

**Admissions
Announces
Cuts In Aid
To Inner-City
Students**

The Office of Admissions and Financial Aid has announced that because the federal government has severely reduced the amount of grants this year, Rosary Hill will only be given \$14,000 by the Federal Educational Opportunities Grant to be awarded to low income and culturally different groups. Rosary Hill will provide a matching amount. Last year the federal program gave the College \$30,000 for incoming students from low income families.

During the last two years, the college has sought culturally different students by visiting inner city and rural schools, explaining academic programs offered and stressing the financial aid available. However, there has been a more concerted effort to attract black low income groups this year.

The Office of Admissions has decided to minimize the importance of test scores of these incoming students since they invariably test poorly because of a culturally different background, although they often present average to above average school records.

**Michele Sim Is
New Editor**



Michele Sim

The Ascent announces that the editor-in-chief for the next academic year of 1969-70 is Michele Sim '70. Michele was feature editor on this year's staff and has written for the Ascent since her freshman year. She has also been a member of the Academic Committee which was responsible for the Pass-Fail Resolution this year.

In discussing the Ascent, Michele hopes to give greater coverage to area college events next year as well as continuing the coverage of such RHC events as the plays put on by the Theatre Arts concentration.

Michele is a native of Niagara Falls where she attended Madonna High School.

The Federal Educational Opportunities Grant, specifically designed for low income students, has provided the college with funds for about four years. The highest amount that can be awarded to a student is \$1000. This amount will help between 14 and 20 culturally deprived students next year.

The office has received approximately five times as many applications from inner city girls this year than last year.

"It is hoped that by minimizing the importance of test scores and by combining federal loans and grants with other forms of state and college aid, more students from different, often deprived backgrounds will be enabled to attend Rosary Hill College," said Sister DeSales, director of admissions and financial aid.

**Fr. Stapleton Will Deliver Homily at Mass
Commencement Speaker
Is Homer Babbidge**

The Commencement speaker for the graduation exercises on May 25, 1969 will be Mr. Homer Daniels Babbidge, Jr.

Mr. Babbidge is a native of Buffalo and attended Amherst Central High School, where he graduated in 1943. He was graduated from Yale University in 1945 with a B.A., in 1948 with an M.A. and in 1953 with a Ph.D. He has received several honorary degrees from Ithaca College and the University of Hartford.

Mr. Babbidge began his career as a director of financial aid at Yale University. He was also an education lecturer there and was a member of his Board of Admissions from 1954-57. During this period (1949-57) Mr. Babbidge served as an executive fellow at Pierson College.

Mr. Babbidge has also seen government service. From 1955-56 he served as special assistant to the U.S. Commission of Education. From 1957-58 he was assistant to the secretary of the Department of Health, Education and Welfare, and in 1958-59 he was director of a program of financial assistance to higher education.

Mr. Babbidge became president of Connecticut College in 1962.

Mr. Babbidge is married to Marcia Joan Addisson and makes his home in Storrs, Connecticut.

FATHER STAPLETON

The Very Reverend Gabriel Stapleton, S.D.S., President of Mount Saint Paul College, Waukesha, Wisvondin, will deliver the homily at Rosary Hill College's Baccalaureate Mass in the Wick Campus Center at 11 A.M. on Friday, May 23.

Since his ordination Father Stapleton has been an English teacher and director of dramatics at various educational institutions under the direction of the Salvatorian Fathers.

Father Stapleton has

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Fr. Gabriel Stapleton

many friends in the Western New York area. From 1957-65, he served on the faculty at St. Mary's Diocesan High School in Lancaster, New York, and during the summers of 1964 and 1965, he taught play direction in the Summer Theatre Workshop at RHC.

In 1965, he was appointed to the presidency of Mt. St. Paul College, at that time a seminary college, now a co-educational, liberal arts college with a new curriculum based on theories of education known as the 3-3-1 plan.

Father Stapleton has remained active in theatre direction and has continued to contribute articles, reviews and criticisms to various theatrical publications, particularly to DRAMA CRITIQUE.

Miss Karen M. Karinja of Munson, N.J., Father Stapleton's niece, will be among the 310 graduates to receive degrees from Rosary Hill during commencement exercised on Sunday, May 25, in Kleinhans Music Hall.

**Enjoy,
Enjoy**

Financial Aid

ATTENTION GIRLS —
Awards for you Juniors and Seniors who graduated from high schools in CLINTON and ESSEX COUNTIES.

Scholarships in the amount of \$150.00 for the 1969-70 school year to be given by the DELTA KAPPA GAMMA Society PSI Chapter to Junior or Senior College Girls in Education. Juniors for Senior Year and Seniors for Graduate Studies. Submit applications in letter form to:

Mrs. Ann Cordick
Au Sable Forks,
New York 12912
No Later Than May 15,
1969.
For details: Stop in
Office of Admissions and
Financial Aid

The Five Meadows Conference:

The Summary Session

EDITOR'S NOTE: The following is the report of the Summary Session (3:30 PM) which was held at the close of the Five Meadows Conference. This report, while official, a preliminary one. It is subject to change should the need arise.

Question: Dr. Richard Cimbalo - What are your arguments for remaining an undergraduate institution?

Answer: Dr. Horn

I thought I made those clear but let me repeat them for you. I indicated two difficulties. The history of higher education demonstrates pretty conclusively that once you have gone into the graduate education at the masters level, you have got to do it in almost all disciplines and then pretty soon the demand is for the doctorate. The result of that is that an institution with resources that you have, you would have in my opinion and I may be wrong, a rather academically marginal program. I also made the point that this is even more true, I think, in terms of what is going to happen on your doorstep. I stressed the fact that in my opinion under the present leadership and financial support the University of Buffalo will become one of America's great university's. They are attracting top notch faculty members from all over the country and a new one is lined up almost every other week. The result is that if you were to recruit graduate students on the doorstep of the University of Buffalo, you would be pretty much in limit to those students who could not get into the University of Buffalo or feared that the competition would be so great and that if they went there they would not survive. Now this is quite a different approach to admissions on the graduate level from what it is on the undergraduate level. The really competent students in higher education are going to go to the institutions, I mean on the graduate level, are going to go to the institutions which have this professionalism which I talked about which has been deleterious in terms of undergraduate teaching, but which is the significant thing in the choice of your doctoral program. It is whom you study with and at what university, therefore, since you are at the doorstep of that place, I think you would have a very second or third or fourth rate graduate program. Furthermore, there is a question of cost. As you know the cost of running a really good graduate

program is very expensive. If you figure it costs, and I hesitate to talk about cost because I maintained in all my years as University President you really can't quote what it costs to educate a student, but if you could you would find that cost, let us take the Bundy figures alone, the committee on that estimated about six times as much to educate a doctoral student as an undergraduate student \$2400 compared to \$400. If you have financial problems you better stick to your undergraduate program.

Question: Sister Marita Would you feel differently about a graduate program if it were inter-institutional?

Answer: Dr. Horn

No, I think that under the consortium you may find that the graduate program is a valuable program and may, indeed, be a salvation for you in terms of keeping some of your faculty who might be attracted to some other institutions by offering them the opportunity. But on that basis you would have the resources of half a dozen different institutions in the greater Buffalo area, and this might well be feasible. If it were, I think you would probably find this is the major problem that an administrator of a developing university has. We really can't do anything anymore, not even Columbia or NYU, as I pointed out because of the cost. We have got to find particular areas so that if you do have this consortium when you go into the graduate work, you must try to pick these areas which you've got the greater strength initially and concentrate on those and try to keep your faculty that are not quite so strong in other areas, happy without having a graduate program too.

Question: Mr. Gueth

One thought occurred to me when you discussed the masters program. What would you think of a limited masters program if one of the concentrations showed a specific need for this with students continuing on? Not necessarily recruiting so much from the outside, but students continuing on in that concentration. I'm looking back to my days at Canisius because this is the way Canisius started with a very small masters program 20 years ago that's built up.

Answer: Dr. Horn

I think it would be inadvisable, and I'll tell you why. You have a small faculty in most of your

departments and concentrations as it is now. A student comes up for four taking the same 5 or 6 professors and then continues on with his masters degree. This in my opinion is a mistake. I don't think any student ought to take the masters degree in the same institution where he took his undergraduate degree, and in many cases I think it is advisable for him to move into another institution for his doctorate. Now this was my own pattern, and I suppose we all argue from our own experience. But I don't like the system where a person starts as a freshman and 8 years later comes out with a PhD in the same university. I think this is a narrow type of institution because he's not being exposed to enough minds in his own specialty.

Question: Toni Pelligrino

You were against students being consulted in the planning of curriculum. I misunderstood you. In what areas should students be consulted and if you could address some comments to the College Council concept?

Answer: Dr. Horn

I'm not against students being consulted even in the matter of curriculum making. I did say, however, that they not be in on the decision making process so far as the curriculum is concerned. I make a distinction between consultation and voting on the curriculum. I think this is a matter primarily for the faculty. Now what areas should students be involved in? They should not, as I noted in the minutes of your meeting, of last Friday, in my opinion, have anything to do with the hiring of faculty members. I am perfectly willing, in fact I believe in, utilizing student evaluation of teaching performances, course work, as part of the criteria for determining advancement, promotion, tenure, etc., but not voting, again be listened to particularly those students who are majoring in a particular course, and therefore, have more perspective. Now in what area should students have not final decision making responsibility, but at least decision making responsibility understanding that there must always be a final veto: the final veto lies with the Board of Trustees. And that is in the matter of student affairs. Now in this area the regulations which govern your lives, the conditions under which you live, I think we have been rather remiss in involving students adequately. They should have some concern

over the spending of certain funds which they contribute. If you have an athletic program, this is a girls college and you know you are not engaged in inter-collegiate athletics. I believe in having student representation on the athletic council. We established a fine arts council at the University of Rhode Island spending partly funds from students and partly university funds. The students were in a majority (8 to 7) in this particular case. The students ought to be intimately involved in all disciplinary processes which involve students. Now, I do not, however, believe, as I tried to say this morning, that students have an equal share in running the university senate or council as you're calling it? If this means, Columbia, I see is voting on that this week, as to one which will have 20 or 30 out of 100 places for students. If this means that final decisions are being made in which as much as 1/4 or 1/3 of the student body is helping to make those decisions, then I am not in favor of it. Some of these decisions I am not even in favor of the faculty being involved. In many ways a strong administration. Although the testimony I have from my last job from the Board of Trustees says I'll be remembered because I involved the students and faculty in a decision making process. I don't think that the faculty had anything to do with the investments of the institution nor do I believe that the students have. Although I believe the students have a perfect right to demonstrate against Cornell U because they don't like the investments the Board of Trustees have made, but they have no right to make the decision as to where those go. They have no right to make a determination anymore than the faculty has in terms of what the tuition charges will be at the university or college. These are some of the areas in which, as I say, I think you reserve certain powers to the administration and Board of Trustees rather than to the faculty and students, but in the academic area predominately the responsibility of the faculty and "student life" predominately student determination.

Question: Sister Maura

Just what makes a college "Catholic"?

Answer: Dr. Horn

I tried to avoid that just like Sister did this morning, but she talks about it more than I do. It seems to me that a Catholic college must have a recognized and admitted commitment to not just

moral and spiritual values but to moral and spiritual values as expressed in a Catholic doctrine in Theology. Now what this means beyond the broad statement I don't know that I could spell out. It's a very difficult question, as I'm sure the group here has been resting with this problem when they tried to consider whether or not we remain Catholic or we don't. What does it mean as Sister said this morning? What does it mean to be Catholic? But I do know this, Fr. McLaughlin said Fordham is going to remain Catholic and Jesuit. He is succeeded by Fr. Walsh who said the same thing. Now I think you're going to have to go from a Catholic to a non-Catholic to get that spelled out. But I think I can tell the difference when I'm on the campus between a Catholic institution or a Protestant denominational college and the State University which I served for nine years. And that distinction, whatever it may be, is one that I would want to preserve in an institution like Rosary Hill.

Comment: Dr. Cuddy

Rosary Hill more readily recognizes and rewards good teaching rather than scholarship, and I have the feeling, as some teachers have, that there is not an atmosphere conducive to scholarly research, there is not a recognition of how scholar research actually does contribute to better teaching, and has a very definite place at Rosary Hill. It is rewarded neither financially nor with lower course loads or anything like that and my reaction is that you tended to reinforce a tendency which I feel is already poor at Rosary Hill. Namely, the tendency which tends to almost exclusively recognize good teaching but not recognize any tangible way of scholarship with the result that many good teachers consider Rosary Hill as a place to move beyond.

Comment: Dr. Horn

I couldn't possibly comment on that Dr. Cuddy because I don't know enough about what has happened here in the terms of advancement of the faculty. I suspect that it would be logical to me, let me say, to accept a point of view that perhaps there isn't quite as much emphasis upon scholarly activity without the publish or parish emphasis on it as there might be. And as you will recall, I said both this noon and now that scholarly activity is part of what is to be expected from every faculty member, but the question is the nature of that scholarly activity and it may well be

(Please turn to Page 4)

Changes in Academic Requirements Are announced at Meeting

Carolyn Straub

A meeting of the students and the curriculum committee took place Monday, May 5, at 4:30 in the Wick Social Room. The committee included Dr. J. Edward Cuddy, spokesman, Mr. Carl J. Wherle, Sr. Marita, O.S.F., Sr. M. Justa, O.S.F., Miss Patricia E. Curtiss and Miss Paula F. Hennin. In presenting the rationale and the following student dialogue, efforts were made to balance the ideas of the committee, the students and the student chairmen of the movement to investigate the college academic requirements. Dr. Cuddy said that the chairmen had been allowed to enlarge the requirements in their fields of concentration. In otherwise required courses they were to decide on the minimum, satisfactory necessities. The chairman's recommendations were accepted by the committee, and any rejections were explained. In all, the committee's

major concern was that the students should be free to pick their own curricula reasonably. As a result, the amount of electives was increased. Necessary philosophy and theology credits decreased from 24 to 18 and incoming Freshmen and Sophomores may obtain all credits in either philosophy or theology, if desired. 130 total credits was reduced to 120, but honor students may take 130 without extra charge. Due to the difficulties in changing courses midway, the changes will not affect Juniors and Seniors next fall. The final decision on these changes will be made by Sr. Angela, O.S.F., President.

A second theme discussed was that Senior Coseminars be reduced to one semester and be worth no credit. This was a proposal seriously attacked by the faculty who believe that concentrations should

have contact with broad, human problems and that this contact with other areas of study should extend over two semesters. The students strongly objected to the no credit side saying that their work deserved credit and that the result of no credit would be lack of student involvement. An idea to change the topic every semester was dismissed because adequate coverage of one topic cannot really be accomplished in one semester.

Finally the problem of theology and the Catholic college brought two facts to the meeting's attention: Rosary Hill has a Roman Catholic background. The direction in which Rosary Hill is moving is pluralistic however. There are an increasing number of non-Catholics in the student body and especially in the faculty. Therefore theology cannot be made mandatory.

New Dress Attire Is Voted in By Senate

EDITOR'S NOTE: The new Attire Policy was passed by Senate at their meeting on Tuesday. It must now be approved by S. Angela. The term "appropriate" attire is left up to the individual to define.

ATTIRE POLICY Revised April, 1969

Be it proposed that the following be the official Rosary Hill Attire Policy:

I. Appropriate attire shall be worn:

A. In the Wick Campus Center

1. Dresses and skirts must be worn in the Dining Room and on the Terrace all day Sunday

2. Dance outfits may be worn in the Dining Room if properly covered

B. In Duns Scotus

C. In Marian Library

D. To all classes

E. To all mixers

II. Academic attire

A. Academic attire is to be worn on designated occasions.

It consists of:

Women: academic robe, cap (with the tassel on right side for undergraduates), dickie, hose, black heels, white gloves.

Men: academic robe, cap, dark tie, white shirt.

B. Appropriate attire must be worn to all academic functions (lectures, registration, movies, etc.).

III. Miscellaneous

A. Rollers and bedroom attire may be worn only in the immediate residence halls - the four floors of Lourdes and in the apartments.

B. Sunbathing is allowed only on the athletic field and on the island behind the apartments. When traveling to and from these areas, bathing suits must be covered.

1. Swimsuits will be allowed only in the sunbathing areas.

Review:

Lost in the Stars

The current production at Studio Arena, LOST IN THE STARS, is a brilliant musical based on Alan Paton's CRY, THE BELOVED COUNTRY.

The stars of this play include Clarke Salonis as Stephen Kumalo; Grant Code as James Jarvis; Keith Perry, who plays a dual role of Alan Paton and Mark Eland; Timothy Blake as Edward Jarvis; and Robbie Denise Bryant as Grace Kumalo.

The director of LOST IN THE STARS is Neal Du Brock, the Executive Producer of the Studio Arena. The unusually large cast could have posed a problem, but under Du Brock's handling the cast worked together, pulling off a thoroughly professional

production.

Every member of the cast handled his part with expertise. The scenery enhanced the atmosphere of the theatre. The audience forgot that they were in Buffalo, for everything served to transport them to Johannesburg, South Africa.

LOST IN THE STARS is an unusual production which deserves the support of every theatre-goer in Buffalo.

Two Points on the Social Control Board

The Social Control Board has met several times reviewing various requests for alcoholic beverages to be served at student functions. At this time, the board wishes to make clear these two points:

1. It is a function of the Senate Control Board to "be responsible to see that the laws of the New York State Liquor Authority are strictly enforced." Therefore, it is not within

the power of this board to grant exception to New York State law concerning the age of drinkers, sale of alcoholic beverages etc.

2. a) Any request submitted to the board for consideration is answered by written statement, promptly following a decision of the board.

b) Minutes of the Social Control Board meetings are printed and available.



With these provisions made, and to avoid possible



Peace



misunderstandings or misinterpretations of individuals, members of the board will not discuss proceedings or decisions of board meetings.

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Editorial:

At Last....

TO THE STUDENT BODY,
FACULTY AND ADMINISTRATION:

A Happy Summer and PEACE.

TO THE NEW EDITOR:

Happiness, Stamina and a Sense of Dedication to
Yourself and Your Work.

M.C.R.M.

Letters:

A Thank You

Dear Editor:

The Student Academic Committee would like to express its deepest appreciation and thanks to Mr. Carl J. Wehrle for all the help he has given us during the past year. Without his advice and guidance, our Pass-Fail proposal probably would not have even merited the consideration of the Advisory Committee. If the proposal is passed, Mr. Wehrle deserves much of the credit: and even if it is defeated, he deserves praise and congratulations for his efforts.

We would also like to thank Sister Marita for all her aid and encouragement throughout the year.

Melissa Lowry '69
Michele Sim '70

**From an
Outgoing Senior**

Dear Editor:

As an outgoing senior, I felt that my final contribution should be a few words of warning to the underclassmen. This article may sound as if it is written in jest, but it's all true. Preserve it to reread around April of your senior year. It may be somewhat more meaningful then.

One of the primary requisites for senior year is a sense of humor which is in excellent condition. The ability to see humor in any situation whatsoever

(having your thesis lost, being short one credit, etc.) is a definite asset. It also helps to have a cheery disposition (except, of course, at 8 a.m. when your roommate has been up most of the night) and a great deal of tolerance. You should be able to keep your cool at all times. If this isn't possible, access to a large supply of tranquilizers, aspirins and liquor is highly recommended.

The cheery disposition and tolerance are musts in dealing with roommates. It's amazing how irritable even the sunniest individual becomes under pressure. Don't let it bother you when your roommate screams at you. Screaming back helps but it isn't recommended, for the preservation of the good will of those living with you. Particularly when this happens at 3 a.m. the cheery disposition is also essential in dealing with the underclassmen who persistently ask, "haven't you finished your thesis yet?"

Another requisite for becoming a senior is money. They tell you about the graduation fee and the senior picture. What they don't tell you about are the incidentals a formal picture, since your parents really don't want to see you swinging from a tree; application fees for graduate schools; transcripts; emergency phone calls to find out what happened to your application and transcript;

lots of index cards and thesis paper (in some concentrations that thesis has to be typed twice); library fines and money for all those tranquilizers, aspirin and liquor.

Sleep becomes a lost cause senior year. It becomes essential to develop the ability to sleep under any condition, especially with the sound of a typewriter. (You and your roommate will never have the same study schedule.) This is, of course, assuming that you sleep at all. At certain points during the year, it's necessary to survive on two hours of sleep a night. You know you've had it when you try to wash off the eye makeup under your eyes and it won't come off. (That's dark circles.) If you have any inclinations at all about a social life, you might as well forget the sleep entirely. The combination of sleep, social life and study is totally unfeasible one of them has to go. For those of you with senior privilege, be advised that this requires stamina. If you have the privilege of staying out all night, you feel obliged to use it which has its disadvantages. The main ones are that the guard begins to know you by name and that you can't remember what Saturday

and Sunday afternoons are like, since you're usually sleeping.

As for the thesis, there are a few facts you should keep in mind. In addition to choosing your topic carefully, you should also use some prudence in selecting your thesis advisor. Make sure that he or she is dependable for even the most reliable individuals have been known to misplace outlines, chapters, etc. If your advisor is normally undependable, a change of plans is suggested (either in topic or career plans). Needless to say, it is highly advisable to have at least one extra copy of your thesis which you should put under lock and key. Improve your typing skills over the summer too 40 pages at twenty-five cents a page can be extremely expensive.

Another word of warning is to have your credits evaluated as soon as possible. I realize you've heard this before but be certain the evaluation is done by the Registrar herself. Trust no one else! The Registrar has a way of disagreeing with others even with concentration heads.

Despite all this senior year is not totally horrendous. It can be a lot of fun, especially if you

keep that sense of humor. It's a wonderful feeling to know that you've almost made it but as one senior observed at the farewell dinner, "Fame is fleeting."

Kathryn Kavanaugh

Five Meadows

(Continued from Page 2)

and, in fact, I think it is that in a college it ought to be more of a broadening nature. That is to try to narrow yourself down so that you become the specialist on the left eyeball of this particular kind of spider. This is what happens in the university. One man knows more about this than anybody else in the world. Nobody else knows anything about it so he's a real specialist. But in your area, let us say in history or in government, you may be writing articles on an interpretation of the Johnson administration in the field of government or a new approach to a particular matter of regional history here. It isn't real narrow but which is calling attention to something that has been called to attention before. This I refer to scholarly activity which I distinguished from research pure and simple. Scholarly activity, yes, research narrowly to mind, no. I don't think this is absolutely necessary for a college.

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THE ASCENT

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