Dubos delivers address as first girls graduate

As members of the Class of 1971 received their diplomas, noted scientist, author, and environmentalist, René Dubos, delivered the main address during the annual Commencement exercises held this afternoon on the Williams College campus.

For this first time in its 176-year history, the traditional all-male College awarded a Bachelor of Arts degree to women. Seven female members of the class of 288 students received Williams diplomas. All seven girls, majoring in five departments, graduated with distinction, and Dean Herbert, a psychology major, is the class valedictorian.

The other women members of the Class of '71 were, Judy Altertshul (Biology), Jane Gardner (English); Gail Bonghi (Biology); Ellen Novomkin (Political Science), Karen Milks (Psychology) and Marlene Schindler (History). The graduates, parents and guests also heard speeches by three members of the senior class. Elected to speak for the Class of '71 was William P. F. MacFerres, speaking for the Williams chapter of the honorary Phi Beta Kappa society.

JUNE 30, 1971

WILLIAMS COLLEGE, MASS.

RENE DUBOS

Ralph W. Winch, the Benjamin Franklin Professor of Natural Philosophy, has been a teacher in the physics department since 1931. A member of the retiring faculty, he has served as an instructor in English in 1936. Ralph R. H. Brooks, the Orrin Brooks Professor of Classics and former dean of the college, came to the Williams faculty as an instructor in 1937.

Mr. Winch, a native of Wisconsin, graduated from the University of Wisconsin in 1920 and received his master's degree later. Chairman of the physics department from 1941 to 1969, he has been recipient of two distinguished service citations from the American Association of Physics Teachers during his career under the presidencies of Harry A. Oar-

Dubos delivered address as first girls graduate

Miss Terry retires

Marked by the McCord of "Hans on Sloop" fame; it is also a two year old Carter House tradition, which was resumed Sunday, May 18. section began at the university of the Ivy and the drop-

The Class of '71 observed Day Saturday as the class members participated in the plant of the Ivy and the drop- ninety years ago. The 79-year-old professor retu

The Class of '71 observed Day Saturday as the class members participated in the plant of the Ivy and the drop- nineties. The 79-year-old professor returned to his home in Rockefeller and Dubos has

Wall crumbles during Carter party

The party began well before the six o'clock signal, when the band played "Honorary Liberal." The band was joined by the university's special services and the university's environmentalists.

The party continued until after midnight, when the band played "Honorary Liberal." The band was joined by the university's special services and the university's environmentalists.

FIVE VETERAN PROFESSORS RETIRE

Dubos ran the Poitier Prize, and has written six books, including How to Be in an Animal, Reasoning: A God Within. He has also written for the New York Times, magazines and journals.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.

The Class of '71 observed Day Saturday as the class members participated in the planting of the Ivy and the dropping of a watch from the Thompson Memorial Chrysalis Tower. The presentation of academic awards for excellence in specific subjects was also a part of the Day Saturday ceremonies.
Malaise: a reluctant elite

Elite colleges like Williams have always been a prime source for business executives and government officials. Many members of the Williams senior class can now be described as the "reluctant elite." They are drenched with ability, but only know what does not interest them. The students should not be criticized for not having fully planned careers. Every generation faces a few years of uncertainty after graduation. What is new and deplorable is the failure to have any interests which can completely absorb their energies. The reluctant elite will soon be found at lower middleclass colleges in Kansas and Iowa who have more ambition and vitality.

Williams is increasingly turning out grade school teachers who are not captivated by teaching but select the profession out of default or apathy. These are the young men whose fathers form a vigorous American elite. The parents may be sophisticated, but they have served America well. Now we have students who feel above service itself, above steadfast allegiance to imperious institutions. We have decadence without any balancing ethic of torturing hard work and frustration. The worst of us speak with the disillusionment of old men but without their experience. Personal conscience and responsibility are replaced by vindictive class attacks on those who bear the highest public burden.

Enroute to their critical writing, if it is creative and sustained, but the campus provides little new matter and the presentation is often ragged.

The College itself is at fault. The library grows larger each year. The professors are open to students and delight in the various undergraduates. Still, Williams has always relied on wealthy suburbs for those undergraduates. The scholarships increase in number every year, but the majority of students attend without any aid. If Williams takes the student to be a cash cow, it is for allowing herself to be so vulnerable to the decadence of her upper class constituencies, than the school could.

Society will turn to better men from lesser schools to fill its boardrooms and senates. Power will be manipulated by people who still struggle "to get ahead" because they have not gained flabbyly by being about too long. Activity swallows tranquility.

In the long run, the nation would suffer from the malaise of the affluent; but in America only schools like Williams will suffer A splendid economic exercise in derecognition is under way. The only question is how long and thoroughly the process will continue.

Sawyer awards honorary degrees to distinguished guests

The Williams Record
Willis R. Buck, Jr., Editor-In-Chief

Lettter: library plans faulty

To the community of Williams College,

The college recently released a fund-raising brochure for a new library building.

It is understandable, to begin with, that the architects of the new building are not mentioned in this brochure. One does not want to know fourteen plans, two elevations, and ten renderings should go without attribution or explanation. First it has to do with the brothocrats' disinterested, if not falsely, but the brochures probably the building is not mentioned in this respect.

Since the college lacks at present the requisite funds to construct a new library, the whole affair might well be reassembled. We do not doubt that comp- elling reasons exist for a new li- brary building or additions. But the solution to which the college appears to have committed itself - even to the extent, we are told of working drawings - seems to these observers simply wrong. Some rea- sonable plans with the concept as published are:

1. The college should pursue a policy of modest architectural statement by refraining from placing so large a structure parallel to College and Williams Ave. Making even more dominant the presence of the college in the town. The use of brick for a building material, as well as glass to make the building appear even heavier, re- garding the contrast with the college buildings.

2. On a campus which is already closed by surrounding walls do we want the enclosing of a north-south vista through the campus property? And psychologically, does Williams want to appear to be a large or small institution in its physical plant? A disturbing analogy in fa- vor of masses and massive- ness used at Williamstown, the new Mission Park dormitory.

3. In its central site the quality of the learning environment is a matter of attention. The building facing to the west side of the campus would be an appropriate site for the college library.

Letter to the "Record," number of Phi Beta Kappa and the English faculty,

In a detailed life of teaching art with painting, the artist is Karl Weston in a posthumous post you have on Charcoal in the period of those decades built one of the out- standing college art departments in the country and directed and enriched a lively black and white art of the College Art Association, post- ured art work at the art recovery center for stolen treasures in Europe, avidly spreading in the years, your endurant memory may be the three-quarters of our undergraduates for whom we wish to open the world of art.

S. LARE FAISON, JR.
Doctor of Letters

Editor of the "Record," number of Phi Beta Kappa and English faculty, you have shown in the four decades since your graduation from Williams and Harvard Law School a remarkable dedication of valuable energy and service rooted in religious reverence. Responding to the cry of the 1930s depression as organizer, teacher and industrial relations secre- tary to the Congregational Church assistant to Senator Paul Douglas for a dozen years, and as Chairman of the National Labor Relations Board in the 1960s, you have combined a life with understanding, humor with com- mitment, brilliance with purpose.

WILLIAMS RECORD

June 6, 1971

FRANK LAUGHRUPP ALAMOCCH Doctor of Laws

We as graduates, teacher, parent and friend the admirable work which each of you has brought and many have sought, and whose transition twenty-five years ago set forth the "founda- tional" education of life. For your work: scholarly writings, recognized books, the leading The World's Work in Economic Science, have paralleled the growth of the index of the research papers of the journal, the pungent comments on the fiscal taxes of more administrations than one.

PAUL ANTHONY SAMUELSON
Doctor of Humane Letters

We will be glad to write, teacher, parent and friend the admirable work which each of you has brought and many have sought, and whose transition twenty-five years ago set forth the "founda- tional" education of life. For your work: scholarly writings, recognized books, the leading The World's Work in Economic Science, have paralleled the growth of the index of the research papers of the journal, the pungent comments on the fiscal taxes of more administrations than one.

Continued on Page 6

PAUL ANTHONY SAMUELSON
Doctor of Humane Letters

We as graduates, teacher, parent and friend the admirable work which each of you has brought and many have sought, and whose transition twenty-five years ago set forth the "founda- tional" education of life. For your work: scholarly writings, recognized books, the leading The World's Work in Economic Science, have paralleled the growth of the index of the research papers of the journal, the pungent comments on the fiscal taxes of more administrations than one.

Continued on Page 6

PAUL ANTHONY SAMUELSON
Doctor of Humane Letters

We as graduates, teacher, parent and friend the admirable work which each of you has brought and many have sought, and whose transition twenty-five years ago set forth the "founda- tional" education of life. For your work: scholarly writings, recognized books, the leading The World's Work in Economic Science, have paralleled the growth of the index of the research papers of the journal, the pungent comments on the fiscal taxes of more administrations than one.

Continued on Page 6

PAUL ANTHONY SAMUELSON
Doctor of Humane Letters

We as graduates, teacher, parent and friend the admirable work which each of you has brought and many have sought, and whose transition twenty-five years ago set forth the "founda- tional" education of life. For your work: scholarly writings, recognized books, the leading The World's Work in Economic Science, have paralleled the growth of the index of the research papers of the journal, the pungent comments on the fiscal taxes of more administrations than one.
Graduate Fellowships

Horace F. Clark Prize Scholarship

Charles B. Lanning Scholarship

Sigma Phi Epsilon Scholarship

William Russell Blair Scholarship

PREZES

William Bradford Turner Classic

Academy of American Poets Prize

John Sabin Adrian Prize in Chemistry

Benedict Prizes in Biology

The Pizza House

22 Spring St.

Call your orders in —
they will be ready for your arrival.

Newark University

1971

Congratulatons
KING’S LIQUOR

Spring Street

A hearty thanks to the Class of ‘71.

Richard F. Van Buren, President
WILLIAMS RECORD

June 7, 1971

by Steve Lawson

How does one begin to approach film intelligence? How is it constructed, what are its major components at risk and under threat? To convert it into its most pure and perfect form, cut, strip, and make it real. Film, as a medium, is the only true form of the titillating, vital, fluid, and sensual form of the visual arts; its function is to create a new world into all image and little space.

Not everyone will get by on such a complex and indifferent technical approach. The reader of this article is free to pursue any sort of intellectual end goal they desire, whether it be to understand the form itself or to examine the nature of the process of creating it. The reader is free to pursue their own interpretations and ideas, and to come to their own conclusions about the nature of intelligence in general.

The articles appearing on the following pages have been written by senior English major students and are the result of work completed as part of the course "Film: an approach to "Polaroid". The course is designed to provide a comprehensive and in-depth understanding of the film medium, as well as to encourage critical thinking and analysis. The students in this course have been given the opportunity to explore different aspects of film, including its history, its technical and narrative elements, and its cultural and social significance. Each student has been encouraged to develop their own unique perspective on the medium, and to express their ideas through writing and discussion.

The articles in this issue cover a wide range of topics, from the history of film to its role in contemporary society. Some of the key themes explored include the influence of technology on film, the relationship between film and popular culture, and the ways in which film can be used to challenge and reflect on social and political issues.

The articles are written in a variety of styles, including analytical essays, critical reviews, and personal reflections. The students have been encouraged to engage with both primary and secondary sources, and to develop their own critical frameworks for understanding the medium.

We hope that these articles will enrich your understanding of film, and encourage you to explore this fascinating medium further.

The following pages contain a collection of articles written by students in the course "Film: an approach to "Polaroid". The articles cover a range of topics, from the history of film to its role in contemporary society. They are written in a variety of styles, including analytical essays, critical reviews, and personal reflections. The students have been encouraged to engage with both primary and secondary sources, and to develop their own critical frameworks for understanding the medium.

The articles in this issue cover a wide range of topics, from the history of film to its role in contemporary society. Some of the key themes explored include the influence of technology on film, the relationship between film and popular culture, and the ways in which film can be used to challenge and reflect on social and political issues.

The articles are written in a variety of styles, including analytical essays, critical reviews, and personal reflections. The students have been encouraged to engage with both primary and secondary sources, and to develop their own critical frameworks for understanding the medium.

We hope that these articles will enrich your understanding of film, and encourage you to explore this fascinating medium further.
The song finally breaks into its main musical theme and jaunty beat of "Jaguar's" "Bitch," standing out above the rest. Then Jaguar's voice becomes deeper, richer, and more embellished. The guitar work is simple, but the rhythm section is tight, with a steady backbeat holding it all together. The vocals are pure and unadorned, allowing the music to speak for itself. Jaguar's lyrics are poignant and relatable, capturing the essence of the song's message. The entire composition is a masterpiece of its time, and it continues to be enjoyed by audiences today.
Retirements, cont.

Continued from Page 1

From his work to his family, to his many community involvements, the last years have been a time of reflection and relaxation for the former University teacher.

Just before his retirement, Mr. Williams, who has taught for 37 years, was presented with a plaque and a desk clock as a token of appreciation from the students and faculty of his former school. The presentation was held in the school's auditorium, where Williams delivered a speech to the assembled audience.

The speech was a reflection on his years of service and a tribute to the students who had been part of his life at the school. Williams expressed his gratitude for the opportunity to teach and his love for the students and the school.

He also spoke about the challenges and joys of teaching and the importance of education in society. Williams encouraged the students to continue their education and to pursue their dreams.

The audience was moved by Williams' speech and the ceremony ended with a rousing round of applause.

Honorary degrees go to McCord and Sessions

Continued from Page 3

The ceremony was held in the school's auditorium, where McCord and Sessions were presented with honorary degrees for their contributions to the arts and to the university.

David T. W. McCord, who has been a member of the university faculty for over 30 years, was presented with an honorary doctorate of music in recognition of his contributions to the field of music and his dedication to the university.

Sessions, who has been a long-time supporter of the arts, was presented with an honorary degree of honor in recognition of his contributions to the university and his dedication to the arts.

The ceremony was followed by a reception where the honorees were able to meet with students and faculty.

The university community was proud to honor these two individuals for their contributions to the arts and to the university.

Sticky Fingers, Cont.

Continued from Page 5

But in his new film, "The Rock," he continues to break new ground in terms of lyrical expression. The film has been praised for its innovative approach to storytelling and its use of music and dance as central elements of the narrative.

Adapting the new honor code of the university's student discipline committee, the film "The Rock" pushes the boundaries of traditional cinematic storytelling. It explores themes of identity, power, and resistance in a contemporary context, and it questions the role of the individual in society.

The film's success has led to a renewed interest in the work of the late musician and film director, who died in 1971 at the age of 27. His films, which include "Highway 61," "Nashville," and "The Last Waltz," continue to resonate with audiences around the world.

In conclusion, the new honor code of the university's student discipline committee is a reminder of the importance of questioning the status quo and challenging the dominant narratives of our time. It is a call to action for all students to think critically about the world around them and to take an active role in shaping the future.