

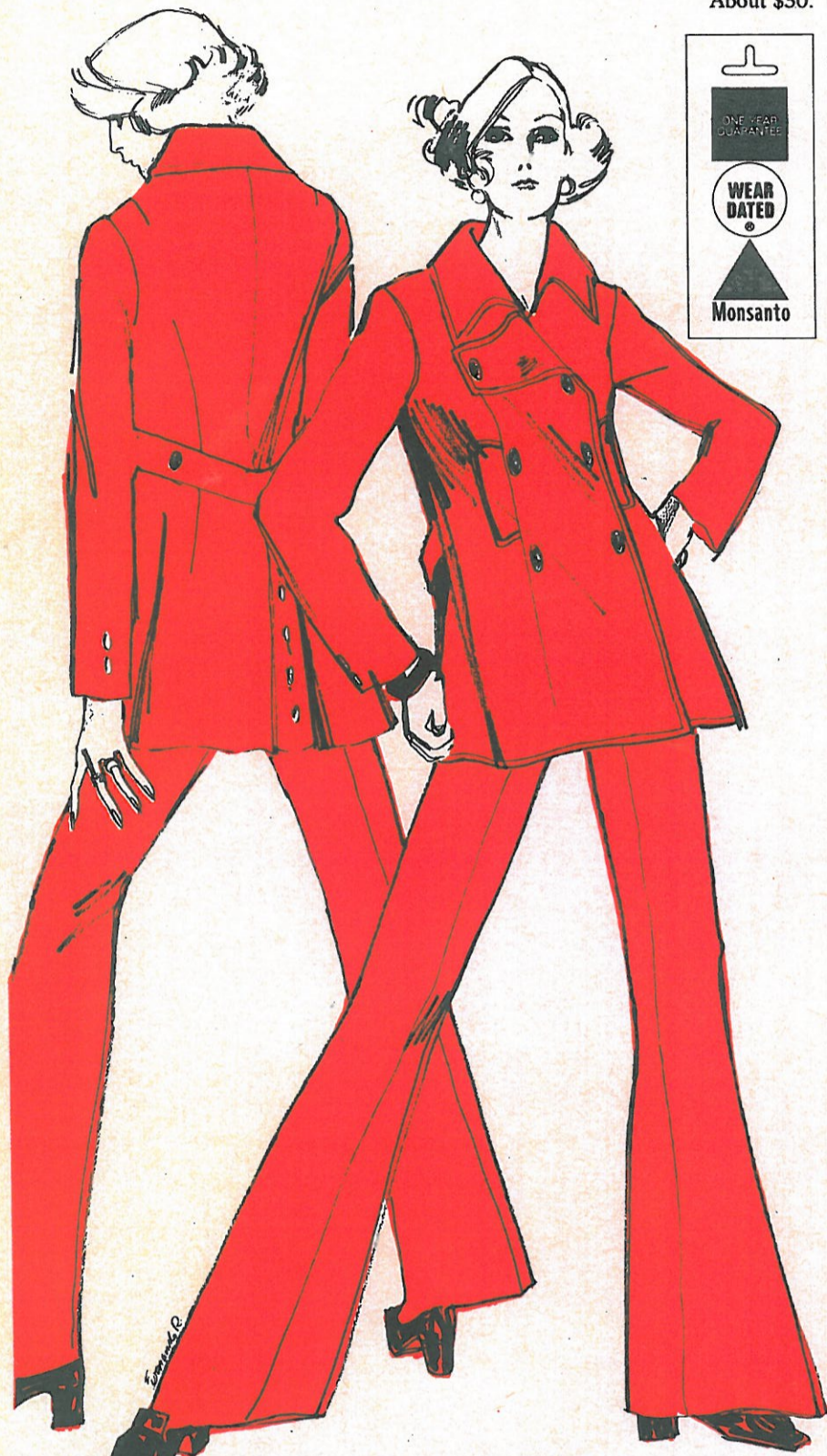
the word IS BRASS

The look is Edwardian in three pieces, and Surf and Turf buttons it down in brass.

This newest concept in a short coat pantsuit is fitted and flared, belted and belled. And burnished in brass from button-down lapel to inverted pleat. Accompanied with an A-minus skirt for a walk on campus.

Infinitely wearable in 100% Acrilan® acrylic. Wear Dated® — "guaranteed for one full year of normal wear by Monsanto."

Sizes 5-15 in Fireman Red, Orange, Peruvian Gold, Camel, Mountain Green, Atlantic Blue, Navy, About \$30.



Surf and Turf For store nearest you, write:

127 EAST 9TH STREET, LOS ANGELES, CALIFORNIA 90015

ALSO AVAILABLE AT: MAY COMPANY, LOS ANGELES; MARGOS, DALLAS; WIEBOLDTS, CHICAGO; SWEETBRIAR SHOPS, DENVER; MARSHALL ROUSSO, LAS VEGAS; CASUAL AIRE, SAN FRANCISCO; FOLEYS, HOUSTON; GIMBELS, PHILADELPHIA.

TM MONSANTO TEXTILES DIVISION

is approved by the majority of male students. "If women are in the competitive world now," says nineteen-year-old Peter Hill, a premed student at Sarah Lawrence, "it's essential that they be educated with their competitors."

Not all males agree with him, of course. Joel Goldfarb, for example, a junior at Yale, transferred from Colby (a coeducational college) because he liked the idea of an all-male institution.

"Colby wasn't very stimulating academically because it was completely socially oriented," he declared, and prophesied gloomily, "That will happen at Yale too."

Another Yale student, Tony Kaiser, agreed. Coeducation is a "terrible idea," he said, because girls in class are "too distracting." (Coed reaction to that observation is slightly different. "Frankly, it's a distraction we like," said one.)

On the whole, however, colleges have moved toward coeducation with order, grace, good humor, little friction and a feeling of absolute irresistibility. Mostly this is because administrations, faculties and students are for it. In fact, the endorsement has been so strong, one wonders why so many waited so long, and why, in particular, the movement has built up such a head of steam in the late nineteen-sixties.

In the seventeenth and eighteenth centuries, higher education was primarily for the upper classes and for men only. As women's colleges and seminaries came along, they too followed the Old World tradition of segregation. It wasn't until 1833 (almost two hundred years after Harvard's beginning) that Oberlin, in Ohio, broke the mold and accepted both men and women.

Although the great universities of the East and South have tended to cling to the old pattern, the coed movement grew as the country grew and prospered. Higher education was no longer so restricted by money, class, or sex. Momentum was intensified after World War II when vast numbers of returning servicemen, given a chance to go to college by the newly passed GI bill, plus the rise in population combined to create a full-scale education explosion. It became obvious too that the swelling mass of students coming from coeducational public high schools were all for coeducational colleges.

On the economic side, the old adage that two could live more cheaply than one has proved true. It might be initially expensive to build extra dormitories, but in the long run it is cheaper not to have to duplicate costly facilities such as libraries and laboratories and, in particular, competent faculties.

Today colleges can no longer attract top students unless campuses are mixed. A typical sign of the times: Connecticut College for Women, in announcing plans to accept men, acknowledged that "the number of highest-level candidates choosing women's colleges is shrinking" and that over the past three years, applications for its freshman class had sunk from 1,750 to 1,425.

The Princeton study also recognized a loss of top applicants—largely because the men are choosing to enroll where the women are; it urged Princeton to go coeducational immediately if it wanted to remain competitive.

Perhaps the single most important reason why so many of the

older schools are racing toward bisexual enrollment, however, is the simple fact that young people of both sexes have increasing maturity, as well as a growing involvement in life outside the campus.

Watching what has been happening in his own school, the headmaster of historic Milton Academy, David C. Wicks, says: "If you look back a generation, you'll see that students had few contacts outside school. But in the last few years, the outside world has pressed in so hard—via mass media, race disorders, sex, drugs, violence and general frankness—that the insulated, ivory-tower concept of education has been penetrated and shattered. Furthermore, student bodies today are more diversified; they come from a wider socioeconomic background and are aware of the differences. They're apt to spend their summers working at jobs in business, in institutions, in the slums. They're worldly. They want involvement, not exclusivity. They want to see the other sex just as they want to see other races. The old setup was unnatural, phony."

Despite the rush of prestige schools to climb onto the coed bandwagon, enthusiasm alone won't get a girl in. The recently desegregated colleges are being very choosy about the students they accept. In order to win a place, a girl needs better-than-average qualifications. Competition is unusually keen, especially for the Ivy League. Yale, for example, had seven thousand queries in the first few weeks after announcing its decision to go coed.

"Although one out of five male applicants gets in, we can take only about one out of twelve girls," says Yale's dean of admissions, Inslee Clark. He points out that the college is seeking girls with a diversity of interests and background. "We want bright girls who also have extrascholastic talents, other areas of potential."

Last year, Hamilton's Kirkland had 600 applications for the 150 places in its first freshman class. Two-thirds of those accepted were from the top fifth of their high school classes. The college, according to its dean of admissions, Carole Walker, is looking for the "intellectually curious, the self-motivated and self-disciplined."

As more and more colleges go coed, thoughtful observers are asking: "Should any institution hang back?" The answer, say some educators, is yes, if only to avoid total uniformity and give students some options.

Although few experts subscribe to the view that because women differ from men in their emotional make-up, they should be educated differently, there are those who feel that a single-sex college may be better for some types of students—the immature, shy girl afraid to speak up in class when boys are present, for example.

The average student is more apt to find it increasingly distracting being in a unisexual college. Says President Kingman Brewster of Yale: "Far from being a distraction, the presence of the opposite sex results in more intense participation and study."

Perhaps the case is most succinctly summed up by Sandra Fay: "I advise all girls to go to school with boys," she says flatly. "You've got to learn to live with 'em sometime!"

THE END