

What College Catalogues Won't Tell

A Young lady trying to pick a college for herself - or wondering, perhaps, about what some nearby men's college is like - can refer to any of several valuable guidebooks. She can also talk with counselors, question alumni, pore over catalogues. All this will tell her quite a bit about what she wants to know.

There's one thing, however, that it won't tell her. It won't tell her what students themselves think - what they are saying privately about their own colleges and others. Pity, too. For these young people hold some of the most colorfully outspoken opinions to be found anywhere. Their views may not always be right, but because they are undeniably a part of the college scene, it would clearly be a mistake to ignore them.

To help close this collegiate information gap, McCall's not long ago decided to seek out those students who presumably are best informed not only about their own campuses but about others as well - the editors-in-chief of college newspapers. With the help of the national student magazine Moderator, detailed questionnaires were mailed to student editors, both men and women, all over

the country. In return for the frankest opinions they could offer, we promised them immunity from identification; we didn't even ask them to sign their names. (Even so, one student later warned us, in replying to our queries, "Don't try to analyze my handwriting." It was signed, with impressive candor: "Chicken.")

The result is the most thorough study of college reputations ever carried out among students. In all, 97 editors replied, and while no claim can be made to statistical validity, some interesting overall patterns did emerge.

First, it was clear that student editors do, as we suspected, see well beyond their own campuses; they know a good deal about what's up at institutions all over the country. Collectively, their answers cited colleges and universities in all fifty states - and even included, for good measure or bad, the Electoral College (whose members, one respondent said, have the least voice in running things) and the University of Guam (where, in another student's view, the coeds' sarongs put them among the best-dressed anywhere).

Second, certain names tended to recur in the replies - most

notably those of the Ivy League colleges and such celebrated institutions as Berkeley, Antioch, and UCLA. What's more, they recur in connection with the same general traits of campus character, suggesting that in most cases a college's reputation is fairly consistent. At the same time, some interesting puzzles turned up. Vassar, for example, is said to attract both the brightest women and the dullest; Harvard is said to have some of the most liberal men and the most conventional yet it is also the institution where the most respondents would send a son of their own; and Northwestern, which is, according to the survey, the best place to send a daughter, doesn't rate first in any other category.

Third, the students weren't all reluctant to say exactly what was on their minds, not just about colleges but about our questionnaire. Wrote one: "This is without doubt the most absurd and insane waste of time I have ever experienced. Please don't pester us with such junk in the future." (The same student, however, took pains to answer every question.) And another commented: "Your questionnaire encouraged a spirit of independent thinking here, which is quite unusual in an administration - oppressed student body such as ours."

It was clear that the student editors were being both whimsical and serious at the same time, and equally clear that their answers don't necessarily represent any profound truths about the nation's colleges. They merely reflect something of the reputations of those colleges ("stereotypes" might be a closer word), and McCall's offers them here in that spirit.

All the same, we've got a feeling that we'd better be ready to duck.

-The Editors.

Europe Offers Job Opportunities For Students

Job opportunities in Europe this summer . . . Work this summer in the forests of Germany, on construction in Austria, on farms in Germany, Sweden and Denmark, on road construction in Norway, in industries in France and Germany.

Well there are these jobs available as well as jobs in Ireland, Switzerland, England, France, Italy, and Holland are open by the consent of the governments of these countries to American university students coming to Europe the next summer.

For some years students made their way across the Atlantic to take part in the actual life of the people of these countries. The success of this project has caused a great deal of enthusiastic interest and support both in America and Europe.

Every year, the program has been expanded to include many more students and jobs. Already, many students have made application for next summer jobs. American-European Student Service (on a non-profitable basis) is offering these jobs to students for Germany, Scandinavia, England, Austria, Switzerland, France, Italy, and Spain. The jobs consist of forestry work, child care work

(females only), farm work, hotel work (limited number available), construction work, and some other more qualified jobs requiring more specialized training.

The purpose of this program is to afford the student an opportunity to get into real living contact with the people and customs of Europe. In this way, a concrete effort can be made to learn something of the culture of Europe. In return for his or her work, the student will receive his or her room and board, plus a wage. However, students should keep in mind that they will be working on the European economy and wages will naturally be scaled accordingly. The working conditions (hours, safety, regulations, legal protection, work permits) will be strictly controlled by the labor ministers of the countries involved.

In most cases, the employers have requested especially for American students. Hence, they are particularly interested in the student and want to make the work as interesting as possible.

They are all informed of the intent of the program, and will help the student all they can in deriving the most from his trip to Europe.

Please write for further information and application forms to:

American - European Student Service, Box 34 733, FL 9490 Vaduz, Liechtenstein (Europe).

Dean's List

(CONTINUED FROM PAGE 1)
E.; Wanjohi, Maru Raph; Williamson, Patricia A.

JUNIORS: Bailey, Linda Anne; Bailey, Phyllis Ann; Cutshins, Gwendolyn O.; Davis, Charles E.; Evans, Norma; Fuller, Ruth; Horton, Shirley; McRae, Annie Margaret; Sanders, Sandra V.

SOPHOMORES: Austin, Hilja; Booker, Janice; Demesne, Ruby B.; Harris, Faye; Marshall, Phyllis; Mathewson, William H.; Scarborough, Danny L.; Singletary, Vinez; Winters, Donna.

FRESHMEN: Canady, Edna



RECRUITER -- Atty. A. Melvin Miller, a 1952 graduate of St. Augustine's College, and now a member of a Recruiting Team for the Federal Housing Administration, is shown talking about job opportunities with two St. Augustine's College coeds. Left to right -- Misses Norman Evans, Annette Dillard and Atty. Miller.

Marie; Cuffee, Lionel A.; Ford, Carolyn Faye; Foster, Patricia F.; Goffigan, Lydia J.; Harrison, Eunice; Hardy, Velinda; Hunt, Douglas Lorence; Johnson, Wilbert; Jones, Nina Marie; Joshua, Victor; Powell, Pamela; Richardson, Jeanette; Small, Sandra L.; Stuphin, Anna Marie; Thomas, Robbie J.; Wood, Joan LaVerne; Yates, Dorothy; Young, Randall.

tist; Bernart van Orley, The Ascension; Luis Borrasso, Christ Before Plate; George Penez, Portrait of Martin Luther; Berlinghiero, Madonna and Child; Raphael, St. Jerome Punishing the Heretic Sabian; Andrea delSarto, The Virgin and Child with St. John.

THIRD FLOOR
Jean Leclerc, Angel Freeing St. Peter from Prison; Pierre Mignard, (Christ and the Woman of Samaria); (statue) St. James the Great as a Pilgrim; Italian Piedmont School, The Progression of the Magi; Italian Piedmont School, Adoration of the Shepherds; (statue) Mosan (Liege?), early 12th century, South German, Crucified Christ; c. 1740-80, King Balhasar.

A Tour

(CONTINUED FROM PAGE 2)
Titian, The Adoration of the Child. Pordenone, St. Prosdocus and St. Peter; Jacopino di Francesco, Mary Magdalene Washing Christ's Feet; Jacob Jordaens, The Holy Family, Peter Paul Rubens, The Holy Family with Saint Anne; also Gideon Overcoming the Midianites; Lucas Cranach the Younger, Portrait of Luther and Melancthon; Hendrick Terbrugghen, David and the Singers.

SECOND FLOOR
Rembrandt van Rijn, Esther's Feast; Gerard Seghers, St. Peter Denying Christ; Aertgen Claeszoon, Nativity; Jan Steen, The Worship of the Golden Calf; Francisco Didier Neme, The Martyrdom of a Saint; Jacopo Bassano, The Adoration of the Shepherds; Bartolomeo Murillo, Esau Selling His Birthright; Josepe Rivera, St. John the Baptist.

The Friends

(CONTINUED FROM PAGE 2)
ductor, Antal Dorati, has brought the ensemble to a new level of excellence.

All of the concert performances are to be given in the William Neal Reynolds Coliseum on the campus of North Carolina State University. All programs start at 8 p. m. Season membership in the Friends of the College, Inc. is as follows:

\$7.00 for a single membership. Tickets may be purchased from Dr. Elmer C. Schwertman.

Lectures Series In The Letters At N.C. State University

The Lectures Committee of the Erdahl-Cloyd Union at North Carolina State University has planned an outstanding lecture series to run from March 2 to March 13. The first three of these lectures, delivered by Mr. Maynard Mack, Mr. Tom Wolfe and Mr. John Dos Passos respectively, have been given and very well received. The last in the series, an address by the American literary critic, Mr. Alfred Kazin, will take place this evening.

Mr. Mack on March 2 delivered a well planned and succinctly phrased lecture on William Shakespeare's Anthony and Cleopatra. His remarks centered around several clusters of images that weave a complex mesh around the drama and that in many ways defy definition. His purpose seemed to be to point out the many delightful ambiguities about the play that make it so much like the human drama that is continually performed on the vast stage that is our world.

Mr. Mack has a distinguished academic career as both scholar and teacher. He received his A. B. and Ph. D. degrees from Yale and has been a member of the Yale English faculty since 1936. Currently he is Chairman of the Department and Sterling Professor of English. As a scholar, his honors include appointment as a Guggenheim Fellow (1942 and 1964), a Ford Faculty Fellow (1952), and a Fulbright Senior Research scholar at the University of London (1959).

As a teacher and lecturer, he has been appointed Walker-Ames lecturer at the University of Washington (1956), Alexander lecturer at the University of Toronto (1963), and Elizabeth Beckman lecturer at the University of California at Berkeley (1964).

Mr. Mack's scholarship includes in addition to numerous articles several significant books on the seventeenth and eighteenth centuries. Co-author of Pope and His Contemporaries in 1950, he has since published Studies in the Literature of the Augustan Age, and The Manuscript of the Essay on Man. More recently, he has authored Jacobean Theater and King Lear in Our Time. He brings to the Contemporary Scenes Lectures a wide range of interest and accomplishment.

Mr. Maynard Mack was followed at the lecture by the very aesthetic modern novelist, Mr. Tom Wolfe. Mr. Wolfe appeared in what is typical garb for him: a white linen suit, black shirt, white silk tie, large stick pin, and puffed silk handkerchief. As he usually does, Mr. Wolfe spoke on one aspect of

modern pop-culture. Utilizing anecdotes from his personal life and the lives of many contemporary artists, poets, writers, and revolutionaries, he constructed a portrait of modern society continually playing a set of games which, taken together, constitute life. Altogether he hit on the law game, the politics game (Did you realize that Ronald Reagan was a luxury item in contemporary politics?) the art game, and the riot game which he says is being taken over by the buttondown collar, Mustang fraternity group. Mr. Wolfe was most entertaining, but unfortunately, a majority of his listeners were concentrating so hard on being entertained that the real point of his lecture went virtually unnoticed. This major praise was that we must recognize that a number of the activities we take so seriously are in actuality frivolous games for which only our in-group recognizes the rules, and that a true assessment of modern society can come about only when enough spill-sports interrupt the game and expose the hidden cards.

Thomas Wolfe suddenly appeared on the American literary scene in 1965 with his best-seller, The Kandy - Kolorado Tangerine - Flake Streamline Baby. After receiving his A. B. degree from Yale, he worked as a newspaper reporter and cartoonist for the Springfield (Mass.) Union, the Washington, and the New York Herald Tribune.

Wolfe's first magazine article appeared in the fall of 1963. His book, The Kandy - Kolorado Tangerine - Flake Streamline Baby is a collection of his best magazine articles. His work has been selected for Best Magazine Articles, 1966 and 1967, a signal honor for the young author.

The flamboyant writer is the winner of two Washington Newspaper Guild Awards for foreign news coverage and for humor. Mr. Wolfe is currently writing on two new works, one of which is a novel.

On March 10 Mr. John Dos Passos, novelist - playwright, delivered a series of readings from his most famous works prefaced by remarks on those aspects of American life that made up his literary education. Mr. Dos Passos, an elderly affable gentleman, held the audience completely in his spell, partly by virtue of the affectionate esteem in which he is held by the American reading public, and partly because of the very illuminating manner in which he read his own words. Sitting in the audience, one got the impression that he genuinely enjoyed his writings and that

such reminiscence was a pleasant experience for the author as well as his readers.

Mr. Dos Passos' career as a writer began after World War I and has continued with undiminished vigor ever since. His first novels, One Man's Initiation (1920) and Three Soldiers (1921), were strongly pacifistic accounts of the impact of war upon representative Americans, and indicated the markedly critical and satirical tone which was to characterize his future work.

In this early fiction and in Manhattan Transfer (1925) also began an experimentation with technique which reached its fullest expression in the kaleidoscopic pages of his most celebrated work, the trilogy USA (1930-36). One of the most influential novels of the century, USA ranks with Joyce's Ulysses in respect to its impact upon the technique of the novel.

John Dos Passos' concern with the large political and sociological issues of our times has contained to manifest itself in his later novels (District of Columbia, 1954, and The Great Days, 1962, for instance) and in his studies of American history (The Head and Heart of Thomas Jefferson, 1954, The Men Who Made the Nation, 1957, and The Shackles of Power, 1966, among others).

His most recent work is an autobiographical study, The Best Times, which moved Time magazine to define him as "an essential historian . . . consistent in the old-fashioned, cranky Yankee way of distrustful all ideologies of resisting all managerial systems that claim to improve man's lot at the price of any particle of his freedom."

The lecture this evening will be delivered by Mr. Alfred Kazin.

He has further established himself by two autobiographical works: A Walker in the City, describing his boyhood in Brooklyn, and Growing Up in the Thirties, describing his activities in that radical decade.

Since 1963, he has been a Distinguished Professor of English at prestigious Stony Brook a branch of the State University of New York. In 1949 he was the recipient of the literature award of the National Institute of Arts and Letters.

Mr. Kazin's importance to literary criticism lies not only in the scholarship and intelligence of his criticism, but in the rare degree of personal commitment one senses in his writing. However high its intellectual level, his criticism is never aloof, never consciously Olympian.

His current appearance will be Alfred Kazin's third on the N. C. State campus. Addressing townspeople, faculty, and students during his earlier visits here, he has exhibited those qualities of perception, breadth and lucidity that have made him one of the critics other critics listen to. His comprehensive study, On Native Grounds: An Interpretation of Modern American Prose Literature (1942), announced the emergence of a young and formidable critic.

Mr. Kazin's critical reputation grew with the editing of such anthologies as F. Scott Fitzgerald: The Man and His Work, The Viking Portable William Blake, The Statute of Theodore Dreiser, The Open Forum, Ralph Waldo Emerson: A Modern Anthology, and Contemporaries.

Perhaps one of the most interesting things about this lecture series has been to notice the different types of persons that have surrounded each of the lecturers in the coffee hour that follows each presentation. Mr. Mack was immediately apprehended and questioned by the young Ph. D. candidate-looking types that filled part of the audience. Mr. Wolfe attracted all of the wild looking undergraduates, and Mr. Dos Passos was met by the elderly old guard all seeming very proud of this gentleman who in the years that followed the first World War was quite a liberal.

Communist conspiracy, which a good many Americans still cling to, fits nearly into shibboleth of Old World wickedness and New World virtue. And so, too, our habit of throwing a mantle of morality over our own wars. We do tend, perhaps more than other nations, to transform our wars into crusades. The Mexican War was part of manifest destiny. The Spanish-American War was a crusade to free Cuba from Spanish tyranny. The first World War was a crusade to make the world safe for democracy. The second World War did indeed have moral purposes, more clearly, I think, than almost any war of modern times.

Our current involvement in Vietnam is cast, increasingly, into a moral mold, it is, quite simply, a war to halt Communist aggression. . . .

Closely associated with the notion of New World virtue is the somewhat more activist notion of New World mission,

A Student's - Eye View Of American Campus

WANT YOUR SON TO BECOME PRESIDENT? ENROLL HIM IN HARVARD, YALE, WEST POINT -- OR SOUTHWEST TEXAS STATE, COLLEGE EDITORS AGREE

NEW YORK, Feb. 19 - The editors of 97 college newspapers advised parents today that if they want their sons to grow up to be President they should enroll them in Harvard, Yale, West Point -- or Southwest Texas State College.

The college editors ranked Southwest Texas State among the highest as a training ground for Presidents in a poll published in the current issue of McCall's, just released. The Texas campus where Lyndon B. Johnson earned his diploma drew more votes than either Yale or West Point, coming in second only to Harvard.

A boy who wants to marry a rich girl should attend Harvard, Princeton or Yale, the collegiate editors decided, and a girl is "most likely" to find a husband at Michigan State, Ohio State or UCLA.

"The best wives" are produced by Vassar, Smith, Wellesley or Northwestern while "the best husbands" are to be found at Harvard, Princeton or Yale, the editors told McCall's.

The first choice of most editors as the place they would send a daughter was Northwestern -- even though it ranked first in no other category. "The greatest freedom in sex," the editors agreed, exists at Berkeley, Antioch or Yellow Springs, Ohio, Harvard and UCLA while "the most attractive girls" matriculate at UCLA, the University of Texas and the University of Mississippi.

Radcliffe, New York University and Bennington, it was agreed, graduate "the least attractive girls" and the University of Miami, Michigan State, Long Island University and Vassar are where "the dullest girls" are.

Vassar, however, also was said to attract the brightest coeds -- along with Radcliffe, Smith and Barnard. Harvard, the editors said, draws both "the most liberal men" and "the most stereotyped" and was ranked as "the institution where the most respondents would send a son of their own," McCall's noted.

"The most promiscuous" men and women head for Berkeley, the student editors agreed, with promiscuous women also attending Vassar and Radcliffe and promiscuous men Harvard and NYU.

As for drinking, most of it is done at the University of Virginia, the University of Wisconsin, Miami University of Ohio and the University of Colorado, the poll showed.

The Rev. Billy Graham's alma mater, Bob Jones University of South Carolina, was ranked "the most square" college. Next in line were Harvard and St. John's of Annapolis.

A young man who wants to be a millionaire should aim for Harvard, Yale or Princeton, at that order, the editors said; if he wants to be "a great athlete" the campuses for him are Notre Dame, Michigan State or the University of Alabama.

Distinguished statesmen are produced by Harvard, Yale, Georgetown and Princeton, in the view of the editors, and distinguished scientists come out of MIT, Caltech or Berkeley.

One young editor, asked where the best-dressed coeds were to be found, voted for the University of Guam, considering, he explained, that the coeds wear sarongs.

"It was clear," commented McCall's, "that the student editors were being both whimsical and serious at the same time, and equally clear that their answers don't necessarily represent any profound truths. They merely reflect something of the reputations of those colleges ('stereotypes' might be a closer word)."

QUESTIONS: What college would you recommend for a boy who wants to become: A leader in industry.

ANSWER: Massachusetts Institute of Technology, Harvard, University of Pennsylvania.

Q - A creative artist? - A. New York University, Pratt Institute (New York City), University of California (Berkeley), Oberlin.

Q - A millionaire? - A. Harvard, Yale, Princeton.

Q - A distinguished scientist? - A. - MIT, Caltech, Berkeley.

Q - A distinguished statesman? - A - Columbia, Harvard, University of Chicago,

Q - A great athlete? - A - Notre Dame, Michigan State, University of Alabama.

Q - President of the United States? - A - Harvard, Southwest Texas State, Yale, West Point.

Q - What college would you recommend for a boy who hopes to marry a rich girl? - Harvard, Princeton, Yale.

Q - Get the best all-around education? - A - UCLA, Berkeley, Harvard, any large coeducational state university.

Q - Make lasting friendships? - A - Harvard, Berkeley or wherever else you happen to be enrolled.

Q - Make socially or financially useful friendships? - A - Harvard, Yale, Princeton.

Q - Live with the greatest physical comfort? - A - University of Miami, University of Hawaii, Princeton, Harvard.

Q - Live with the least physical comfort? - West Point, University of Chicago, University of Montana, Goddard (Vermont).

Q - At what college is the greatest freedom in sex found? - A - Berkeley, Antioch, Harvard, UCLA.

Q - What college is the most far out? - A - Berkeley, Antioch, Parson College (Iowa).

Q - What college is the most square? - A - Bob Jones University (South Carolina), Harvard, St. John's (Annapolis).

Q - What college gets the most attractive girls? - A - UCLA, University of Texas, University of Mississippi.

Q - The least attractive girls? - A - Radcliffe, NYU, Bennington.

Q - The most attractive boys? - A - Princeton, Yale, Harvard, the military academies.

Q - The least attractive boys? - A - MIT, Berkeley, Penn State, Oberlin.

Q - The brightest girls? - A - Radcliffe, Vassar, Smith, Barnard.

Q - The dullest girls? - University of Miami, Michigan State, Long Island University, Vassar.

Q - The brightest boys? - A - Harvard, MIT, Caltech.

Q - The dullest boys? - A - Parsons, West Point, Penn State.

Q - At what college is a girl most likely to find a husband? - A - Michigan State, Ohio State, UCLA.

Q - Where is she least like-

ly to find one? - A - Any Catholic women's college.

Q - Which college is: Most liberal - A - Berkeley, Antioch, University of Chicago, Harvard.

Q - Most conservative? - A - Brigham Young University (Salt Lake City), West Point, Bob Jones.

Q - What college produces the best wives? - A - Vassar, Smith, Wellesley, Northwestern.

Q - What college produces the best husbands? - A - Harvard, Princeton, Yale.

themselves-nations find almost insuperable difficulties in the application of power. We have for years been alarmed at the power of Soviet Russia, but for all her immense power she cannot impose her will on Yugoslavia; she cannot even impose her will on tiny Albania, which persistently snubs her and defies her.

We ourselves have almost limitless power, but in Santo Domingo we paid a high price for our self-indulgence. Of all limitations on power in foreign relations, the most effective I confine myself to modern history - appear to be rooted in nationalism.

All the might of Britain was insufficient to impose British will on Ireland in the 18th and 19th centuries; all of the might of Austria could not subdue the state of Northern Italy to her will in the 19th century; and in our own day France discovered that she could not have her way with any of her provinces in North Africa, and withdrew from them without loss of face, I may add. We have ourselves found it advisable to come to terms with little Panama these last years.

Because governments must of necessity use power, it does not follow that they are capable of using it everywhere, or using it absolutely. Our whole history, and our political philosophy, is a monument to the belief that power is limited, and that power should be limited. That is, in a sense, what the Revolution itself was about - a repudiation of the British claim, set forth in the Declaration of Independence, that the right "to bind the colonies and people of America in all

cases whatsoever."

The American position was, quite simply, that no government had all power. That is part of the meaning of our written constitutions - documents which enumerate with greatest care the powers which governments may exercise. That is at the heart of our elaborate system of checks and the power of government.

That is what the Bills of Rights, state and Federal, are about - limitations on government.

And as Americans have required, and provided, restraint on the domestic scene, so they are pledged to restraint in the international arena. Almost all of our traditions here emphasize limitations on power. The first major principle of American foreign policy was set forth by no other than Washington in the neutrality proclamation which announced that we were not required to take sides in European wars not to enter conflicts not of our own choosing.

The second and more fundamental principle was the Monroe Doctrine which was like a policy of restraint; Europe was to stay out of the affairs of these Western continents, and we would, in turn, stay out of the "internal affairs" of Europe. Our third major foreign policy, the Open Door, was likewise designed as a restraint, primarily on European powers looking hungrily at China, but by implication on ourselves as well.

In the great watershed of the Nineties we did find ourselves somewhat to our own surprise, a world power. We waged a war with Spain that nobody much

Q - The most promiscuous men? - A - Berkeley, Harvard, NYU.

Q - The most promiscuous women? - A - Berkeley, Vassar, Radcliffe.

Q - Where do students have the greatest voice in running their campus? - A - Berkeley, Antioch, NYU, Harvard, UCLA.

Q - Where do they have the smallest voice? - A - West Point, St. John's, Bob Jones.

Q - At what college do students develop most fully as individuals? - A - Berkeley, UCLA, the Big Ten schools.

Q - At which college do students become most stereotyped and conventional? - A - Harvard, Yale, the other Ivy League schools.

Q - On which campus is a person most likely to lose his religious faith? - A - Berkeley, University of Chicago, any church-supported school.

Q - Where would you send your own daughter? - A - Northwestern, Wellesley, her own choice.

Q - Where would you send your own son? - A - Harvard, Notre Dame, his own choice.

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Q