

Social Science For The Future Begins Now /I.P.

Mankato, Minn.--The new multi-disciplinary program, "Social Science for the Future," introduced this quarter at Mankato State College, seeks to improve the student's ability to apply social science ideas in analyzing and recommending solutions to social problems of the present and those anticipated in the future.

The program is patterned after one developed by Professor Lawrence Senesh of the University of Colorado who has gained nation-wide acclaim for his work in the social sciences.

The National Science Foundation has granted nearly half a million dollars for development of both a natural science and

a social science component for this model. Mankato College is the only other institution involved at this early stage of development.

Social Science for the Future is designed for two major groups of students. The program for general education students is a combined effort of the departments of economics, geography, history, political science, and sociology and anthropology. A concurrent program for prospective teachers is in the MSC School of Education.

Three features are involved in the multi-disciplinary social science program. One is teaching only the most important ideas in a related manner rather than overloading students with so much informa-

they can't pick out the most important points.

Another is giving the student an opportunity to apply his knowledge of fundamental ideas of social sciences in actual or simulated social situations. This is based on the premise that new knowledge will be of value to the student only if he receives experience in using it.

The third feature, the multi-disciplinary approach, recognizes that social issues never involve just one academic discipline. The program tries to focus on issues by having staff members from five social science disciplines working with the same group of students in each class offered under it.

SGA to award Theatre Arts Scholarships

The SGA has announced that it will award two \$100 tuition scholarships in Theatre Arts.

According to SGA President Pat O'Brien, the student organization would like to give impetus to the theatre arts program which will be initiated at CNC in September of 1973 with the opening of the theatre on campus.

The faculty recently gave approval to the first phase of this program by approving the following courses for inclusion in the curriculum:

Communications 211. Introduction to the Theatre

Communications 212. Introduction to Technical Production

Communications 311-312. Acting

Communications 411-412. Directing

One scholarship will be awarded to an incoming freshman, and the other will be awarded to a student currently enrolled at the college.

Rita Hubbard, Chairman of the Communications Department, has said that competition for the scholarships will be held in late April or early May. Rules and procedures will be announced soon.

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Member of U.P.S.

The Captain's Log

Christopher Newport College College of William & Mary



Windsor leads off Lecture Series

On Wednesday, February 21, President Windsor will present a lecture to the student body entitled "The Healthy Personality." It will take place in N-110 at noon and is free to all. As President Windsor has not only taught psychology, but also served on many advisory boards, the lecture should be very interesting to both the psychology major as well as anyone who considers himself "normal" or "healthy."

The lecture, which is sponsored by the Patrick Henry Forum, is but the first in a series. Future lecture dates will be announced as plans are worked out. The series will make use of noted professors at CNC as well as up and coming faculty members at the school. The forum cordially invites all students, faculty and staff to attend President Windsor's lecture as well as the lectures yet to come.

COLLEGE STUDENTS PICK CORN

Wilmington College students, responding to an appeal from Ohio farmers, have pledged their aid to the community in an effort to hand-pick 47 acres of corn.

Due to a recent deluge of rain, Ohio corn fields have become too muddy for mechanical corn harvesting. In addition to the mud, cornstalks have been bent by high winds and frozen to the ground.

"The response was tremendous...", stated Robert E. Hinshaw, President of Wilmington College. "About 60 students turned out and we are expecting even more." Hinshaw and his daughter both worked in the fields along with the students.

Although more women than men students have volunteered to harvest the corn, enthusiasm throughout the entire school is running high. "First we'll pick all the college corn, then help with Clinton County, then Ohio," declared a volunteer.

Such cooperative service is not new to Wilmington College. They have once before built a dormitory almost entirely with faculty and student labor.

Does our education have to include exams, tests?

By SONDRA BROWN

"Let me not mince words. Almost all educators feel that testing is a necessary part of education. I wholly disagree — I do not think that testing is necessary, or useful, or even excusable. At best testing does more harm than good; at worst, it hinders, distorts, and corrupts the learning process. Testers say that testing techniques are being continually improved and can eventually be perfected. Maybe so — but no imaginable improvement in testing would overcome my objections to it. Our chief concern should not be to improve testing, but to find ways to eliminate it."

CAMPUS/UPS

(from John Holt's chapter
"The Tyranny of Testing"
in *The Under-achieving School*.)

Holt makes exceptions for specific circumstances. We have often heard the example used that there is a need to know the surgeon's qualifications before submitting to surgery. "But", Holt continues, "virtually none of the testing done in schools is of this kind."

To the public and to ourselves — we teachers say that we test children to find out what they have learned, so that we can better know how to help them to learn more. This is about 95 per cent untrue. There are two main reasons that we test children: the first is to threaten them into doing what we want done, and the second is to give us a basis for handing out the rewards and penalties on which the educational system — like all coercive systems — must operate."

There is little to add to Holt's perceptive chapter on the test and the student's reaction to it. I am often reminded of McLuhan when beginning a course in which evaluation is to include testing. The material to be learned is the material to be on the test. Lost are the unlimited possibilities to expand the mind in any given course; of prime importance is the question, "Do we have to know this for the exam?"

And with good intentions we make a mental note of the books we will someday read and sacrifice the area which interests us most to the area which the professor feels to be important enough to warrant testing. Circle in red all that will be on the test; all else becomes insignificant.

Charles Silberman says it in *Crisis in the Classroom*: "The procedure thus makes it clear to students that the purpose of testing is not evaluation but rating — to produce grades that enable the school to rank students and sort them in various ways for administrative purposes. The result is to destroy any interest in learning for its own sake; what is worth learning, the students quickly realize, is what will be asked for on the exam."

In the beginning, a professor explained to me, testing was done orally. Then students found that professors were being subjective, deciding before the test who would fail, who would pass. There developed the need for written proof of what the student knew. Exams were objective, requiring simple straight-forward answers.

But educators found that a student could memorize answers, get good grades and still not know the material. Thus evolved the essay-type exam.

Nevertheless, memorization is still a factor and subjectivity is again a problem with the grading. At McGill recently one department decided to return to objective exams for this reason. And so we have come full circle.

Educationists have condemned exams for years, and now some teachers are abandoning them in favor of other forms of evaluation. After all, there are few situations in life which call for an individual to give an account without the aid of books or other helps.

There are some professors who use exams in such a way that, given the need for grading at all, it is in the student's interest that they continue; they are fair, grading positively, looking for what the student has learned and not what he has not learned.

But the majority of professors who use exams use them to uncover what the student does not know.

Last year when the final exam (it would be an interesting study to find the psychological effects the word "final" has on students writing exams) was being discussed in one of my classes, I suggested that students simply write everything they had learned in the course. The professor dismissed the suggestion abruptly.

Holt says that in such a case the students run out of time before they run out of things to say. And the teacher "will have no way to mark them except to give them all the same mark, which his bosses will not like...he must seek out ignorance so he can 'objectively' decide who gets the rewards and who gets the penalties."

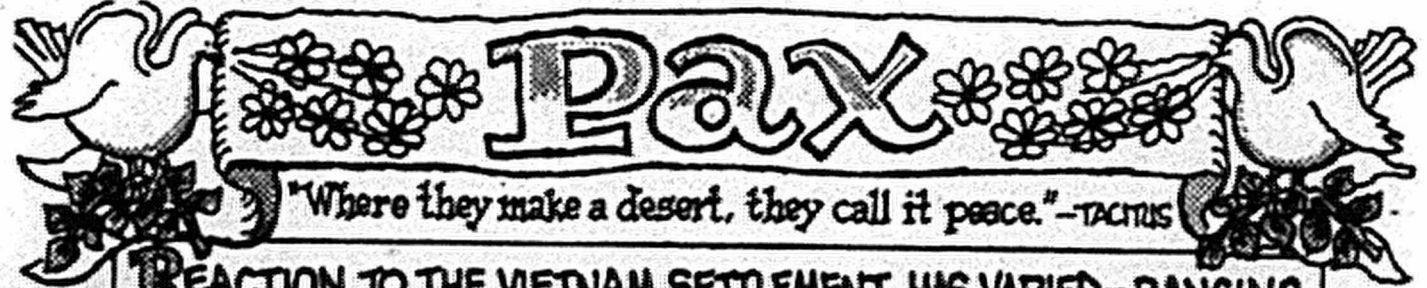
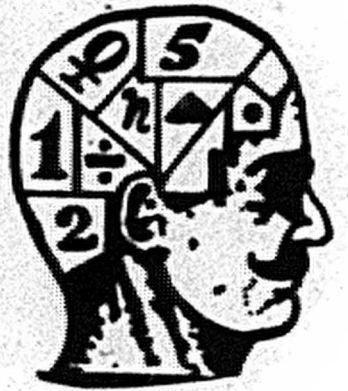
Students need not submit to exams. We have the option to refuse, to ask for, to insist on alternatives. There is no rule that we must be tested by exam; the rule is only that the professor must hand in a grade. If we find that the exams we are taking are being used in any way but a positive way we have the option to refuse them; we should refuse all negative means of education.

If we believe the exams of some professors are good and not to be refused we can request that they be returned to the classroom. Students are aware that exams are given in the gym simply for security reasons. Security implies cheating — yet few students give in to outright cheating.

There are more important values in question. Distrust is damaging to the education of students. It is personal; it attacks the student's dignity. We can bring an element of humanism back to the classroom by insisting that those exams which are worth retaining be held there, discarding security. Trust breeds trust, and likewise distrust breeds distrust.

Holt concludes his chapter:

"Unless we become telepaths, we can never know more than a small part — and that only approximately — of what is in the mind of another human being. Why need it trouble us so? There is no reason, except to relieve our own anxieties and insecurity, that we should constantly know what children are learning, or even that they are learning. What true education requires of us instead is faith and courage — faith that children want to make sense out of life and will work hard at it, courage to let them do it without continually poking, prying, prodding, and meddling. Is this so difficult?"



REACTION TO THE VIETNAM SETTLEMENT HAS VARIED—RANGING FROM SKEPTICISM....



ARMISTICE CELEBRATIONS HAVE BEEN SOMEWHAT LIMITED.....



WHILE THE LESSONS OF VIETNAM STILL GO UNLEARNED....



AND WHY THIS NATION SUBMITTED ITSELF TO SUCH TORTURE STILL REQUIRES AN ANSWER...



NEVERTHELESS, REACTION TO THE CEASEFIRE FROM OFFICIAL SOURCES WAS PREDICTABLY UNANIMOUS ON ONE POINT....



What Is Transcendental Meditation ? Steve Cupp

Transcendental Meditation -- sounds pretty mysterious doesn't it? Often around campus one hears people comment:

"Oh, it's just something that they try to put over on people just to get your money." or "I went to one of their lectures the other day, and it was really just a lot of nonsense." or, as someone more graphically put it, "That stuff's just a bunch of bullshit!"

How can one blame a person for thinking this way. After all, what is a state of 'restful alertness' as it is so called by instructors of Transcendental Meditation? But, on the other hand, how does one person explain to another person what the state of Transcendental Meditation is like? Maharishi Mahesh Yogi, the Indian monk who introduced TM to the United States some twelve or thirteen years ago, once said that if he had known what connotations the Western Man had attached to the idea of meditation or the word transcendental, he would have called it anything but that.

There are two basic forms of meditation generally known by western man today. These two forms are the contemplative and the concentrative forms of meditation. Both of these forms (very adequate in their own right) are types of meditation that require the mind to control a thought or image, keeping it firmly held in the meditators mind. Transcendental Meditation is completely opposite of this method both in theory and practice.

The word transcend means literally to cross and the act of practicing TM is exactly that. When a person goes about his daily activity he is in a wakeful, active state of consciousness. Later in the evening he lays down and falls or crosses easily into a state of sleeping or dreaming. In this same way, once a person is taught the simple technique of TM, it is very easy for the same person (no matter who he is) to slip or cross over into a state of meditation. This state of

deep, restful meditation allows both the body and the nervous system to experience a deep state of rest never experienced before. This rest allows deep rooted tensions, gained over a long period of time, to be released harmlessly. This allows the nervous system to clear itself and allows the individual to act with better health, more energy, and more efficiency the longer he practices TM on a regular basis.

Countries all over the world today have responded with remarkable interest to the results that men and women have ahd. Close to 400,000 people in sixty different countries practice TM today. It has been studied by NASA for the use

cont'd pg.4

Majority Of Women Believe They Are Treated Like Second Class Citizens

(CPS)--A recent survey conducted by REDBOOK magazine reveals that nine out of ten women believe that women are treated like second-class citizens.

The survey of 120,000 women is believed by the editors of REDBOOK to be the largest current sample of female opinion about women's roles in society. It is based on a 100-question questionnaire published by the magazine last April. One-fourth of the respondents were between the ages of 20 and 35.

According to the survey, married women who are content with their roles as wives and mothers support the goals of women's liberation almost as strongly as unmarried women, career-oriented women, or women dissatisfied with their lives.

Seventy-four percent of the respondents do not think that full-time motherhood can satisfy most women. However, most of the married women surveyed were currently undertaking housework and child care, and 76 percent said they were relatively satisfied with this work.

Eighty-four percent of the women have already made decisions to marry and raise families, and a large majority are satisfied with their decisions.

The majority said they plan to raise their children with similar aspirations, regardless of their sex. Eighty-five percent said they would encourage both sexes to study medicine, 91 percent to

do household chores, 96 percent to care for younger siblings, and 84 percent to do gardening and outside chores.

Although 72 percent of the women said "the best way for most women to develop their full potential" is to take jobs that most fulfill them as individuals, 68 percent of those women who quit their jobs when their children were born were happy to do so.

Less enthusiasm was generated about the routine and un-creative aspects of homemaking. Only 34 percent of the women found cleaning, dish-washing, and laundry "gratifying or fun," but 93 percent found decorating and entertaining to be so. Seventy percent found sewing clothes for themselves or their families to be pleasurable, and 54 percent enjoyed daily cooking. Less than one-fifth had ever hired household help.

Almost 60 percent of the respondents reported a high degree of satisfaction in their sexual relationships, and an indication that social observers may be wrong in overemphasizing female sexual dissatisfaction.

The majority (83 percent) of young women see sex as "important" to their lives. Fifty-nine percent of the women said they and their husbands have equal needs in terms of sexual intercourse, and that these experiences are extremely satisfying.


According to the survey, three women in four feel the media degrade women by portraying them as sex objects or mindless dolls.

More than 90 percent are aware that women earn less than men for doing the same thing, and 94 percent opposed the argument that women deserve less pay because "they are less reliable workers."

Although most respondents acknowledged that discrimination against women exists, they had different ideas as how to conquer it. Almost half said that a woman who wished to overcome discrimination must do it herself, "working individually to prove (her) abilities and educate men."

One woman in three favored "working with men in organized groups" as a way to eliminate discrimination. Only two percent believed that women should join together in exclusively women groups to fight discrimination. The majority of the women surveyed said they do not belong to any women's organization.

A large majority do not feel that the women's liberation movement will have a direct effect on their lives, but they do feel that their daughters will have greater opportunity because of it.



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FILM

Alliance Francaise will present the following films at CNC this semester:

- March 7 **LA BIGORNE, CAPORAL DE FRANCE**
Comedy, with Francois Perier, Rossana Podesta and Robert Hirsch
EPAVES
Documentary film by Jacques-Yves Cousteau
- April 4 **LES CARABINIERS**
Jean-Luc Godard's controversial film, a satirical drama.
POUR UN MAILLOT JAUNE
Documentary film on the "Tour de France", world's toughest bicycle race.
PARIS FLASH
Humoristic cartoon about Paris.
- May 9 **LES TROIS MOUSQUETAIRES**
Alexandre Dumas' masterpiece of adventure and intrigue, with Jean-Paul Belmondo, Robert Hirsch and a cast of other fine actors.
LES NEIGES DE GRENOBLE
Panorama of the 1968 Winter Olympic Games.

of astronauts during flight, and in the upcoming National Conference for Higher Education in Chicago Maharishi Mahesh Yogi will present TM to 3500 educators. Also Ethiopia's Emperor of forty-two years has directed his Director of Education to introduce TM into their system of secondary schools and teacher's colleges after trying it himself.

For all those interested in Transcendental Meditation there are courses given regularly on the Peninsula. The next one will be held at the Hotel Chamberlin on Feb. 22, at 7:30 P.M. in the Pine Room. Enjoy it. That's what it's for.



ABORTION

INFORMATION

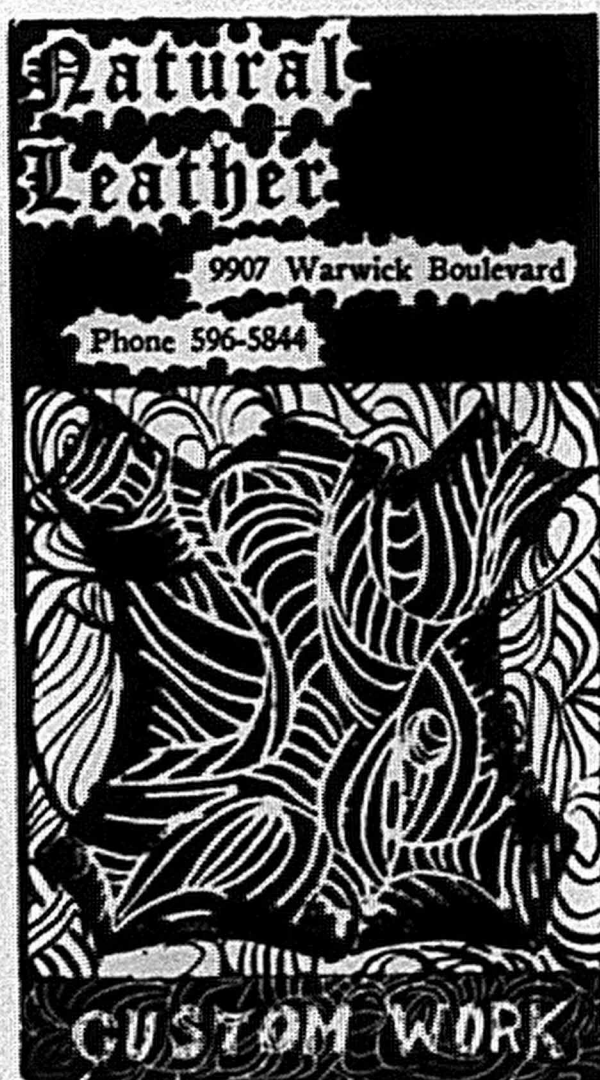
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