

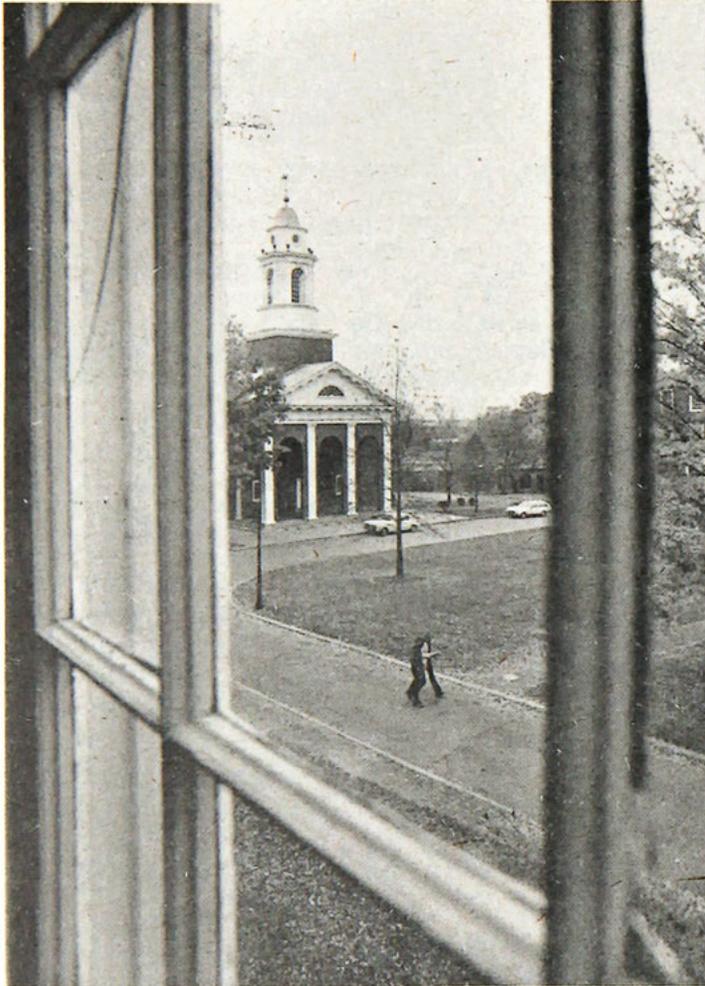
# THE BACHELOR

67th YEAR,

Wabash College, Crawfordsville, Indiana, April 25, 1975

Number 26

## Tuition Is Small Fraction Of College Income



When another increase in tuition was announced last February, complaints and murmurs were heard in halls and living units all around the campus.

In examining the Wabash College budget, you will rapidly discover that paid tuition accounts for less than 20% of the college income. What's even more, Wabash operates at a deficit every year.

The 1974-75 budget established income at a total of about 4 million, 600 thousand dollars. Expenditures were set at over 5 million, 760 thousand dollars, giving Wabash a deficit of about 1 million, 160 thousand dollars.

Formulation of the budget is a laborious process. First, an on-campus financial committee, consisting of Dean Powell, Don Sperry, William Degitz and two faculty-elected members. These men draw up a proposed budget for each school year.

The figures arrived at by the on-campus committee are then subject to approval by the Budget Committee and the Executive Committee of the Wabash College Board of Trustees. Either of these committees may approve the proposed budget, amend it, or scrap it completely.

After these committees finish their tasks, the budget is sent to the Board of Trustees for their final approval in May. Here are the statistics on the 1974-75 budget and the proposed 1975-76 budget. Keep in mind these figures for next year are not yet official; they are subject to the Trustee's approval.

### 1974-75 Budget

Source	Income	% of Total
Tuition & Fees	\$2,046,300	44.5%
Endowment Income	1,485,800	32.3%
State Scholarship	370,000	8.1%
Aux. Enterprises	421,000	9.2%
Research Grants	183,000	4.0%
Athletics	15,000	.3%
Others	75,000	1.6%
<b>TOTALS</b>		
<b>INCOMING</b>	<b>\$4,596,400</b>	<b>100.0%</b>

Compensation	\$2,847,407	49.4%
Oper. Exp.	1,769,505	30.7%
Financial Aid	1,143,870	19.9%
<b>Totals</b>		
Expending	5,760,782	100.0%
<b>DEFICIT</b>	<b>\$1,164,382</b>	

### PROPOSED 1975-76 BUDGET

Source	Income	% of Total
Compensation	\$3,142,262	50.6%
Oper. Exp.	1,818,835	29.3%
Fin. Aid	1,244,725	20.1%
<b>Totals</b>		
Expending	\$6,205,822	100.0%
<b>Proposed Deficit</b>	<b>\$1,258,822</b>	

Compensation is salary for all faculty, administration, staff, and maintenance. There are 208.5 college employees at present, next year salaries are planned for 211.5.

Tuition and fees figures shown are the expected income if every student paid full tuition. Over half the students at Wabash receive some form of financial aid from the college and this is indicated by the Financial Aid column under expenditures.

So to actually estimate what Wabash students contributed to their education, subtract the Financial Aid figure from the tuition and fees amount. The results indicate students paid a total of 902 thousand, 130 dollars in 1974-75, or just 15.7% of the college's total expenditures. Using the proposed 1975-76 budget, 930 thousand, 25 dollars will be dished out by the student body, or 15.0% of next year's estimated expenditures.

How does the college cover its deficit? Stephen Schmutte, a member of the on-campus budget committee, explained that endowments are used to make up the difference between income and expenditures. Currently, Wabash has about 26 million dollars in endowment funds; 28 million of the 32 million dollars being raised in the campaign for continued independence and excellence will enter Wabash Endowment Funds, giving the college 54 million dollars in endowments.

"The great thing Wabash has going first is the endowment, we are probably

(continued on page 10)

### LAWRIE AND JOHNSON TEAMED AS . . .

## Attrition To Be Studied

Wabash College is currently undertaking a study of the student attrition rate here. Dr. J. W. Lawrie of the Psychology Department is directing the study but is receiving help from Russel Johnson, a Wabash graduate of a few years back. Lawrie and Johnson have worked together in the past as consultant psychologists.

To date, the study is only in an organizational state. The final report is not due in the Dean's office until June.

Date will be collected from those presently on campus but will also include those who have since left. Visits to other colleges and institutions will also be included in the study as will conferences and seminars. A considerable amount of

literature and "expert opinion" will also be consulted.

The attrition rate study will gather statistics to find out why students leave. The final report should contain recommendations that might lower the attrition rate if employed.

The co-ed question may be a factor in Wabash's attrition rate, but because of the recent decision by the Board of Trustees, any suggested change, should it be recommended, will be essentially inoperative.

Dean of Students, Norman C. Moore has given his assurances that there will be nothing secretive about the final report. Now how about objectivity?

—Michael Murphy

## FOR WHAT IT'S WORTH

Over the past few weeks, I have attempted to focus some attention on the curriculum of Wabash. Through my conversations with many profs, I have gained some insight into the problems which the faculty faces when they use their collective wisdom to devise curricula. I have become totally convinced that if it is not possible to devise a "perfect curriculum". However, I would like to offer three suggestions to the present system which could go a long way in improving it.

1. It is evident that each Wabash professor has his own idea of the "liberal arts" and how they should be taught. It is also evident that no Wabash prof is 100% happy with the present compromise curriculum. Therefore, I feel it would be extremely beneficial for the Academic Dean to conduct a two or three day seminar for the faculty before the beginning of the next academic year. This would provide an opportunity for the entire faculty to come to some kind of consensus on a philosophy for a liberal arts education and perhaps, give some unity in purpose. It would also be an excellent refresher course for the profs who have not yet made the complete adjustment from "Old Wabash" as well as an introductory course for the great number of new faculty who have come to us straight from a major university graduate school, admittedly not the best place to learn how to teach the liberal arts.

2. For the purpose of distributional requirements. Group B must be broken up. By placing ten humanities courses in one group, we are unnecessarily inhibiting enrollments in these departments. A logical split could find the departments of Music, Art, and Theatre in one group while English, Speech, and the Foreign Languages would comprise the other group. By placing minimal distributional requirements on each group, the College could revitalize the humanities and insure that every Wabash B.A. holder would have had minimal exposure to both the fine arts and at least some experience in language arts.

3. Finally, Wabash should return to the hours system. There are gross inequities in the time that is required for different courses that should be corrected. A student should be given some sort of credit for the amount of time that he must spend with a course. Also, this would give greater flexibility in setting up course requirements and possibly encourage some students to take some humanities courses.

Wabash College has the potential to become one of the finest undergraduate schools in the nation. It seems that recent trends in educational philosophy have been aimed at making the school more attractive to the outside world by introducing various innovative gimmicks in curriculum. I would suggest that the only way Wabash can be the best college is to offer the best education, regardless of how it is structured and that should be the goal of the faculty.

—Frank C. Paul



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## our guide to current & coming events

### arts

Outdoor Band Concert, Tuesday, April 29, Campus Center steps at 7 p.m.

Scarlet Masque "A Flea in Her Ear" Ball Theatre, 8 p.m. on May 1 and 2.

DePauw Freshmen Women Choir and Wabash Glee Club at 7:30 p.m., DePauw University, Meharry Hall on April 25, 1975.

The Indianapolis Museum of Art ends the macabre cinema this Friday at 8 p.m. DeBoest Lecture Hall.

April 25, PANDORA'S BOX, Germany, 1928, 110 min., b&w, with Louise Brooks, Fritz Kortner and Alice Roberts, musical score added. Directed by G. W. Pabst. The film, one of Pabst's finest, and dealing with unconscious evil behavior, has been generally unavailable since its original release when it was cut by censors and badly received by the critics. Not recommended for children.

Plus THE DAY THE EARTH STOOD STILL, United States, 92 min., b&w, with Michael Rennie, Patricia Neal, Hugh Marlowe and Sam Jaffe. Directed by Robert Wise. A man from a planet hundreds of years hence is received with hostility and suspicion in this tale that leads to a mission of peace.

Sunday, April 27, LION'S LOVE, 1969, 115 min., color, with Viva, Jerome Ragni and James Rado, English subtitles. Agnes Varda described LION'S LOVE as a film collage of her life in Hollywood in 1968. This picture is said to show the influence of her husband, director Jacques Demy, (The Umbrellas of Cherbourg).

### MOVIES

"Cabaret" at the Strand with Liza Minnelli, Friday and Saturday, April 25 and 26 at 7:30 and 9:45. Sunday, April 27 at 2:15 p.m. and 7:30 p.m., Mon. and Tues., April 28 and 29 at 7:30 p.m.

### sports

#### TENNIS

April 25, 26 ICC match at home

#### TRACK

April 26 — at Valparaiso

April 29 — at Indiana state, Big State

#### BASEBALL

April 26 — at Evansville

May 1 — St. Joseph's at home

#### GOLF

April 30 — Invitational at Manchester

## THE BACHELOR

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Don Herring  
Advisor

MALE CAMPUS ACTIVITIES AS . . .

# Circle K To Reform

Circle K is a national service organization. It is the college campus part of the Key Club — Circle K — Kiwanis triad. It is very similar in nature and purpose to Alpha Phi Omega, the service fraternity.

At one time both Circle K and APO were very prominent at Wabash. But now, both are lacking the student interest to make them really successful. Next year, one last attempt will be made at revitalizing the local chapter of Circle K.

There are numerous projects to be done, both on the campus and within the community, if only student help is available.

One project which appeared particularly attractive, was the initiation of a community and campus orientation program directed chiefly at freshmen. This would entail the writing up of pamphlets, inviting Crawfordsville business men to speak, and perhaps outings at nearby parks.

We would like to write a pamphlet which would contain courses especially recommended for freshmen and give a detailed account of its readings and objectives.

Another project which would be accomplished with the cooperation of the Kiwanis Club would be the construction of bicycle paths in Montgomery — County.

Bicycling, itself, is a pleasurable recreation and with all the beautiful sights in Montgomery County, we feel the construction of bicycle paths would be a very worthwhile project.

The projects are not limited to Wabash College and Montgomery County only. There are many national foundations which have received the invaluable help of Circle K all over the country. Circle K has raised money for Muscular Dystrophy, the Heart Fund, and the National Kidney Foundation. We have been instrumental in the drive for donors of vital organs. We have also worked with the mentally and physically handicapped.

Circle K being a national organization holds district, regional and national conventions every year along with statewide Spring and Winter conferences. These are open to everyone and offers a very enjoyable time, especially since it went co-ed.

At Wabash College, Circle K can offer something exciting to do on those boring weekends and something constructive to do in your spare time. Besides this, it also looks good on resumes and grad school applications to say you were an active member of Circle K.

—Tom Babel

# LETTER TO THE EDITOR . . .

To Whom It May Concern:

The current editorial policy of the BACHELOR appears to aim for a positive presentation of life at Wabash College. One aspect of this presentation is the often discussed "Wabash Community". We are told by the BACHELOR that students at Wabash are unique. We are told by the Little Giant tabloid that Wabash is a unique institution. We are told that, despite differences we students may have among ourselves, we are truly one happy family. (Wally Wabash is told not to cry over his grades. He is given his bottle of beer and is allowed to play pinball. He must be kept happy.)

Any Wabash student would be showing tackiness by accusing the BACHELOR of duplicity and of hypocrisy. Only a trouble maker would criticize the BACHELOR staff for ridiculing and for deriding a fellow student on the pages of the newspaper. Only a cynically - natured person would chastise the would - be Hemingways of the BACHELOR for publishing an interview with the intent of humiliating a member of the Community.

We, as Wabash students, must maintain our image of Community. We must not allow malcontents to talk of the malicious nature of the BACHELOR staff. We must show self-respect.

But, we must have our fun. We must have our fun, if necessary, at the cost of another's worth.

We must keep happy.  
Yours in defense,  
Gordon Evans

# RESPONSE

Dear Mr. Evans:

In concern to your recent letter to the Bachelor (4-22-75) I feel it is my duty to inform you of the fact that you have badly misinterpreted the purpose of last week's interview with Ross Lathrop. Its intent was NOT to humiliate a member of the Wabash Community.

It is not my duty to tell you why you misinterpreted it though, and so I will not. I will, however, refer you to the following article written by Malcolm S. Forbes in 1968. The title of the article is "Cultivate Cheerfulness".

"When I dictated that

headline to my secretary of 30 years' service, she ejaculated: "Oh! You have already written on this subject."

"I have, of that I am very well aware. But the importance of developing a cheerful attitude impresses me more and more with every passing decade. Life, in a sense, is what you mentally make it. I pity anyone who is chronically a grouch, pessimistic, discontented. A cheerful frame of mind is like churchgoing, largely a matter of habit; if you develop a morose attitude, the chances are that you will persist in it, just as if you get into the habit of going to church you continue to go, whereas if you stop going, you continue not to go."

"If you are so constituted that you cannot be cheerful, seek strenuously to be as cheerful as you can. "A merry heart goes all the way . . ."

Thank you for your letter.

—Yours in earnest  
Robert G. Betz  
Associate Editor

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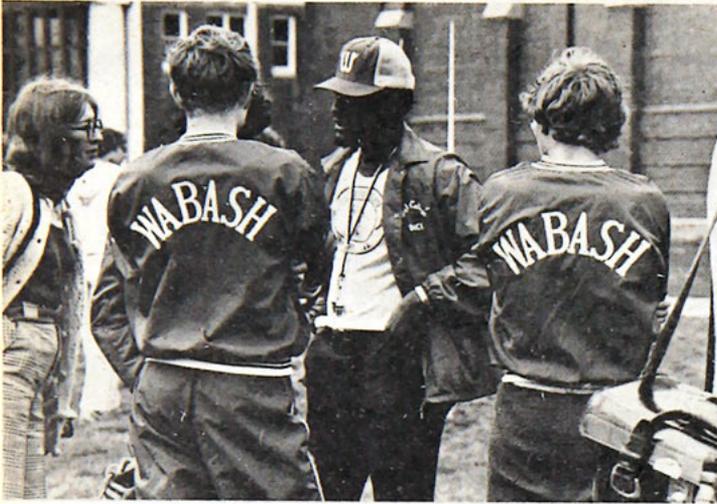
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# WABASH SPORTS



Track Coach Rob Johnson. —Photo by Joyce Warden

## JONES AND WAYMIRE ARE TRIPLE WINNERS AS ... RUNNERS ROUT CHICAGO

Last Tuesday the Little Giant Harriers eased by Chicago 92-53 to wind up their dual meet season with a needed victory. The meet was highlighted by beautiful weather and 13 firsts for Wabash.

Ed Jones and Brent Waymire created the big stories for the red runners as they each emerged winners in three different events. Jones took the long jump, the triple jump and the javelin while Waymire was winning the 100 and the 220. Waymire also anchored the victorious 440 relay team for 'Bash.

Frosh Bruce Henderson was a double winner as he took the high jump and the high hurdles. He set a new personal record in the high hurdles with his time of 15.7.

Seniors Tim Hawley and Darrell Kingery both triumphed in the 3 mile race and the 440 hurdles respectively. Haymes won the 440 and Norris took the shot put to give Wabash a total of 13 firsts in 17 events.

The win should provide the runners with a helpful boost as they prepare for the Conference championship coming up tomorrow at 12 noon at Valparaiso University.

—Johnson & Betz

The Wabash College track team will make their presence felt at the Indiana Collegiate Conference Track and Field Championships on Saturday, April 26 at Valparaiso.

“Indiana Central and Valparaiso are the favorites, with the edge going to Valpo,” said Little Giant Coach, Rob Johnson, adding, “It will be a moral victory for us to upset Butler for third place.”

The Little Giants wound up with a 2-2 record in dual meets. They beat Rose-Hulman in addition to Chicago, and were defeated by both Butler and Indiana Central.

At the I.C.C. meet Coach Johnson expects his distance running crew to show well and his team to be competitive in the 100, 440 relay, and the high jump.

Outstanding performances by Little Giant Trackmen in 1975 are:

440 Relay — 43.4  
 Mile Run — 4:20;  
 Outdoors - Greg Birk. 4:19,  
 Indoors - Henry O'Connell  
 100 Yard Dash — 10.0;  
 Brent Waymire.  
 220 Yard Dash — 23.0;  
 Brent Waymire.  
 120 High Hurdles — 15.7;  
 Bruce Henderson.  
 440 Hurdles — 56.2;  
 Darrell Kingery.  
 3 Mile Run — 14:44; Tim  
 Hawley.  
 Steeplechase — 9:41; Tim  
 Hawley.  
 High Jump — 6' 5";  
 Outdoors - Bruce Henderson.  
 6' 7"; Indoors - Mike Stewart.  
 Long Jump — 21' 10½";  
 Ed Jones.  
 Javelin — 181'; Ed Jones.  
 Discus — 142' 3"; Bob  
 Einterz.

ICC Tourney  
 Today and Tomorrow ...

## Net Men To Defend I.C.C. Crown

Tennis tournaments end this weekend for the Wabash netters as the Little Giants host the ICC tourney today and tomorrow. The team will be out to defend the conference crown Wabash has held the past two years.

“I'd imagine we are going in as one of the favorites,” first year coach Dave Shelbourne commented. The Little Giants were 4-0 on the season against ICC teams, including 5-4 and 6-3 wins over Evansville and DePauw, the two teams that are the strongest threats to defeat Wabash.

“DePauw is damned tough” number two singles player Greg Millis exclaimed. Millis, the Most Valuable Tennis Player in the ICC the past two seasons, is undefeated this year against Conference foes. Dave Brooks, the top Wabash singles man, also has not lost in the conference and is 7-2 on the season.

Senior Bill Fell plays third singles for the Little Giants, and has a 4-6 season record. Ben Milbrath and Mark Miles hold 3-7 records, and freshman Mike Keele stands at 4-1. In doubles competition, Brooks and Millis are 6-3, and undefeated in ICC play. Fell and Miles are 5-4, and Milbrath and Keele have a 4-5 doubles record.

Coach Shelbourne is confident of his top two netters, but even the lower four players have great confidence. “The guys that have lost feel they're capable of beating the players that beat them,” Shelbourne continued.

The final two days of play for the Wabash team this season are today and tomorrow. Quarter and semi-final matches were held this morning and afternoon. Tomorrow the singles finals begin at 9 a.m. on the Little Giant courts, and doubles finals follow at 11 a.m. The best tennis players in the ICC will all have one goal in mind, to beat Wabash.

—John D. Kerezy

\* \* \*

No one is ever beaten unless he gives up the fight.

Despite Improvements ...

## Golfers Fall Victim To Rose-Hulman

It has taken some time, but the Wabash golfers are finally coming around. The Little Giant Clubbers fell to Rose-Hulman 404-408 Tuesday, but showed great improvement in the process.

The top scorers for Wabash were Kevin O'Shaughnessy and Tom Knox, both carding 78's. Wally Atkensen shot an 81, Dave Demetral finished at 85, Pat Healey turned in an 86, and Rick Batchelder trailed with an 88.

To golf coach Bruce Hamman, the scores were nearly the reverse of what he expected. Healey and Demetral were consistently low shooters on the team.

If we can keep Knox and O'Shaughnessy up there, and get Healey and Batchelder back to normal, we'll be tough,” Coach Hamman explained. “We can't win anything counting on 86's and 88's.”

The clubber mentor had high praise for senior Tom Knox, who is playing some of the best golf in his career. “Knoxy has a different attitude; he's aggressive, his putts are falling in, and he's enjoying the game,” Hamman continued.

Remaining on the Little Giant schedule, however; is the Manchester Invitational April 30, and nothing else. A rained-out match against St. Meinrad may be re-scheduled, but it appears that the Wabash golfers are putting things together as time is running out.

—John D. Kerezy

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Baseball Coach Bowman and Catcher Mike Schausburger.  
—Photo by John Moyer

BASEBALL . . .

**'Bash Drops Two to I.C.  
Valpo Leads In Conference**

Valparaiso threw a pitcher Reid Walker limited the league's best hitting club to three hits in the nightcap as DePauw won 4-2.

St. Joe and DePauw are now tied for sixth in the standings with comparable 1-5 records.

In action this week DePauw plays St. Joseph's Saturday, Butler plays at Valparaiso Saturday and Wabash is at Evansville.

The double victory pushed Valparaiso to a league-leading 5-1 record while Evansville dropped to 4-2. Indiana Central meanwhile moved up to a 5-3 mark with a twin win over Wabash at midweek and a split at DePauw.

Butler and St. Joseph's were weathered out of their doubleheader in Indianapolis Saturday. The Bulldogs, however, took two games from the Pumas on the Monday rain date.

Harry Muta threw a one-hitter at St. Joe to win the opener 5-0, and Brad Goffinet hurled Scott Neat's team to a 7-2 victory in the nightcap.

The double win moved Butler into a fourth place tie in the standings with Wabash. Both have 3-3 marks.

DePauw got its first conference victory of the season last Saturday. Indiana Central took the first game 9-4 with a 10-hit attack, but Tiger

**Little Giants Still In Race For ICC All-Sports Trophy**

The tightest race in all-sports history in shaping up in the Indiana Collegiate Conference where five schools are almost neck and neck for the post-season sports crown.

The all-sports trophy goes to the conference school which has the best overall record in nine sports, based on the cumulative standings at the end of the academic year.

With six sports completed, Indiana Central leads the race with a total of 28½ points. Crosstown rival Butler is second with 27½ followed closely by Evansville with 25½, Valparaiso with 24½, and Wabash with 23½. DePauw has 19½ and St. Joe has scored 12.

Conference championships will be determined in track (at Valparaiso) and tennis (at Wabash) this weekend, but the baseball race won't be decided until the early weeks of May.

Valparaiso has won the all-sports trophy for the past six years, but the Crusaders' hold on the 1974-75 crown appears in question at this point. Valparaiso is the clear favorite to pick up seven all-sports points in track and it is also leading in the baseball race at the moment.

The current all-sports frontrunners — Indiana Central and Butler — appear good bets to finish in the top division in both track and baseball, but like Valparaiso, neither figures to break into the winner's circle in tennis for all-sports points.

Wabash is favored to win the tennis title on its own courts this weekend, and the Little Giants are also still in contention in baseball and could break into the top three in track.

The winning school in each sport receives seven points for a first place finish, six for second, five for third, four for fourth, three for fifth, two for sixth, and one for seventh. Non-entry in a sport earns no points.

Valparaiso won the all-sports trophy last year with 44½ points. Following in order were Butler 41½, Wabash 39, Evansville 36½, Indiana Central 34, DePauw 33½ and St. Joseph's 16.

The all-sports trophy will be awarded to the winning school's athletic director at the conference's spring meeting and awards banquet May 13 at French Lick.

**WANT TO HELP?**

**Stop Eating!**

Now is your chance to help by not eating! On Wednesday, April 30 a fast is being held in support of Oxfam-America with two purposes: to raise the awareness of Wabash College of the world food situation and to donate the money saved by not eating to Oxfam-America. This non-profit organization assists peasant farmers increase production by providing know how and money for grass root projects of land development and self improvement.

At 12 noon this coming Wednesday there will be an informal presentation and discussion concerning the fast and the world food shortage. Donations may be given to Dr. Eric Dean as they were last fall when approximately \$100 was sent to Oxfam-America. Talk to your house manager or manager of Saga about reimbursement for not eating this Wednesday.

—Steve Wagner

**THE STANDINGS**

	Conference	
	W	L
Valparaiso	5	1
Evansville	4	2
Ind. Cent.	5	3
Butler	3	3
Wabash	3	3
DePauw	1	5
St. Joseph's	1	5

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**ALL SPORTS PTS SCORED AS OF APR. 23, 1975**

Indiana Collegiate Conference Competition							
	Butler	DePauw	Evansville	Central	St. Joe	Valpo	Wabash
Cross Country	6	2	3	7	X	4	5
Football	7	5	6	3	1	3	3
Golf	7	5	3	6	4	2	1
Swimming	4	3	6	X	X	5	7
Basketball	3½	1½	3½	5½	7	5½	1½
Wrestling	X	3	4	7	X	5	6
<b>TOTAL</b>	<b>27½</b>	<b>19½</b>	<b>25½</b>	<b>28½</b>	<b>12</b>	<b>24½</b>	<b>23½</b>

A DIFFERENT VIEWPOINT . . .

## AN INTERVIEW WITH MARY MURPHY

The hallowed halls of Wabash were penetrated this year by the first woman professor since 1972. When Dr. Mary Murphy entered her classes this past fall many wondered how in the world she had landed here.

Teaching at an all male institute was nothing new for her since she had taught at Notre Dame during the three years before it became coed, then continuing for one more year, the first, of its coeducation. Since coming here her presence has been, to say the least controversial, this stemming mainly from her advent of ideas foreign to the 'Bash.

For these and other reasons we thought a good interview would be one with Miss Murphy.

Bash: Whatever prompted you to come to an all-male college which had an all-male teaching staff?

Murphy: With the job market in its current condition many people have sent out 100 to 600 letters to schools, therefore when I got the offer from Wabash it looked good. I wasn't really looking for an all male school but I really liked Wabash. At the same time I was used to teaching at an all male school because Notre Dame was for three of the four years I was there.

Bach: Then it seems as if you have no regrets about Wabash?

Murphy: No, definitely not, I didn't come here because Wabash was all male, but because it was an honorable and moral institution. It has the best

benefits and the most academic freedom of all the schools I interviewed with and received offers from.

Bach: Having taught at Notre Dame after it made the all male to coed transition is it difficult for you to again teach all male classes?

Murphy: No, it seems that Notre Dame gained a social dimension when it became coed — a dimension missing here. I don't mean the dimension of going out constantly but more of a relaxed attitude toward women on campus.

Bach: Because you're the only full-time female prof on campus do you feel there is any disparity between the attitude students have toward you and that which they have for some of the male profs here.

Murphy: When I first got here some students thought they could take advantage of me, either in class, by talking, or by intimidating me outside of class. Most people took the attitude of, let someone else take her classes and see what she's really like before I take one of them. Things are working out though, probably because I'm a real hardnose. At the beginning of the year I probably did overreact somewhat. It wasn't all my fault, but part of it occurred when things came up I didn't think should have. My training has been that there has to be order and a leader in class and without these there can't be anything accomplished. I like discussion but I like to temper it and have some formality along with it.

Bach: Because you're the only full-time female prof on campus do you feel like you've become the women's lib symbol of that you're breaking down some kind of barrier.

Murphy: First off I think those are separate issues. I'm not a women's libber, although I do believe in many of the issues such as equal pay for equal work. I do feel that people are just now getting over the shock of my presence and realizing that I'm not a nine-headed monster. I think this relation is good because when they do hire another woman they'll except her for what she is as a teacher, and not wonder whether or not she'll just be a pain in the ass and incompetent. But women's libber? No, if the school wishes to stay all male fine, I just work here.

Bach: Do you think it would be better if the school went coed?

Murphy: Yes, I think it would. It seems unhealthy to think of women as something only for the weekends and not something you live with day by day. Not that Wabash is unhealthy, but that it would be good for Wabash if more women were here.

Bach: Do you find that being single and living in a town like Crawfordsville your social life is somewhat lacking?

Murphy: One of the last questions I asked on my interview here was about the social life — as you can guess the answer was that it stinks. Ironically I'm very happy here socially. I had expected it

to be just the opposite.

Bach: Moving from the social aspects to the academic, do you think the staff here is as qualified as they would have you believe.

Murphy: I think the faculty here is highly qualified. I've been very impressed with most everyone I've talked to. Not trying to brown-nose anyone, I think that the English professors here are very capable people. One very good thing for the school is that they are increasing the demand for publication.

Bach: If the chance ever arose for you to get tenure here would you consider this.

Murphy: Yes, definitely I would, I'm very happy here. I've found it easier for me to teach males rather than females, so yes, I would consider tenure.

Bach: In ending the interview is there anything off the top of your head you would like to say?

Murphy: I think the people here are great. I feel that I'm now accepted as a professor and not a symbol of some sort.

As far as changing Wabash, I feel that we should always be upgrading the academic segment of the college. Socially, well, I guess you'll just have to fend for yourself.

I really am surprised people aren't out around campus more often than they are. People should take advantage of the beautiful setting the college has. I would love to see people out sunning themselves on the mall or just

(continued on page 10)



"Socially, well, I guess you'll just have to fend for yourself . . ."



"If the school wishes to stay all male, fine, I just work here . . ."



"I think the faculty here is highly qualified . . ."



"I feel that people are just getting over the shock of my presence . . ."

—Photos by Patrick L. Musto



## Haenisch To Receive Honorary Degree



Dr. Edward L. Haenisch

Dr. Edward L. Haenisch, Professor of Chemistry and Chairman of the Department of Chemistry and the Division of Science at Wabash College, will receive the Honorary Degree of Doctor of Humane Letters at commencement exercises of Villanova University on May 19.

Haenisch, a member of the Wabash faculty since 1949, taught at Villanova before coming to Crawfordsville to teach at Wabash. The Villanova degree recognizes his leadership as a teacher of chemistry at both institutions, within his profession, and the strong and personal interest he has taken in his students' progress for 40 years.

Villanova University is a Roman Catholic institution located near Philadelphia, Pennsylvania. Its 5500 students pursue in the liberal arts and sciences at the bachelor and graduate levels. The University is administered by the Augustinian Order.

A native of Chicago, Haenisch received S.B. and Ph. D. degrees from the University of Chicago. His teaching career, which spans

four decades, has taken him to Montana State University, Rosemont College and Columbia University, as well as Villanova and Wabash. He was appointed Assistant Professor of Chemistry at Villanova in 1936, Associate Professor and Department Chairman in 1938, and Professor and Department Chairman in 1944. In addition to his teaching, Haenisch has served in staff or consultative positions for the National Science Foundation and the duPont 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

## SCARLET MASQUE PREVIEW . . .

## "A Flea In Her Ear"

"Absolutely one of the craziest plays ever written!" declares Terrence Ortwein, director of the upcoming Scarlet Masque production of George Feydeau's "A Flea in Her Ear."

This hilarious farce will open on Thursday, May 1, at 8 p.m. in the Humanities Center Ball Theater. The May 2 performance has been sold out to the Crawfordsville Chapter of the Indianapolis Symphony Orchestra Board for a benefit. The May 3 show will also open at 8 p.m. Commencement/Reunion Weekend performances will be held on May 16 and 17 at 9 p.m.

"A Flea in Her Ear" is a large cast show with equally detailed set and costume designs. The set has many various levels, stairs, doors, as well as a revolving bed. And Ortwein adds that "most of the costumes are worn, though some are carried."

Equally important to the fun, fast, and colorful entertainment value and the "stretching" of technical aspects is the fact that "flea" demands highly disciplined actors. Clarity, crispness, and timing will be important to this production.

\* \* \*

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.

In May, 1965, 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.

More than 80% of all Wabash graduates in chemistry under Haenisch have pursued graduate study in that subject or a related field. They have chosen careers as teachers of chemistry at the graduate, college, or secondary levels; as physicians; as researchers and chemists in industry.

Feydeau's "A Flea In Her Ear" is sheer madness. The action begins when a domestic issue of some sensitivity is misunderstood, thereby setting up a chain of complications. It is a play in which each moment makes perfect sense, but in which the heaping up of moment upon moment reduces understanding to chaos, and sincerity to hilarity. A lisping Italian lover full of machismo, an insurance executive who looks exactly like a handyman in a brothel (both parts played, of course, by the same actor), the executive's nephew who has a cleft palate and adds immeasurably to the general confusion when he carries messages to and fro, a man who speaks nothing but German, a revolving bed which always seems to contain the wrong man (or woman) at just the right time, a series of lovely ladies, including "The Copper-Bottomed Contessa": all add up to one of the most perfect pieces of stage madness ever written.

The large cast includes: Steve Baker, Lisa Cundiff, George Wilder, Jeff Lindholm, Kathy Ford, Tammy Tudor, John Miller, Bob Shapiro, Tom Mahoney, Connie Riggs, Mike Kiley, Jo Ortwein, Paul Rick, Larry Meagher, Becki Poppaw, Lauri Krehbiel, Betsy Dryer, Chip Eberle, and Jerry Nesvacil.

The equally large production staff includes: Jim Tinsley, Hal Guetal, John Feasel, Erich Weinfurter, Jeff Miller, Mark Englert, Bob Artel, Scott Boyd, Steve Spaethe, Bob Martin, Ted Grogg, Matt Henry, and John Smith.

Tickets are going fast, and students may pickup their free tickets at the Humanities Center Box Office.

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**MORE ON CURRICULUM**

(sixth in a series)

Thus far, we have looked at the development of the Wabash curriculum to its present form. We have looked at trends which seem to be developing in it and how some of these trends seem to be effecting particular departments of the college. In this final article, we will view the school and its curriculum as a whole with help from the man who has the job of dealing with problems of the entire school, President Thaddeus Seymour.

Present Seymour is acutely aware of the recent curricular trends. He believes that the first few years of the institution of a new plan is the time when the Administration should take special note of any such changes. Though there is a discernible shift to Division I, it is still too early to place the blame on any one factor.

The concept of the liberal arts is always a very sticky subject to define. In Seymour's inaugural speech in 1969, he spoke of the liberal arts as being the education

that liberated men's minds. He elaborated on this point recently by stating that it is the knowledge that allows one to deal with the unknown. The great majority of knowledge today has been produced only in the last fifty years. A good number of career fields have opened up just in the past generation. The liberal arts is important in today's world because it does not teach "how" as much as it is supposed to teach the "why" and "where do we go from here". Seymour used the analogy of giving directions to illustrate this point. A technical or professional school will tell you which roads to take to reach your destination, but a liberal arts college will teach you how to read a map so that you might be able to figure it out for yourself.

It is very difficult to make this "how" and "why" differentiation. It is this very distinction which causes a number of problems when the school devises a curriculum. How do you prepare a man for the outside world without imbuing upon him a salable skill? Or to put this into the curricular train of thought:

when does the study of biology become the study of medicine; or the study of economics, business; or political science, law. The liberal arts should make some attempt to stay within the realm of the former disciplines, refraining from thinking in terms of vocations as much as possible. (Unfortunately for the liberal arts in today's job market, an individual must eat in order to live and there is very little nutritional value in college diplomas.)

Another element which the President of our school thinks is of extreme importance to the liberal arts is the teaching of value systems. This is one of the significant roles which the

humanities plays in the liberal arts scheme. A student should graduate with a liberal arts degree not only with a knowledge of a number of disciplines and the ability to figure things out for himself, but he should also have been given a foundation so that he might be able to cope with the more difficult questions that society confronts us with every day. These decisions should be made with some sort of basic sense of right and wrong. This moral education is one of the hardest to accomplish but, as we all know, it is one of the most important to the successful functioning of future society.

What would the President (continued on page 10)

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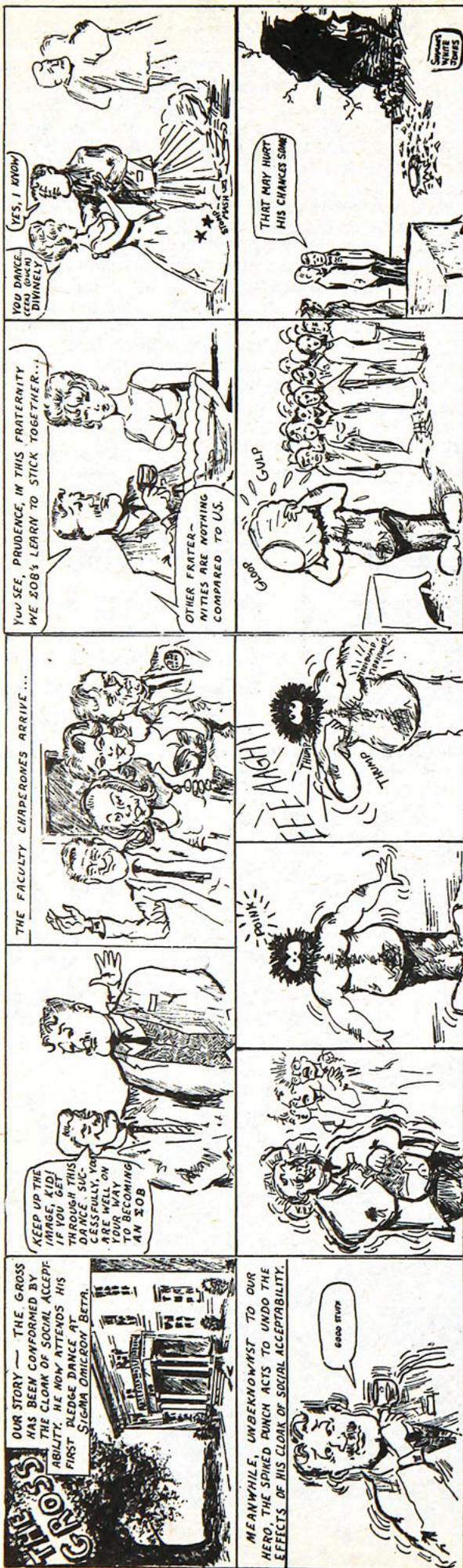
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(CURRICULUM from pg. 9)

do to the curriculum if he had the capability of running this institution in a dictatorial fashion? The President strongly believes in required courses, especially at a liberal arts college. However, if courses are to be required of all students, they should be of such a high caliber that students would take them anyway or at least not grumble about being forced to sit in the class. He would like to see every department have one course which would be so excellent that every student on campus would have the desire to take it. Also, the curriculum should ideally be designed so that at the end of a student's four years here, he should be able to stand back and look at all the courses that he wishes he would have had time to take while he was here.

Are there any specific areas that the President feels need improving? He believes that we definitely need to work on language training at Wabash, particularly the language and traditions of our own culture. He went on to state, "If we really want to play 'Guts Ball' with the curriculum, the thought of a fine liberal arts curriculum without requiring some sort of foreign language proficiency is just mindless."

President Seymour believes strongly in the importance of the liberal arts education. The curriculum can be a plan for the study of liberal arts. All the ingredients are there. The curriculum makes only minimal requirements. It is up to the student to then go out and seek his own interests within the framework of these requirements.

MARY MURPHY (from 6)

out walking around. I'm really glad overall that I came here. The setting is classic and the people are refined, intelligent and friendly. Right now I have a very positive attitude about Wabash as a whole.

—Tom Stanberry

(BUDGET from page 1)

among the top five colleges in the country on this basis," Professor Schmutte explained. "a lot of liberal arts colleges have zero endowments or just one or two million dollars."

It is the endowments that assure Wabash of no severe financial crisis now or in the years ahead. Of course, every endowment fund is only as wealthy as the fund's backers, and Wabash is indeed fortunate to have good financial backing.

So the next time tuition costs seem excessive and hard to bear, just look at the budget. Your tuition money is but a very small part of the income that runs Wabash.

—John D. Kerezy

It's easier to do it than explain why you didn't.

Curriculum controversy will last as long as men continue to educate themselves. If we are to educate ourselves, what should be taught? One can never devise a "perfect curriculum" nor can one ever pretend to have made the conclusive statement on the subject. It is a topic that does deserve occasional scrutiny and continuous revision.

—Frank C. Paul Jr.

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