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Hollins College, "Hollins Columns (1972 Dec)" (1972). *Hollins Student Newspapers*. 1010.  
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HOLLINS  
COLUMNS

DECEMBER, 1972



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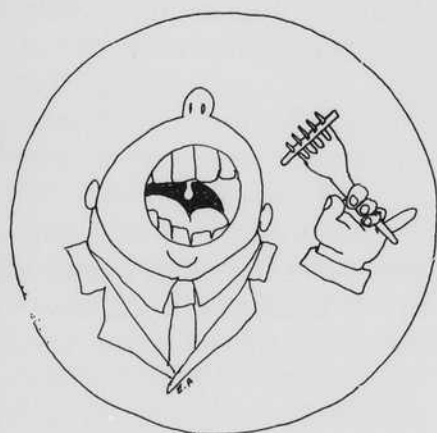


*The National Trust  
for Historic Preservation*



DECEMBER, 1972 VOL. 48, NO. 4

**HC** HOLLINSCOLUMNS



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All offices P.O. Box 10154, Hollins College, Va. 24020  
Subscriptions: 50c per issue  
Published twice monthly during the school year.

The Hollins Columns

Member College Press Service; Intercollegiate Press;  
Alternative Features Service; National Educational  
Advertising Services, Inc.

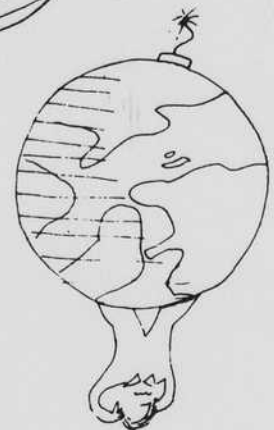
Printed by Progress Press, Roanoke, Va.

All materials may be reproduced by credit to "HC"/  
Hollins College.

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# BOOK REVIEWS



## *The Care and Maintenance of a Small Planet*

**ONLY ONE EARTH**, /Barbara Ward and Rene Dubos, W. W. Norton and Company, Inc., New York, 1972, 225 pp.

Reviewed by Sandra Boatman, Assistant Professor of Chemistry.

During recent years many authors have discussed, in tones varying from calm reason to near hysteria, environmental problems and their effects on man. None has attempted to examine fully the origins of all of these problems and their effects on social, political and economic aspects of man's existence on an individual and global scale as this book does. The task set for the authors of this book was a difficult one - to write a report which would serve as a general basis for discussion at the International Conference on the Human Environment held in Stockholm earlier this year.

Barbara Ward, a political economist, and Rene Dubos, a well-known and respected scientist, have combined their knowledge and skill as writers to produce a remarkably comprehensive and comprehensible treatment of a tremendously complex problem. This is the first time that writers have undertaken to

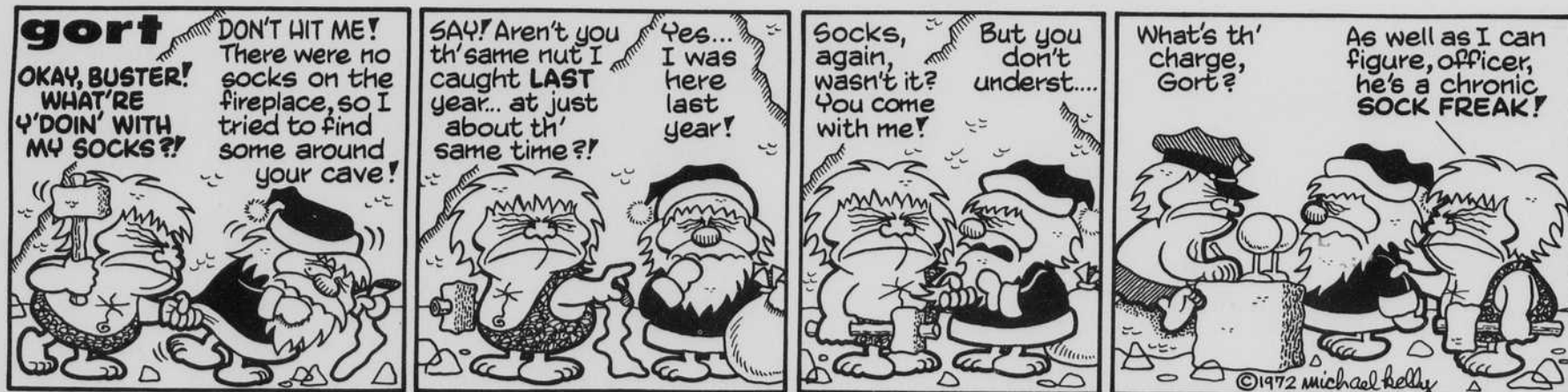
study the causes of environmental problems from their very origins in pre-history with the discovery of the uses of fire to the present and the splitting and fusing of atoms. The writers examine the interrelationships of these problems with politics, economics, and social pressures, and although these relationships are difficult to unravel and analyze, Ward and Dubos have done an admirable job in presenting all phases of the relationships in a clear and orderly way.

Written for the layman, this book discusses pollution, energy needs, disposal of wastes, urbanization, and population, outlines the problems, and presents conflicting opinions, where they exist, concerning possible solutions. The book is not an official report, so the authors are free to express their own opinions, which are often thought-provoking. The report was reviewed by a large committee from many different countries and of widely varied backgrounds, all with strong interests in environmental problems. Many of their comments are included.

The authors stress the need for cooperation among all individuals and nations, for "developed" peoples to remember the peoples of the other two-thirds of the world who

share the biosphere with them, and for preservation of the "delicate balance" which has existed for millennia among living systems on this planet. The answers to all the pressing environmental problems will not be supplied by science and technology alone but require the concerned participation of every individual and nation.

The scientist and perhaps the politician and economist who reads this book may be disappointed in its lack of depth and detail in some areas. However, *Only One Earth*, if read widely and thoughtfully, will surely stimulate in the layman an active interest in and concern for the future of his world. It presents an excellent overall view of the problems and complex interrelationships of environment, politics, economics, and society.





## COLLEGE SUPPORT OF ERA URGED

The Virginia Assembly, convening in Richmond next January 10, will be considering ratification of the Equal Rights Amendment to the U. S. Constitution. Legislators need to be aware of the support that exists in this state in favor of ratification. Several months ago, the Federation of Women's Clubs of Virginia made the decision to oppose ratification. This is an unfortunate pressure on legislators that can only be overcome if all the women and men of Virginia who want ratification take positive action, individually or communally, to express their support to our state legislators.

An impressive number of organizations already have given their support to the Amendment. Yet, it seems to me that a declaration of support by the women's colleges in this state would be the most impressive of all. I would like to urge the Hollins Community to take action on this matter as quickly as possible. Student members of the Virginia Women's Political Caucus have already set the groundwork whereby all members of the Hollins community can commit their support.

The task for each individual is very simple. The least one can do is sign the circulated petitions. Another task recommended is for individuals to write letters to the Governor, to the Speaker of the House, John Warren Cooke, to Senator Lawrence Douglas Wilder, and to the appropriate legislators of the person's voting district. If it is possible to have a resolution by the College Legislature, or to make any kind of public declarations by the institution as a whole, that would be impressive indeed.

I would further suggest to students whose homes are not in Virginia to write to the representatives of their voting districts. The states still considering ratification are Alabama, Arizona, Arkansas, California, Connecticut, Florida, Georgia, Illinois, Indiana, Louisiana, Maine, Minnesota, Mississippi, Missouri, Montana, Nevada, New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, Pennsylvania, South Carolina, South Dako-

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# COMMENT AND OPINION

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**"AN IMPRESSIVE NUMBER OF ORGANIZATIONS HAVE GIVEN THEIR SUPPORT TO THE AMENDMENT. YET, IT SEEMS TO ME THAT A DECLARATION OF SUPPORT BY THE WOMEN'S COLLEGES IN THE STATE WOULD BE THE MOST IMPRESSIVE OF ALL."**

ta, Utah, Vermont, Washington, and Wyoming.

I am assuming that there are few, if any, persons on the Hollins campus not already aware of and in favor of ratification. However, information about the amendment can be gotten from members of the Virginia Women's Political Caucus on campus. I would particularly mention Nancy Raley, who is coordinator for the Roanoke Valley chapter, Marcia Wade, Rain Lee, and Cindy Martin. These people have available the studies made of the Equal Rights Amendment and they can assist individuals in making contact with their legislative representatives.

I am most hopeful that the Hollins Community will give eager and immediate support of the Equal Rights Amendment, since it is so clearly important for the advancement of the women it serves, both the alumnae (me, for one) and the present student body.

Carmen O'Brien

## FATHER DOUBTS HOLLINS 'GOALS'

The following is a letter from my father in response to some aspects of the Gushee-Sawyer Report. I know he has summarized my feel-

ings on the matter and I wonder if others share the same reaction.

"I was very interested in the packet of information you sent us. I was particularly pleased to learn that there is someone on the faculty that has the desire to try to develop a real liberal arts program. I agree with Professor Crosby that distribution requirements per se do not assume a liberal arts education. I saw the abandonment of them, however, as a disavowal of this type of education for Hollins and the beginning of an educational cafeteria. If Mr. Crosby can get his program off the ground, I think this is great.

"In business, the successful company - particularly the small company - finds a niche in the market where the company can serve its customers' needs better than other companies. Few new companies that try to be all things are able to succeed. I believe the same philosophy is applicable to a college like Hollins. Obviously they can't compete with the great universities on a head-on basis. On the other end of the spectrum, they can't possibly compete with the junior colleges from a cost point of view. If Hollins tries to compete for the "training for a job" type of program, they will be wiped out by the less expensive public colleges.

"Yet, this appears to be one of the suggestions of the Gushee-Sawyer report. I think you put it well when you said the beginning point needs to be setting a goal for the college. I don't believe the person who wrote the paragraph under "goals" in the material attached to the Oct.

13th letter from the Dean of the College has any concept of the need for a central idea around which the work of the college should be organized. If the college is to be a "resource," what kind of a "resource"? What types of courses should be offered?

"There are colleges all over the country that are training for the various jobs that need to be filled. Most persons, when they get out of college are so busy with their jobs and other day-to-day concerns that they give little thought to the larger problems of the world. Hence, it is a relatively small group of persons in this world that give creative leadership. These persons need a liberal arts education - especially so we don't have to make the same mistakes over and over again. There are plenty of colleges to provide the worker bees; I think Hollins could establish itself in the educational niche that provides a high quality education for, as Mr. Crosby put it, the "potential elite". I think this type of education would be worth paying the extra amount that it takes to operate a college like Hollins."

Sue Emmons

## RECYCLING EFFORT CONTINUES

In the hallways of every dormitory at Hollins, colorfully decorated containers are spilling over with discarded newspapers and magazines. These are rather "special" trash piles, however, for their contents are not going to be merely disposed of, but recycled into a usable form.

Hollins students have been given this opportunity to help conserve natural resources as a result of plans made last spring by senior Karen Green and others interested in ecology projects. Karen explained that while the "clean-up days" that had been sponsored in the past had given spirit and attention to the word 'ecology,' there needed to be a more meaningful way to involve students in environmental projects. The group, led by Karen, met with William Traylor, the superintendent of buildings and grounds, and he

agreed to cooperate with them in a recycling program.

The program was gradually expanded last semester from the post office and a few dorms to include recycling station in dorms over the entire campus. Now there are about 20 students working with Karen who monitors these stations.

The college garbage service takes the paper to the Roanoke Scrap and Iron Company. The company buys the paper then processes it into 1,000 lbs. bales. These bales are shipped by rail to Lynchburg, where they are treated chemically and con-

verted back into plain paper.

Two loads of paper have been sold to the Roanoke company this fall, and Karen says that they have made about \$40. She hopes that enough funds can be accumulated to finance a conference on ecology. Additionally, the recycling group plans to expand the present program to include the administration buildings and Faculty Road. Karen hopes that in the not too distant future the college will be able to recycle all of its trash, including other kinds of paper, metal and glass

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# IN THE LAND OF PLENTY

## COMMENTS ON A STUDY OF HUNGER IN THE UNITED STATES

Do you remember the cliché that the U.S. government bureaucracy is a big, bumbling, well-intentioned giant? Well, it is false – but only the “well-intentioned” part – if you happen to be one of the 26 million Americans who are living below federally defined poverty levels. (About \$4000 per year for a family of 4) It has been four years since the report *Hunger, USA* was released by the Citizens’ Board of Inquiry into Hunger and Malnutrition in the United States.

That report greatly distressed Middle America, first by revealing that many millions of poor Americans were hopelessly undernourished on health-wrecking, child-maiming diets. Further distress ensued when the report got such nationwide publicity that its findings could not be mercifully forgotten after a suitable period of earnestly expressed concern. For, as Philip Slater observes in *Pursuit of Loneliness*, asking Americans to deal realistically and at length with such a problem “arouses in us the same impatience as a chess problem would in a hyperactive six-year old!” In this case, the six-year old is nasty, to boot.

A recently released second report of the Citizens’ Board, *Hunger USA Revisited* (1972) concisely describes the present situation and, more interesting, the incredible machinations of a government apparently intent on keeping the poor and their hunger ever with us, all rhetoric to the contrary.

In obeisance to the specially apt dictum, “Don’t bite the hand that might feed you”, the new study describes undeniable progress over the past four years and notes that “it has coincided almost exactly with the Nixon administration.” But the body of the report makes it perfectly clear that the modest progress achieved (43% of the nation’s poor still receive federal help) has been more in spite of than because of the Nixon administration. Indeed Nixon is quoted endorsing the attack on



hunger thus: “Use all the rhetoric, so long as it doesn’t cost any money.” (p. 14) Almost all of the improvement noted owes to citizen efforts headed by the Citizens’ Board itself, and to the Congress, chiefly through the conscientious work of the Senate Select Committee on Nutrition and Human Needs (the McGovern Committee).

To cite without qualification the promising new statistics released (an increase in federal spending on food for the poor from \$687 million in fiscal 1967 to \$4.3 billion in 1973, an increase from 2.3 million to 8.4 million school children who are fed a free or subsidized lunch) is to belie the actual tenor of the Board’s report, which argues convincingly that the nation’s entire approach to the hunger problem is wrongheaded, wasteful, and demeaning to the poor themselves.

Underlying their plea that food stamps be abolished in favor of minimum income guar-

“THE NATION’S ENTIRE APPROACH TO THE HUNGER PROBLEM IS WRONGHEADED, WASTEFUL, AND DEMEANING TO THE POOR THEMSELVES.”





graded by the treatment they receive at the hands of county program administrators, over whom USDA chooses to exert none of its potential regulatory powers. In one flagrant example cited, a bank handling food stamps required buyers to stand in line at a drive-in window outside the bank, even in winter weather. Finally, as the Board of Inquiry points out, the very idea of food stamps is premised on a basic mistrust of the poor which "labels each and every recipient a potential wastrel." (p. 40) If only one-third of recipients used direct income subsidies properly for food, we would still be ahead of the stamp program, since only half the poor are reached by the program and many of those who receive stamps manage to beat the system by selling them for cash. Little could be lost by according the poor the same simple dignity the rest of us have to allocate our resources as we see fit.

antees, is the Board's well founded distrust of the ability and intention of the U.S. Department of Agriculture in handling its responsibilities to implement and oversee food stamp programs. The Board observed that the USDA "has always treated the needs of poor people as secondary to the requirements of food suppliers and producers." One after another case is cited in which the USDA "delayed and sometimes completely thwarted Congressional appropriation mandates to increase the level of program participation." The Department's actions are reminiscent of the murderess-nurse from TV horror shows who stands idly, benignly smiling while her patient-victim, the throes of a fatal attack, gestures helplessly toward the bottle of tablets which alone can save him.

Not only is the bureaucratic machinery involved in the food stamp program cumbersome and costly to operate (15 million per year for printing coupons!) but it functions, through time-consuming and extremely complex certification procedures, to bewilder and thwart many would-be applicants. Moreover, many poor persons are intimidated and de-

"LITTLE COULD BE LOST BY ACCORDING THE POOR THE SAME SIMPLE DIGNITY THE REST OF US HAVE..."



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# INTERVIEW WITH THE DEAN

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Recently John P. Wheeler, Jr., Dean of the College, was interviewed concerning a variety of topics. Some of his comments follow.

"I've been at this job for five years and I'm really just beginning to understand the budget. There are so many complex factors to consider: what a discipline needs, what it lacks, enrollment shifts, what we've been buying in the past. And it takes so much time to sort through the facts. The Budget Committee members are not able to help a great deal because of limits on their time, and simply because they are seldom familiar with the overall picture. It's hard, really, to justify the committee time spent except as a necessary public relations gesture.

"The statistics presented here (TABLE I) can be misleading without some explanation. These amounts represent departmental expenses excluding salary (i.e. supplies, printing and xeroxing, telephone, teaching aids, etc.). And then, of course, there are traditional differences. Chemistry, for instance, costs more to teach than history; biology more than sociology. And naturally, total departmental enrollment is reflected to some extent.

"What I'd like to do soon is to totally reevaluate the budget—to start from absolute scratch instead of each year using last year's appropriation as a guideline. We've let some anachronisms pile up in the figures."

(Tables II, III, IV, V, and VI are statistics which Dean Wheeler recently presented to the College Legislature's Subcommittee to Study Faculty Loads. They are based on an average load across the faculty of: 52 undergraduate enrollees per term [excluding Independent Studies], 5 Independent Studies per term, 13 Short Term advisees [based on Short Term 1972], and 4 departmental majors [senior or junior]. Budget figures do not include capital costs on allowances for space and facilities.)

"Salaries seem to be a very hush-hush topic

here. So many people expect that there are gross inequities. There are some inequities to be sure; but they are not all that significant. This is an area that has in the past been left to administrative judgement, and must continue to be. What salary inequities there are can be explained by job market discrimination rather than sex discrimination or any other form of discrimination. For example, in a given year if the job market has very few physicists and an over-abundance of historians, you would expect that a college might have to pay more to get a top rate physicist than it would to get the same quality historian for the same level position. We are now trying to correct the salary inconsistencies that have come about in this manner by raising the lower-end salaries, but the process will take time.

"There are no plans to add any more faculty members at the present time. Barring federal subsidization we've added all we can add. Over the years, the character and the size of the faculty has changed and it will continue to change, if it is to remain alive, toward greater efficiency. This does not mean that we will eliminate the teaching of Latin, for example, simply because it has few students. But it does mean that we have to follow, to some extent the trend of student interests and the demands placed upon them by life in a modern world.

"In the years I know something about, a position has not been created unless there was substantive reason for doing so. By the same token, no one was 'bumped' who didn't want to leave.

"The trend seems toward some increase in administrative positions. This simply reflects the process of shifting priorities that takes place with time. Some of the newer positions have been criticized—which is the fate of any administrative action. But I don't feel we are doing violence to the present system by this. We are simply utilizing a different kind of teaching.

**"ANY ADMINISTRATOR CAN BE EFFECTIVE FOR ONLY SO LONG, AFTER A TIME... HE HAS GOTTEN AROUND TO ALIENATING JUST ABOUT EVERYBODY."**





"I have some regrets about this job. I haven't been able to do all the things I wanted. I have become so bogged down with the budget, tenure, and the everyday crisis situations that I seldom have had the chance to really step back and take an objective look at where Hollins stands in view of what's happening in education.

"I keep swearing to myself that one of these days I'm going to get back into teaching. Any administrator can be effective for only so long. After a time his energy to fight is spent, his ability to lead is eroded and his support crumbles because if he has done his job forcefully and impartially he has gotten around to alienating just about everybody."

**TABLE I**

<b>Department</b>	<b>Appropriation</b>	<b>Current # Majors*</b>
Classics	550.00	2
English	8570.00*	67
Humanities	175.00	--
Modern Languages	2900.00	26
Philosophy and Religion	590.00	18
American Studies	80.00	28
Economics	770.00	17
Education	2875.00*	--
History	800.00	16
Politics	640.00	23
Russian Studies	90.00	4
Sociology	1975.00	37
Biology	5500.00	15
Chemistry	5700.00	4
Geology	850.00	--
Math	525.00	14
Physics	2050.00*	2
Psychology	5800.00	79
Statistics	1700.00*	4
Art	2135.00*	80
Theatre Arts	6250.00	21
Music	4300.00	17
Commercial Science	450.00*	--
Journalism	0	--
Physical Education	5500.00*	--

\*English budget includes \$5800.00 for a visiting scholar.

Education budget includes \$1500.00 payment for supervisors for practice teachers.

Physics budget does not include expenses of computer operation.

Statistics budget is prone to great fluctuations due to calculator and other equipment purchases.

Art Budget includes expenses for the purchase of supplies for resale to students, but does not include income from that resale.

Commercial Science budget is prone to great fluctuations due to typewriter and other equipment purchases.

Physical Education budget includes a \$2690.00 expenditure for equipment.

\*List does not include those who have not declared a major, combined majors, divisional majors, or college majors.

**TABLE II**

**Enrollment by department (or major) by number of faculty (based on an average of 52 undergraduate enrollees per term per faculty member excluding Independent Study)**

Department	% of college average
Psychology	177%
Theatre Arts	175%
Art	166%
History	140%
Philosophy and Religion	133%
Sociology	114%
English	110%
Economics	102%
	<b>NORM</b>
Politics	96%
French	89%
Education	88%
Mathematics	86%
Statistics	82%
Biology	81%
Music	74%
Physics	61%
German	57%
Chemistry	52%
Spanish	38%
Russian	38%
Classics	36%

**TABLE III**

**Independent Studies by department (or major) (based on an average of 5 Independent Studies Per Term per faculty member)**

Department	% of college average
Education	920%
English	253%
Psychology	224%
Theatre Arts	184%
Sociology	100%
Art	88%
Philosophy & Religion	85%
Classics	80%
Politics	67%
History	60%
Biology	60%
Physics	60%
Chemistry	59%
Mathematics	53%
Music	30%
Spanish	20%
German	20%
Economics	13%
French	0%
Russian	0%
Statistics	0%

**TABLE IV**

**Majors\* by department (or major) by number of faculty (based on an average of 4 departmental majors [junior or senior] per faculty member)**

Department	% of college average
Psychology	305%
Art	270%
Sociology	225%
Politics	175%
English	150%
Economics	141%
	<b>NORM</b>
Mathematics	92%
Biology	69%
Phil. & Rel.	68%
Music	67%
History	63%
French	50%
Statistics	50%
Theatre Arts	45%
Chemistry	29%
Classics	25%
Spanish	13%
Physics	0%
German	0%

\*Counting only majors on campus during Fall 1972-73. Excludes Interdepartmental and College majors.







**TABLE V**  
**Short Term Projects by department by number of faculty (based on average of 13 Short Term advisees per faculty member)**

<i>Department</i>	<i>% of college average</i>
Politics	195%
Art	187%
Psychology	152%
History	142%
Classics	140%
Biology	136%
Sociology	125%
Physical Education	124%
English	114%
Mathematics	109%
Chemistry	100%
Theatre Arts	93%
Economics	85%
Physics	84%
French	58%
Phil. & Rel.	52%
Statistics	44%
Spanish	28%
Music	27%
Russian	24%
German	4%



**TABLE VI**  
**Cost per enrollee by department in \$**

<i>Department</i>	<i>Cost</i>
Theatre Arts	\$ 67.83
Physical Education	79.23
History	80.20
Art	90.31
Sociology	91.76
Psychology	107.11
Education	123.02
Phil. & Rel.	126.93
English	137.76
Music	158.10
Economics	158.30
Politics	162.33
Mathematics	171.00
Biology	189.51
Modern Languages	199.51
Physics	228.41
Statistics	229.00
Chemistry	315.60
Classics	357.32