below will be examined under special arrangements made by the instructors.

Mon., May 5 — 9:00 a.m.; Classes meeting at 1:10 Tues. - Thurs.

1:30 p.m.; Classes meeting at 3:10 Mon. - Wed. - Fri.

Tues., May 6 — 9:00 a.m.; Classes meeting at 10:45 Tues. - Thurs.

1:30 p.m.; Classes meeting at 2:10 Mon. - Wed. - Fri.

Wed., May 7 — 9:00 a.m.; Classes meeting at 9:00 Mon. - Wed. - Fri.

1:30 p.m.; Classes meeting at 2:40 Tues. - Thurs.

Thurs., May 8 — 9:00 a.m.; Classes meeting at 10:20 Mon. - Wed. - Fri.

1:30 p.m.; Classes meeting at 1:10 Mon. - Wed. - Fri.

Fri., May 9 — 9:00 a.m.; Classes meeting at 11:20 Mon. - Wed. - Fri.

1:30 p.m.; Classes meeting at 8:30 Tues. - Thurs.

Sat., May 10 — 9:00 a.m.; Classes meeting at 8:00 Mon. - Wed. - Fri.

arts

Scarlet Masque. "A Flea in Her Ear." Ball Theater. 8 p.m. Friday and Saturday. May 2 and 3. 9 p.m. Friday and Saturday, May 16 and 17.

MOVIES

STRAND — Starts Wednesday, Swiss Family Robinson.

SSAC — May 2 at 8 p.m. and 11 p.m. May 3 at 8 p.m. "Sometimes A Great Notion" - director Paul Newman with Henry Ronda Fonda, Paul Newman, Lee Remick, Michael Sarruzin.

A fast-moving modern adventure drama dealing with one of the lumberjack families, the Stampers, in Oregon's timberlands, who refuse to succumb to the wishes of the local townspeople and join them in a strike. Rated PG - 114 minutes.

sports

Track — away, Little State Meet.
Baseball — at Valparaiso.

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THE BACHELOR

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Advisor

COMMENTARY . . .

Wabash At Its Best & Worst

A few days ago, two events on campus showed Wabash at its best and worst.

Along with several other students, I was chosen to participate in an informal discussion with Mr. Ronald Barry, a candidate for a position in the Classics Department.

After the conclusion of the conversation, each one of us present was asked to write down our opinion of Mr. Barry as a potential Wabash instructor.

It is comforting to know that those who are at Wabash to learn at least have some say as to whom their professors will be. If this process continues, and the opinion of the students is taken seriously, the relationships between instructors and instructed will improve and be inductive to a better learning process.

Monday night the IM managers and athletic coaches got together for their annual evaluation of IM's. The clear loser was the average Wabash student.

Except for two minor changes in the indoor and outdoor track meet, and the elimination of the 'NuGuys' IM's in 1975-76 will be the same as in 1974-75.

Nearly all of the IM managers (and a sizable percentage were not even in attendance) came with no desire for change. The athletic coaches seemed united in their determination to have all possible varsity athletes participating in intercollegiate athletics.

Of course the coaches' jobs may rest on their team's successes, and therefore they want the best men available on their teams. And IM managers all hope to see the day when their living unit will win the overall trophy.

It seems, however, that all the coaches and IM enthusiasts forget that Wabash is not a state university or a community college.

The Wabash student's major concern is his grades, not his IM performance. Pitching in IM softball or scoring 20 points in every IM basketball game won't get



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anyone into graduate school or into a job.

Intramurals at Wabash are a model of the ICC all-sports competition. Emphasis is placed on winning, not simply competing.

The majority of students participate in two or three IM sports they enjoy and nothing else. Often they are pressured into other sports for the good of the house.

Couldn't IM's exist simply for the enjoyment of the participants involved? I think many students are beginning to feel this way.

It wasn't evident at Monday's meeting.

For What It's Worth
—John D. Kerezy

FINALS ARE COMING

HERE'S

JAMBO

This week we're pleased to present number 11 in our series of CRO-MAGNON QUOTES, candid conversations with various celebrities, dignitaries, VIPs, and People-In-The-News (you'll no doubt remember with pleasure Marilyn Chambers, Doug Rader, Tom Matty, and Lassie as past QUOTERS). Our guest this week is that resident stoutheart and jovial companion, Wally Wabash.

jam: Wally, what would you say about your four years here at Bash?

WW: As little as possible.

jam: Why?

WW: Because they're here. I can truthfully say though that I've had my best times at Wabash while I've been gone.

jam: Surely you have formed some opinions during your Wabash Years (when you grow to 80% of your adult height). We'll give you \$5 apiece for three observations displaying keen insight and rare judgement.

WW: (COO!) #1: I like the fact that anybody is able to cop an IM locker and play basketball all day without anyone getting really stretched out (and in fact glad because you are getting high on sports). #2 Restroom graffiti falls in the 33rd percentile, nationally

(according to the Shlomo-Snork R.P.T. Scale). #3: Can' Han' Man! (How about half a sack of mountain grown instead of Ben and Abe?)

jam: All right then, perhaps you would be more inclined to reveal information about yourself? What would you say your religious preferences were?

WW: Orthodox Colombian.

jam: How about favorite color, girl, sports team, labor union, and living legend?

WW: In order, blue, the jambo princess, Chicago Coquettes, GM, and Patty Hearst. Also, my current favorite saying is: "Gitchy, gitchy ya-ya's, Dada!"

jam: What are you into?

WW: Myself.

jam: Perhaps you would like to speak to the issues of Peace and Freedom?

WW: Not particularly, but if you've got their number handy I'll give them a buzz.

jam: Do you recall any extraordinary events of your childhood which have had important effects on your later life?

WW: Other than the fact that I was found under a cabbage leaf, no.

jam: Alright, we have time for only one more question, if all your friends took off their clothes and ran into the street, what would you do?

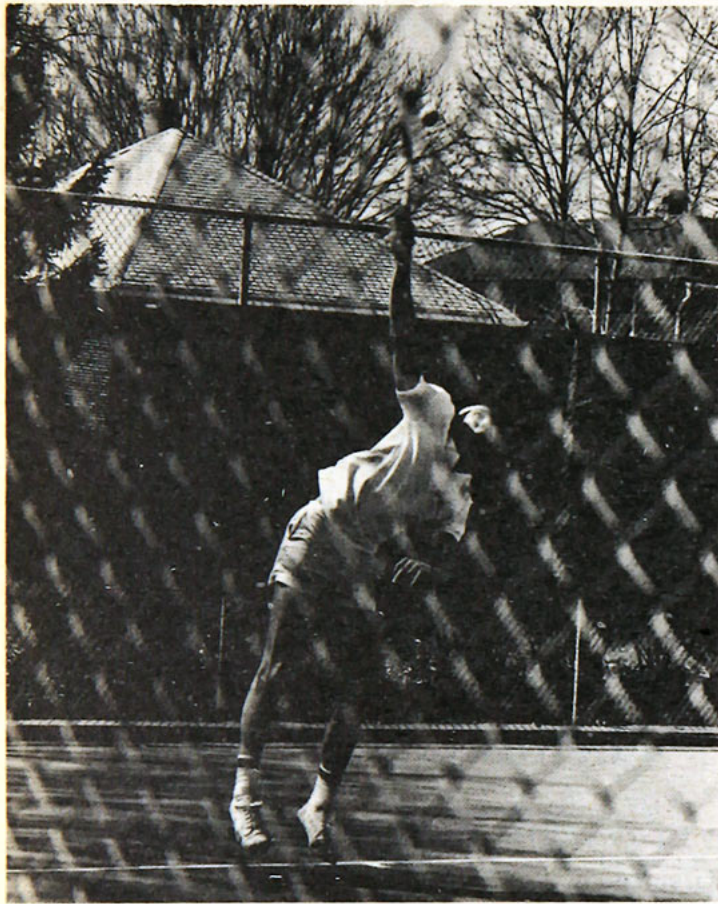
WW: Look the other way.

—Jimmy Olson &
lois lane—
(Hugh Howell)

WABASH SPORTS

FIJI's Pedal Around The Mall

Wabash Loses Hope for An ICC Crown



Four bicyclists from Phi Gamma Delta fraternity won the Wabash College 1975 intramural bike race. The course was easy to follow — forty laps around the rectangular college mall. The FIJI riders beat nearly a dozen other teams representing the fraternities and dormitories on campus and the faculty. The winning riders were:

William M. Anderson, Stephen M. Brownlee, Steven M. Millns, and Peter G. Trybula.

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"I THOUGHT WE HAD A GOOD SEASON," BUT . . .

DANNIES DEAL NETTERS ICC LOSS

In their final tournament of the season, the Wabash tennis team took second in the Indiana Collegiate Conference meet.

"I thought we had a good season," first year tennis coach Dave Shelbourne stated. In the ICC meet, Dave Brooks and Greg Millis won first place medals in singles and doubles, and Bill Fell and Mark Miles combined for the top spot in second doubles, but DePauw edged the Little Giants in the team standings, 56 points to 50.

"DePauw has a very fine team — they are strong at every position," Shelbourne continued. Wabash defeated DePauw's netters 6-3 in dual competition, but the close matches went against the Little Giants in the conference tourney.

Overall, it was a fine season for Dave Brooks and Greg Millis. Both players

earned first place medals in singles at the Little State and ICC tournaments, and combined forces for the number one doubles award in both meets. Brooks was 13-2 on the season, Millis finished at 12-4, and the duo's doubles record was 12-3.

Another honor came Brooks' way as the sophomore from Hammond, Ind. won the ICC's Most Valuable Player Award.

Senior, Bill Fell ended the 1975 tennis season with a 9-8 record at third singles. Freshman Ben Milbrath performed very well at the tough fourth singles spot, fighting to an 8-11 season score.

Mark Miles was 7-10 at fifth singles, and Mike Keele, another freshman, gained an outstanding 10-3 record on the number six singles courts. Letterman Keith Kehlbeck also saw some action, and won

two matches while losing four in match competition.

On the other two doubles positions, Wabash fared equally well. Bill Fell and Mark Miles ended the season with a first place in the ICC, and 9-6 mark. Ben Milbrath and Mike Keele were 10-8 overall.

Accumulating a 6-5 season record, Wabash won all four of its ICC matches, and also registered three shutouts. The Little Giants took seconds in both the ICC and Little State Tournaments.

Already looking ahead to next season, coach Shelbourne feels the loss of Greg Millis and Bill Fell will not be damaging.

"Harry McNaught and Keith Kehlbeck will both be factors on next year's team," the coach said, pointing to two lettermen who did not see major action this year.

The second place ICC finish came as a disappointment to the Wabash netters, who were hoping for a third straight conference title. But the team is satisfied with its season performance and is looking for even better things to come.

The Wabash College baseball team virtually lost any hope for an Indiana Collegiate Conference title when they dropped a twinbill to Evansville 4-0 and 11-1. The games had been rescheduled from the previous day, Saturday, April 26, due to heavy rains in the Evansville area.

Coach Ken Bowman's Little Giants now own a 3-5 conference record with only four league games to play. Their overall record is 9-14. The Little Giants have been plagued with spotty pitching this year. Senior Dale Petrie, the "ace" of the starting staff, has suffered from a sore arm, further damaging the mound corp. Junior Bill Parker has carried the brunt of the pitching load. He has a no-hitter and a one-hitter to his credit. Defensive and offensive inconsistency has also hurt the Little Giant cause. Leading hitters for Wabash have been seniors Mike Brown and Tom Giesting, junior Greg Hare and freshman Dave Harvey.

The Little Giants hosted St. Joseph's in an ICC twinbill Thursday. Last year the Pumas handed Wabash a double setback, 3-2 and 2-1.

Coach Bowman's squad will end their conference season on Saturday, May 3 when they travel to Valparaiso for a doubleheader. The Crusaders also won two, 6-4 and 7-5 in action between these teams during 1974.

INDIANA COLLEGIATE CONFERENCE Baseball Standings + ICC

	W	L
Evansville	6	2
Butler	5	3
Ind. Cent.	5	3
Valparaiso	5	3
St. Joseph's	3	5
Wabash	3	5
DePauw	1	7

LEE'S Super Test

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TRACK SEASON ENDS AS ...

Bash Wins Moral Victory, But Comes in Third at ICC Meet

The Wabash College track team won what Coach Rob Johnson termed "a moral victory" in edging out Butler for third place at the Indiana Collegiate Conference Championship meet at Valparaiso last Saturday. The Little Giants tallied 83½ points to Butler's 78. The host team, Valparaiso, won the I.C.C. title by totaling 173 points to Indiana Central's 143½.

Brent Waymire in the 100 yard dash (10.1) and Eric Winterbottom in the long jump (21' 11½"), were the only Little Giant individual winners. Waymire also took second in the 220 and his time (21.6) was just one tenth of a second away from the school record. Darrell Kingery broke a Wabash record in the 440 intermediate hurdles with a time of 55.9 while finishing fourth. The old record was 56.2 set by Glenn Pride and Brad Goff. Ed Jones took a second in the long jump, a fifth in the javelin, and a sixth in the triple jump. Bob Einterz in the

discus and the 440 relay team of Kingery, Charlie Bunnell, Phil Holleran, and Waymire took seconds. The mile relay team of John Downing, Doug Ford, Bunnell, and Kingery took third.

The Little Giants' pair of outstanding distance runners, Greg Birk and Henry O'Connell failed to place in the mile, but steeplechase All-American in 1974, Tim Hawley, took fourth in the steeplechase and a fifth in the three mile run, to pick up some of the slack. O'Connell, a two-time cross country All-American, has been bothered by a virus and had failed to run in the two previous meets.

The Most Valuable Player of the meet was Dennis Murray of Valparaiso and his coach, Terry Shy, won the Coach of the Year honors in the I.C.C.

Wabash will conclude their regular season on Saturday, May 3 when they travel to DePauw for the Little State meet.

DAVE DEMETRAL —Photo by John Moyer

1-7 ON THE SEASON ...

"Wabash's Golf Season Is Over, And It Is Not An Event To Be Remembered."

Wabash's golf season is over, and it is not an event to be remembered.

Coach Bruce Hamman's clubbers were 1-7 on Indiana country clubs this spring, and finished next to last in invitational tournaments at DePauw, Ball State, and Manchester.

"We had five people shooting in the 70's at one time or another," Hamman stated, trying to find a few bright spots in an otherwise dismal season.

The golfers final effort, the Manchester Invitational, typifies the year. The top four Wabash clubbers combined to fire a 330, 26 strokes behind victorious Indiana Tech. Pat Healey and Wally Atkensen carded 79's, 7 shots above par.

Jim Pierce registered an

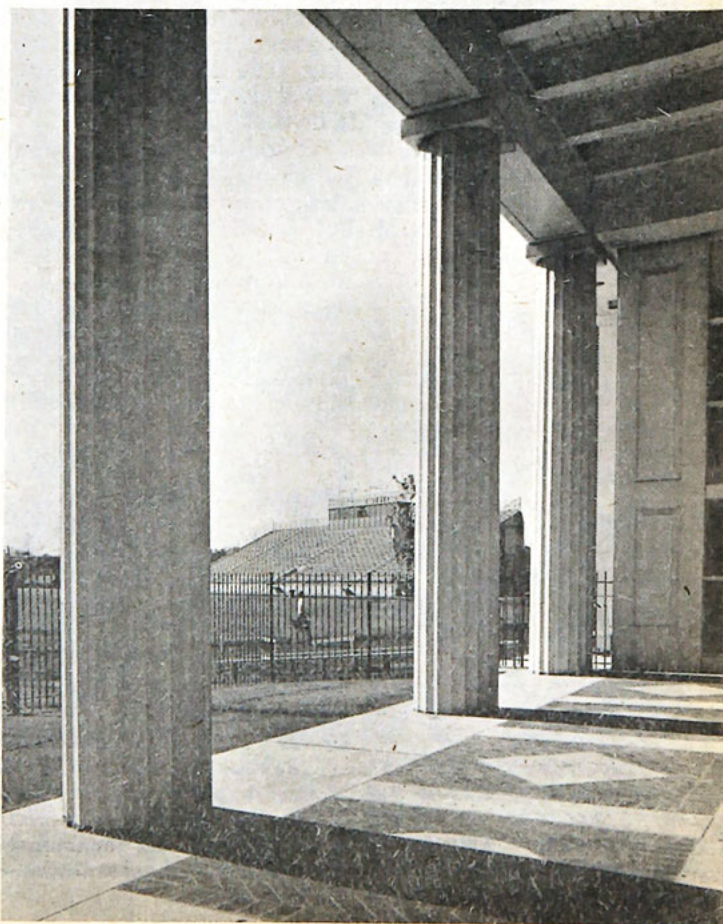
84, Tom Knox an 88, and Kevin O'Shaughnessy a 90. Ross Lathrop shot and 82 in his first competitive meet at Manchester, but his score was not included in the standings.

It seems that Wabash could never get all it's golfers working together. When Knox and O'Shaughnessy fired 78's at Rose-Hulman, the team's top two of Dave Demetral and Healey finished in the mid-eighties.

Next year the Wabash team will center around Demetral, Rick Batchelder, O'Shaughnessy, Atkensen, and Lathrop. Improvement and consistency will have to be the team's goals.

Coach Hamman appraised his team this way: "There was just not much good out there."

—John D. Kerezy



McLEMORE SPEAKS OUT ON COMPREHENSIVES

The thrust of this article is to educate people a little about comprehensive examinations, to point out some serious weaknesses in the present system, and to suggest a few changes that might be made to make the process a bit fairer in the following years.

FACT: Wabash College tells us that comps are important. They underscore this point by requiring a senior to pass both written and oral exams in order to graduate. But what does the College tell the students beyond that? Not too much. Allow me to quote from THE ACADEMIC BULLETIN OF WABASH COLLEGE, 1974-75, under the section entitled "Requirements for Graduation:"

"F. Comprehensive Examination. Every student must pass a comprehensive examination in his major field.

"G. Oral Examination. Every student must pass a senior oral examination, the committee for which will consist of one instructor from his major department, one from his area concentration, and one from neither. The examination shall be no more than one hour in length and must be passed by the midsemester of the second semester of the senior year."

This is the extent of official College statement on the subject. Except, of course, for one small gem which you might find if you were to look into the CATALOGUE which prospective freshmen read. Another quotation seems in order:



Cmps are an ordeal that we all have to go through to get out of here. They consist of several hours of writtens and an hour of oral exams. All you have to do to graduate is pass. Why study more than enough to do that?

"COMPREHENSIVE EXAMINATION for a review: During your senior year you are examined in writing on your academic major and orally on the link between your specialty and your broader concerns."

I hope it will not seem unfair to point out the three words "for a review" here. They certainly speak for themselves. We, however, all know better — MUCH better.

This may all seem confusing to some of you. I should point out at this point that this is not just another anti-comps statement; I am trying to show some areas in which there are deficiencies, and I hope to see improvement in these respects. So, to continue, I'd like to look at what is a prevalent attitude among students here about comps and their importants.

This will necessarily be subjective and will not be true across the board — some students know or are told more than others about comps. However, the prevalent attitude about comps around the campus seems to run like this.

"Comps are an ordeal that we all have to go through to get out of here. They consist of several hours of writtens and an hour of oral exams. All you have to do to graduate is pass. Why study more than enough to do that?"

"Some people may want to get a high pass or a distinction for their record, but it doesn't really matter anyway. Comps don't count for anything but a pass, a high



I hope it will not seem unfair to point out the three words "for a review" here. They certainly speak for themselves. We, however, all know better — MUCH better.

pass, or a distinction. So if you don't want to study, it can't hurt you at all as long as you pass. And if you want the distinction, well that's cool, but it doesn't do anything else."

I hope that this is a fair summary of what the typical Wally Wabash is thinking. At least it is a safe bet that this is so, because it is basically a restatement of what our ACADEMIC BULLETIN says. There is only one point of difference. Where the BULLETIN remains silent about any effects that comps might have beyond those simple grades of pass, high pass, or distinction, your everyday Wally Wabash goes on to assume that comps have NO effect at all beyond those grades. This is a sadly mistaken assumption to make, as it turns out. What follows is presently unpublished information. However, it can be verified for any doubters by the Registrar, Theodore Bedrick, or by Dean Moore.

FACT: Comprehensive Examination grades count both into graduating honors and for Phi Beta Kappa election. This is an odd, mysterious process, but it works in this way. When it comes time to pick Phi Beta Kappa, a not insignificant scholastic honor, the grade for the comp is converted into some equivalent of a course grade and then figured into the cumulative grade point of the student before his grade point is sent on to the national organization of Phi Beta Kappa. This whole process is shrouded in mystery, and no one will disclose, for example, the exact value assigned to the comp scores in figuring them into the cumulative grade point. But somehow it is done, and none (or very few) of the students know about it. It is conceivable, then,

although admittedly improbably, that a student who had a very high grade point might not make Phi Beta Kappa simply because he didn't know that his comps grades counted for that and chose not to study very much for comps because he felt that they weren't too important.

Comprehensive scores count into graduating honors in a manner not quite so mysterious, but with just as potentially devastating effect. Graduating honors, for the sake of clarity, are summa cum laude, magna cum laude, and cum laude. They are figured, Wally Wabash assumes, on the basis of cumulative grade point alone. No one tells poor Wally differently. In fact, however, there is a table of requirements used to figure who gets what when the honors are passed out. This is that list.

HONOR: summa cum laude. Requirements distinction in comps; a 7.8 G.P.A.

HONOR: magna cum laude. Req: distinction in comps; a 7.0 G.P.A. OR without distinction: a 7.8 G.P.A.

HONOR: cum laude. Req: distinction in comps; a 6.5 G.P.A. OR without distinction: a 7.0 G.P.A.

con't. on next page

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MORE McLEMORE

Now there are several things worth noting about this table.

1. The table (and the Registrar's office) still uses a 9-point grade scale in figuring graduating honors. For those of you who don't know about the 9-point scale, it is: 9: A, 8: A-, 7: B+, 6: B, 5: B-, 4: C+, 3: C, 2: C-, 1: D, ? : F. It went out with the old curriculum, hours for graduation, and the like. Members of the classes of 1975 and 1976, however, retained the right to choose between the 9 or the 4-point scales. It doesn't seem that their right to choose extended to computation of graduating honors though.

2. One cannot get a summa cum laude without first getting a distinction on his comps. This could be quite a surprise to our friend Wally Wabash!

3. Without a distinction, one needs almost a whole grade higher to enter a category of graduating honors than the person with the distinction. For example, for the person without a distinction to graduate magna cum laude takes nearly an A-average, while the person with a distinction needs only a B+ G.P.A. to graduate with the same honor.

This seems to be information worth knowing, although it is, presently, not published by the College. To be fair, it once was. As a

matter of fact, it was published as recently as the 1967-68 admissions catalogue and bulletin. But not since then has one word of all this been officially printed. And never has the influence of comps scores on Phi Beta Kappa selection been published.

Now where does all this information take us? It seems to me that it points to a slight weakness in the way in which we students find out things about Wabash in general, and specifically about comps. I have passed over all sorts of questionable things about comps in this article, but I think I should list them for your further thought and discussion.

1. Orals this year were supposed to cover PRIMARILY the liberal arts. In some cases this was far from the norm. Students were questioned primarily over their major field.

2. Word has it that orals started to take a different thrust after the Dean of the College sent a memo to the faculty about 2/3 of the way through. They began to be liberal-arts-oriented where they had often been major-oriented. A lack of consistency could have affected certain individuals' grades.

3. No Political Science majors this year received grades higher than a pass.

4. There is a seeming inequality of grading across departmental lines. Once again, word has it that (for example) an 82% in one department was a distinction while an 84% in another department was a mere pass.

5. There was a general lack of uniform information in advance about where comps would be, what they would consist of, etc.

6. There were considerable differences between departments in the form of the exams themselves. For instance,

while students of one department would be expected to write both days of the exam, other departments required that their students write only one day of the exam along with a previously prepared paper.

7. Students could sometimes not see the numerical scores on which their final comp scores were based (there seems to be no clear policy on this).

8. Students could often not see their exam papers after grading (again, no clear policy on this either).

9. Students often did not get a chance to discuss their grades with those who graded them.

10. Students often do not know how their exams are graded.

As I said, these are just passing thoughts and questions. I want to re-emphasize that this is not an anti-comps essay. It would be good if people did some thinking and talking about them. Perhaps many of the foregoing questions could be answered by the problems of cross-department differences. Let's do some work on these questions, though.

But back to comps specifically. What can be done to ensure that students in subsequent years know exactly what they are up to when it comes to comps? It seems to me that the College has the responsibility to inform all students precisely as to what a serious academic endeavor comps are. At the moment the College makes no such effort at all, and I find it to be extremely negligent in this respect. At the moment, taking comps with the amount

of information that is known about them is like trying to play football thinking the field is supposed to be 80 yards long when it is really 100 yards. You can't play the game fairly if you don't know all the rules. The College HAS THE RESPONSIBILITY to let the students know the rules. How could it best do this?

1. By re-inserting into the BULLETIN an accurate description of the effect comps have on graduating honors. This has probably been left out of catalogues by an oversight, but such an oversight should not be allowed to happen again. Students have a right to know.

2. By putting in the catalogues a statement describing the influence of comps scores on the selection of Phi Beta Kappa. The manner of selection may not be able to be completely revealed due to the nature of Phi Beta Kappa, but students certainly deserve to know that comps effect the process.

3. Sending letter to all seniors in the late fall telling them in detail about comps: their nature, purposes, and effects. Again students have a right to know these things if they are to be subjected to them. And again, the College has the responsibility to inform the students effectively if they are to administer such exams.

These are just some small problems and solutions in the overall swamp that is now comps. I have chosen to pass over any questions that might be raised about the validity of allowing comps scores to reflect on graduating honors or Phi Beta Kappa selection. It is another questionable

continued on page 10

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FACT: Comprehensive Examination grades count both into graduating honors and for Phi Beta Kappa election.



You can't play the game fairly if you don't know all the rules. The College HAS THE RESPONSIBILITY to let the students know the rules.

HAENISCH RECEIVES CHEM. TEACHER AWARD

Dr. Edward L. Haenisch, married and the like. Chairman of the Chemistry Department and of the Science Division at Wabash College, received a national Chemistry Teacher Award from a former student at ceremonies on the Wabash College campus on May 1. Charles F. Reinhardt, M.D., a 1955 graduate of Wabash who serves as Associate Director of the Haskell Laboratory for Toxicology and Industrial Medicine represented the Manufacturing Chemists Association in presenting the award, a medal and citation to Haenisch.

The Manufacturing Chemists Association Chemistry Teacher Awards are presented annually to a handful of college and university professors whose teaching has contributed most significantly to their profession and to the lives of their students. In letters recommending Haenisch for the Award, former students and colleagues cited his development of new approaches to chemistry education, including a course which combines the basic principles of chemistry and physics; his development of national summer programs for high school chemistry teachers under the auspices of the National Science Foundation; and the way his lectures and strong personal interest in students' progress led many Wabash students to choose chemistry or teaching for their own careers. One former student who was inspired to become a college chemistry teacher himself recalled in his letter Haenisch's "running, up-to-date file on all of his past majors — where they went to graduate school, who they worked for, what they are currently doing, who they

married and the like. Professor Haenisch takes great pride in what he calls 'his chemical family'."

Nearly 200 men have majored in chemistry under Haenisch at Wabash. Of that number, more than 80 per cent have pursued graduate study in chemistry or a related field. Well over half have won doctorates. His students now pursue careers as chemistry teachers at the secondary, undergraduate or graduate levels; as physicians; or as researchers and chemists in industry.

A native of Chicago, Haenisch received S.B. and Ph. D. degrees from the University of Chicago. He came to Wabash in 1949, following nearly two decades of teaching at Montana State University, Rosemont College, Columbia University and Villanova University. In addition to his teaching, Haenisch has served in staff or consultative positions for the National Science Foundation and the dePont Corporation. He was Chairman of the Division of Chemical Education of the American Chemical Society in 1947. He organized the Midwestern Association of Chemistry Teachers in Liberal Arts Colleges in 1953, and served as its first president. He is a member of numerous professional and honorary societies.

Haenisch was a leader in developing the Chemical Educational Material Study ("CHEM Study") program, a high school chemistry course which has been used in many school systems throughout the United States.

National recognition of Haenisch's leadership in chemistry education has included:

American Chemical Society Award in Chemical Education, presented in March, 1963.

The James Flack Norris Award for Outstanding Achievement in the Teaching of Chemistry, presented by the Northeastern Section of the American Chemical Society in November, 1967.

Doctor of Humane Letters, Villanova University, May 1975. The degree will be presented on May 19 in Villanova, Pennsylvania.

In May, 1965, Haenisch



DR. EDWARD L. HAENISCH

became the first winner of the Reid McLain Faculty Award in honor of Clair McTurnan, the highest award at Wabash College for excellence in teaching.

Charles F. Reinhardt received his M.D. degree from the Indiana University Medical School in Indianapolis in 1959. After several years as a physician in the U.S. Air Force, he undertook further study of occupational medicine in 1965. He has been on the staff of the company's Haskell Laboratory for nearly a decade, and was recently promoted to the position of Associate Director at Haskell.

Reinhardt is a member of local, state and national medical and industrial medicine societies, serves as a committeeman of the Manufacturing Chemists Association, and is a member of the Committee on Toxicology of the National Research Council, National Academy of Sciences. He and his wife Linda have four children. Reinhardt's parents, Mr. and Mrs. Charles H. Reinhardt, live at 75 North Burbank Road in Indianapolis.

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MORE AWARDS (from p. 1)

McHugh.

Krannert Fellow: Dale Lee Petrie.

The George A. Lipsky Memorial Award: Richard Walker McHugh.

The Norman E. Treves Award in Science: Bruce Alan Adye.

The Underwood Award in Chemistry: Dale Louis Dorsett.

The Pi Delta Epsilon Journalism Awards: Robert Paul Chamness, Outstanding Service Award; John Dana Kerezy, Distinguished Freshman Award.

The Wall Street Journal Award: Robert Avery Sherwin.

The World History Prize: Martin Peter Luthy.

W. N. Brigrance Speakers Bureau Award: Mark Allen Noffsinger.

The Nicholas McCarty Harrison Essay Award: James Michael Sampson, William Webb Hill III.

The John N. Mills Prize in the Bible: Michael Taylor MacHatton, Joseph Patrick Gawrys, Robert Griffith Carpenter.

The Robert Augustus King Prize in German: Donald Evan Longer, Harvey James Pierce III.

The German Embassy Book Awards: David Kerr Herzog, Paul Nicholas Markovich, Paul William Mamula, Gary Lee Zack.

Delta Phi Alpha Book Prizes: Bradford Bivin Boyd, Keith Howard Kehlbeck.

The Indianapolis Alumni Award: Bryan Binford Slade. The Glee Club Award: John Lurton Asbury, Wayne Mark McLemore.

The Baldwin Oratorical Contest: John Scott Allen, Kimball Dirk Berard, Robert Gurney Betz.

The David W. Peck Fellow: Robert Paul Chamness.

Outstanding Teacher in Training: David Lynn Lovell.

Membership in Phi Beta Kappa. From the Junior Class, Thomas Martin Sellke.

From the Senior Class: John Leo Carey III, Robert Raymond Crowell, Kenneth Lee DeHart II, Mauri Adam Ditzler, Daniel Evar Edquist, Herbert Alan Fry, William Henry Ledbetter, Michael Fredrick Love, Richard Walker McHugh, Wayne Mark McLemore, Paul William Mamula, Michael Creviston Minick, Michael Irving Naumann, Harvey James Pierce III, William David Ruwe, Randel Lance Saylor, Steven Richard Schafer, Robert Avery Sherwin, George Douglas Watts.

Initiation in Psi Chi: James Frederick Austin, Rickey Emmett Black, David George Demetral, Donald Jeffrey Fuchs, Theodore Eugene Glackman, Dana Ray Kolter, Allen Forrest Murphy III, Jaroslaw Bodhan Petruniw, William David Ruwe, Steven Richard Schafer, Richard Wayne Shonkwiler II, Gregory Michael Spencer, Arthur Paul Woolls.

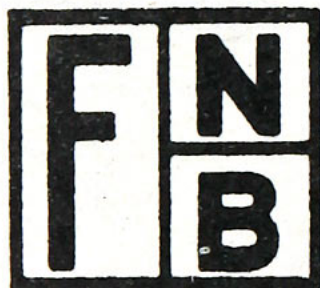
Initiation in Wabash - DePauw Sigma Xi Club: Bruce Alan Adye, James Frederick Austin, Rickey Emmett Black, John Leo Carey III, Robert Raymond Crowell, Kenneth Lee DeHart II, Mauri Adam Ditzler, James Paul Duguid, Daniel Evar Edquist, Herbert Alan Fry, Timothy Curtis Hawley, Darrell Duane Kingery, William Henry Ledbetter, Paul William Mamula, Michael Creviston Minick, Harvey James Pierce III, David Bryan Reich, William David Ruwe, Randel Lance Saylor, Steven Richard Schafer, Robert Avery Sherwin, Earl Andrew Smith,

Steven William Wagner, George Douglas Watts.

Initiation in Pi Delta Epsilon: Robert Gurney Betz, Bradford Bivin Boyd, Robert Paul Chamness, David Lauren de Lorenzo, Gordon Coartland Evans, Thomas Edmund Garrity IV, Lawrence Lynn Grimes, John Dana Kerezy, Richard Walker McHugh, Charles Frederick Miller, John Ford Moyer, Michael George Murphy, Frank Clifford Paul, Gary Lee Zack.

Initiation in Eta Sigma Phi: Ricky Allen Batchelder, Travis Anthony Bissett, Twining Forrest Campbell II, Frederick Chester Cook, John Wesley Feasel, John Joseph Jonikas, Wayne Mark McLemore, Timothy Edward Schroer, Charles Wilmot Tramel, George Gordon Wilder.

Initiation in Delta Sigma Rho-Tau Kappa Alpha: Mauri Adam Ditzler, Richard Channing Currey.



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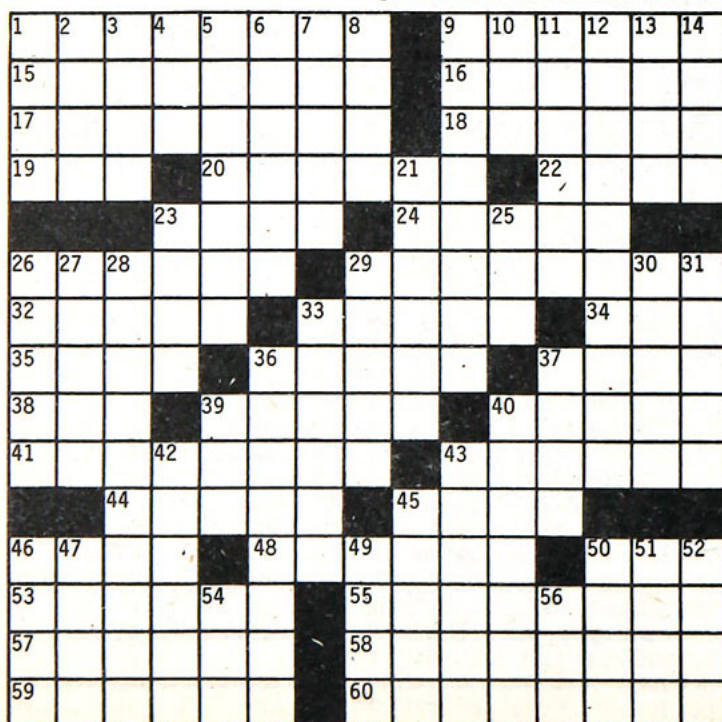
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targum crossword

ACROSS

- 1 Reckless adventure
- 9 That which arouses pity
- 15 Expressing mockery
- 16 Adapt oneself to
- 17 Diviner
- 18 Opposite of staccato
- 19 Deviate (said of a ship)
- 20 Overcast
- 22 Biblical country
- 23 As soon as
- 24 Ripeners
- 26 Kitchen utensil
- 29 Rectangular column
- 32 Made eyes at
- 33 Front brim of a cap
- 34 Miss Gardner
- 35 Milk: Fr.
- 36 Painter of "Olympia"
- 37 Mr. Maverick
- 38 Fitting
- 39 Records
- 40 Prefix: four
- 41 Practice
- 43 Mountain ridges
- 44 Bit actor
- 45 Valley
- 46 Shave
- 48 Trying experience
- 50 College in Dallas
- 53 Film-splicing mechanism
- 55 Reslants
- 57 Fail to follow suit
- 58 The letter "H"
- 59 "Intermezzo" star
- 60 Steel manufacturer
- 14 Prefix: mouth
- 21 Platforms
- 23 Hone
- 25 Piece of corn
- 26 Tooth
- 27 With an open mouth
- 28 Moving like a snake
- 29 ---nez
- 30 Tennis great
- 31 Polynesian chestnuts
- 33 College in Poughkeepsie
- 36 Reflected
- 37 Common past participle
- 39 Dis and ---
- 40 Vine supporter
- 42 Famous boy's academy
- 43 Hooks
- 45 Web-footed birds
- 46 Fairy
- 47 Arabian gulf
- 49 Dull
- 50 Canned meat
- 51 Apportion
- 52 Drug taker
- 54 The center of logic
- 56 Crude metal

DOWN

- 1 Catch sight of
- 2 Woman's name
- 3 Rowing
- 4 Tennis term (pl.)
- 5 Type of egg
- 6 Fisherman
- 7 --- the vine (fail)
- 8 Light tan
- 9 Trilingual, e.g.
- 10 Exist
- 11 Princeton's football team
- 12 Advantages
- 13 Aware of

COLLEGE BUYS MORE COMPUTER HARDWARE

(from page 1)

Center area. Computers are sensitive machines that need proper air pressure, humidity, and temperature, and air conditioning insures better computer performance.

The source of the money for the computer improvements is Wabash's endowment drive under the immediate needs category. The purpose of the immediate needs portion of the endowment drive is to: "attract young men of promise, renovate physical plant, and enhance supporting services." In expanding and improving the computer system, the trustees believe the improvements will help the college accomplish its goals.

—Craig Zaleski

Glee Club Elects Stine President

In elections held last Tuesday, the Wabash Glee Club elected the following men as officers for the 1975-76 year: Mark Stine, '76, President, Gregg Sweeney, '76, Secretary, and Bruce Williams, '76 and Steve Wright, '78 as Members-at-large of the Executive Committee.

The Glee Club plans an intensive week of rehearsals between exams and Commencement in preparation for its four-and-a-half week European tour. Members will remain on campus, sing two rehearsals daily, and sing a concert on Saturday, May 17 at 7:30 in the Chapel.

The Club is thankful to the management of Just-Rite, Inc., and The Countryside Inn for offering meals at reduced prices.

PUZZLE RESULTS FROM PAGE 9

E	S	C	A	P	A	D	E	P	A	T	H	O	S
S	A	R	D	O	N	I	C	O	R	I	E	N	T
P	R	E	S	A	G	E	R	L	E	G	A	T	O
Y	A	W	C	L	O	U	D	Y	E	D	O	M	
		W	H	E	N	A	G	E	R	S			
M	A	S	H	E	R	P	I	L	A	S	T	E	R
	O	G	L	E	D	V	I	S	O	R	A	V	A
L	A	I	T	M	A	N	E	T	B	R	E	T	
A	P	T	D	I	S	C	S	T	E	T	R	A	
R	E	H	E	A	R	S	E	C	R	E	S	T	S
		E	X	T	R	A	G	L	E	N			
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E	D	I	T	O	R	R	E	S	L	O	P	E	S
R	E	N	E	G	E	A	S	P	I	R	A	T	E
I	N	G	R	I	D	B	E	S	S	E	M	E	R

McLEMORE; COMPS (from page 7)

process, at best. My hope, though, is that students and faculty begin to think and talk about the possibilities of a useful comprehensive examination, one that might even be a learning experience as well as "just another course exam." The need exists. Let's do something about it.

—Mark McLemore

A POSTSCRIPT

I have recently become aware of the way in which comps scores influence Phi Beta Kappa selection. The scores are assigned a value of TWO COURSES, given quality points on that basis, and then figured into the student's gradepoint before it is sent on for consideration for Phi Beta Kappa. To put this into perspective, consider the fact that students opting for off-campus study receive NO input into their G.P.A. from the grades they get during that time. Are we being told by these practices that comprehensive exams here are more important than a whole semester or year of study elsewhere?

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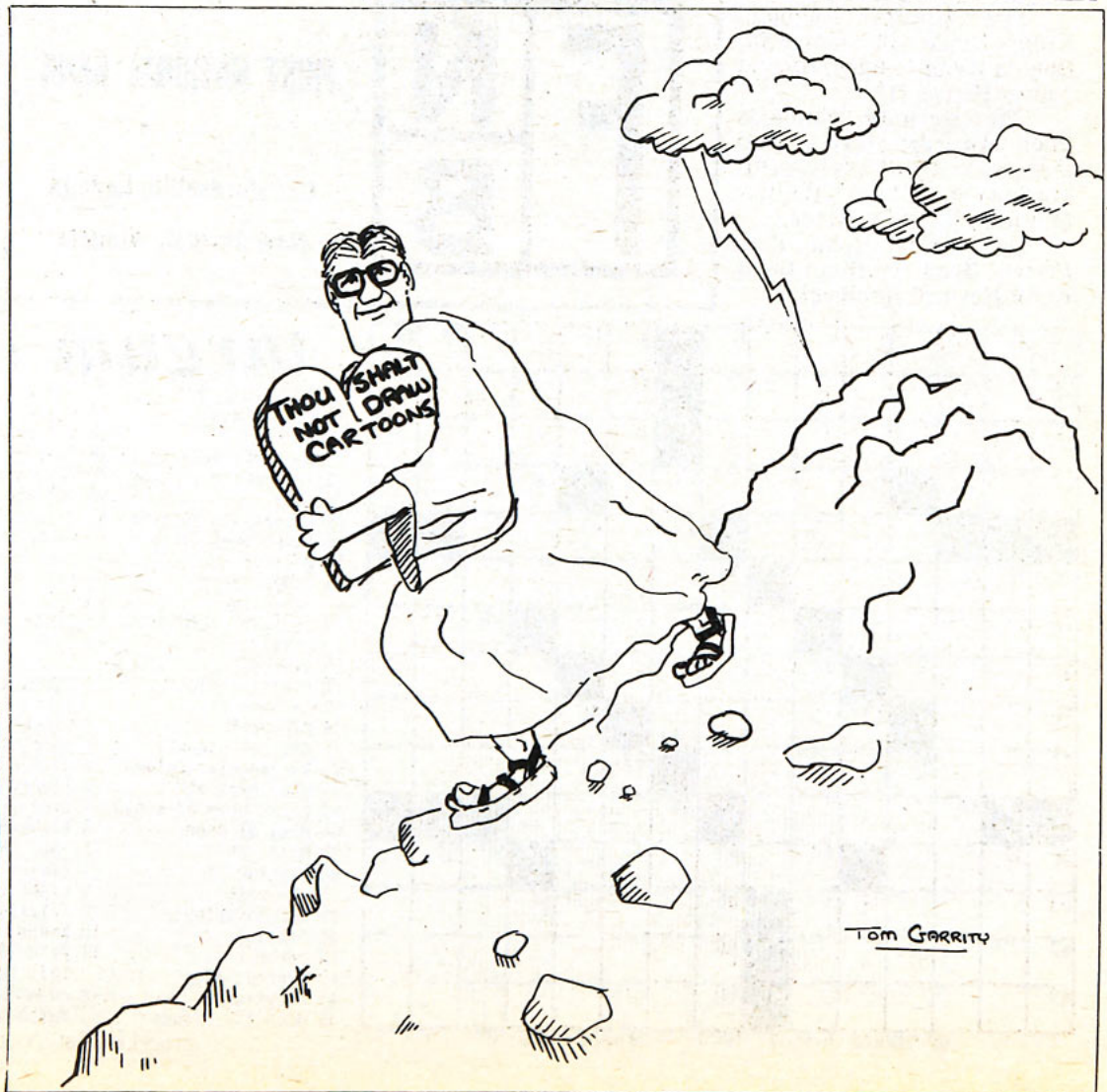
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