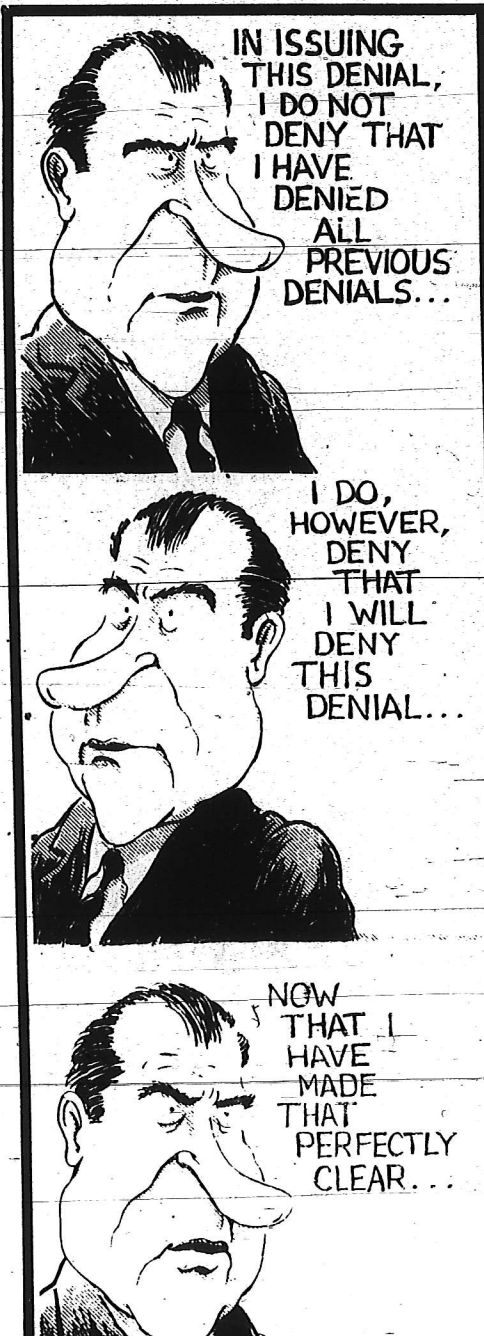


What is class attendance?

attendance chart should be kept for reference in case of any dispute.

To prevent misunderstanding I should emphasize that I feel that what is central to a college or university is its educational endeavor which is its sole raison d'etre. This relationship is composed of two active components — the students who seek an "education" and the faculty who are expected to guide it. The interrelationship of these two elements in most classes is integrally related to the success of the class as a whole and to the achievement of the individual student. Unfortunately there are some classes in which class attendance neither improves the course itself nor adds one iota of additional information or understanding of the material for the student. Professors should look seriously at the format of the class and the content of the lectures and attempt to rectify that problem instead of turning irrelevant, unprofitable classes into attendance exercises.



coeducation

For better or for worse, coeducation is definitely on the rise at Mary Washington College. Enrollment among residential males as well as day students has risen, evidenced by the full quarters at Trench Hill and the several freshman males housed in Willard. This growth can be viewed in a number of ways, good and bad, and carries some weighty implications for the future of the college.

On the positive scale, a rise in enrollment of men can be a boon to the college, suffering in the past few years a drop in applicants, and rising numbers of transferring students. However, this problem is not unique to MWC, for many colleges and universities are noticing a similar lag in enrollments.

It would seem only natural that those institutions with more to offer the prospective student will attract more new applicants. Mary Washington has a strong academic reputation, which should be the primary factor in choosing a college.

Yet a significant number of students apply to this college simply because it is primarily a woman's institution. For whatever personal reasons, many females like the idea of attending an all-girls school, finding chances for leadership better, and no intimidation by the presence of men in their classrooms. On the other hand, though, the lack of men on campus is a major factor in the minds of many transferring students.

The college has yet to make any definite policy planning on the issue of coeducation, only general plans to get men to enroll. While no men have been actively recruited, admissions officials are considering means to draw more applicants from the masculine population. The time is here for some concrete thinking on the matter among both students and school officials.

Naturally there will be problems to encounter. Already the question of a name change has been raised, primarily as a subject of broad conjecture. Housing facilities to accommodate new numbers of men would have to be established among existing dormitories. Even the amount of food consumed in the dining hall would increase — compare the appetites of 500 men to the same number of women. And there would undoubtedly be a time when the school itself will suffer a certain temporary loss of identity, an inevitable result of such a change.

The only way to insure a smooth and sound program for coeducation is by forming a definite philosophy of coeducation, and policy planning to enact these ideas. Permanent effects will be felt in the future by policies and decisions of today.

THE BULLET

terry talbott
susan belter

editor
managing editor