Letter to the Editor:

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I'd like to take this opportunity to pay my appreciation to the Powers that be for their planning and construction for the highway linking the Arts Center past Bill, Fanning and New London. Or perhaps the new road leads toward the Arts Center—more eyes should have been upon it magnificently expensive and magnificently scenic.

Considering the many, many worthwhile expenses of the College and its efforts to please faculty, students and departments with high salaries, low tuition bills and required facilities, I'm thankful that Connecticut College financially equipped this summer to fulfill the ambulatory needs of its residents. Not only might the College have lost its insurance had students stumbled on ugly, dirtworn paths, not only might transient teams of workers be cast aside scathingly crushed had they not been guided by the white glare of the new cement throwaway, and not only might the beautiful green have been utterly ruined by off-limit feet. But also the College might have wasted a timely financial opportunity had it not invested in the new highway. Certainly this highway is pleasingly practical, and ostentatiously attractive.

Perhaps, since this monotony of a "sidewalk" is very much with us, we shall all express appreciation, I hear psychedelic sidewalks are very groovy nowadays.

Randall Robinson '70

NEWS NOTES

Juniors and Seniors who plan to elect one first semester course Pass/Fail are requested to file a Pass/Fail Subject Card in the Registrar's Office, Fanning Hall, by Fri., Oct. 3 at 4:00 p.m.

Further details concerning Pass/Fail courses are given on page 56 of the College Bulletin.

The Student Health Service will again present a series of four lectures on sexuality, the first lecture, which will be on human anatomy, physiology and venereal disease, will be given on Oct. 6.

The remaining lectures are scheduled for Oct. 12, Oct. 20 and Nov. 4. All will be held in Palmer Auditorium at 7 p.m.

A "Master Class and Lecture in African Dance" will be presented on Thurs., Oct. 2 in the Dance Studio with Mr. Edmund Duordo and Mr. Abraham Azadnya, visiting artists from the University of London. All Dance stu-
dents interested in participating should contact Mrs. Martha Myers.

Conn College, laughably endeavoring to keep up with the times, must still contend with the stigma of being a "Suitcase College." But now it's the guys who are packing up for a cruise past the Pinkie Palace, nod and parietals. There's a real "Suitcase College." But now it's the guys who are packing up for a cruise past the Pinkie Palace, nod and parietals. There's a real "Suitcase College.

There are guys going to college, coming to Conn to celebrate open puritans.

Fried From Fishbowl

With a smug grin the dates cruise past the Punkie Palace, to the flash of bell hops, ladles and the genial sight of a fishbowl living room, punctuating coffee, and increased expense of Miss Myers's board. This attitude of students willingly frequent the dorms.

All Dorms Open

At house meetings Wednesday night each dorm opened its doors to the freshmen and seniors. Even Hardness, expected to regis-
ter the reactionary vote on campus, reported a favor of maximum hours.

The Europeans Do It

Last year's experiment with open hours was discussed with shaking conn. Val Devuyst '70 proclaimed to all of J.A.: "Last year there were guys staying over night...and it was really nice!"

Concern about bathroom privacy was voiced and dismissed with sophisticated shrug, "The Europeans do it."

The Ad Hoc Committee on Student Representation on Faculty Committees will hold the first of three open forums this Thurs., Oct. 2, at 5 p.m. in the Main Dining of Conn.

The open forums are designed to gather student opinion on the issue of student representation so that this opinion may be considered in the forthcoming Ad Hoc committee report.
East Asian Studies Program Proposed
by Pat Strong

A discussion of the possibilities of instituting a major in East Asian Studies was held Tuesday, Sept. 23. It was sponsored by the Asian Club and by Thomas Havens of the history department.

Chris Webb, '70, president of Asian Club began the discussion by introducing Pam Brooks, '70, who has been trying to gain faculty and administrative support for the East Asian Studies program. Pam pointed out that such a program would be advantageous because it would allow a student to gain an appreciation of the entire Eastern culture rather than confining the student to the requirements of a history major or a Chinese major.

Havens Discusses Format
Havens discussed the format that an East Asian Studies program might include. He pointed out that new courses would not have to be added but could be drawn from existing courses already being taught in courses dealing with East Asia, in particular with China, Japan and India. The only new course which would be added would be an introductory course in Asian Studies.

Havens added that faculty opinion seemed to indicate that most members were in favor of such a program.

Others Favor Program
Several members of various departments, among them the history and Chinese departments also spoke in favor of the program.

The comments and reactions of those present at the discussion revealed that most people felt that student interest in an East Asian Studies program is more than adequate, and that the program would not result in any great expense to the College.

Shain Voices Concern
President Charles E. Shain, however, raised several questions regarding student interest in the program and the feasibility of such a program. President Shain pointed out that student interest quickly dwindled in the American Studies program after the administration indicated its approval of the possibilities of that program.

President Shain believed that student interest in the East Asian Studies program was a "faddish" interest that would fade after a short period because such a program were underway.

These questions raised by President Shain were fully discussed and the question remained in a quandary, perhaps to continue at a later date.

College Council Backs National Moratorium
by Linda Rosenzweig

College Council voted Thursday to endorse the National Oct. 15 anti-war Moratorium, which is expected to appeal to faculty and students to "do likewise and to suspend classes.

This new student campaign is a call for a cessation of all "business as usual," Oct. 15 in order to pursue the ending of the war in Vietnam. The Moratorium, organized in July by veterans of the McCarthy and Kennedy campaigns, has been endorsed by 500 student leaders, student body presidents and college officials.

Broadened Role Sought
National-wide organizers have committed themselves to spending the day in the community with door-to-door campaigns, teach-ins, rallies and vigils rather than participate in regular campus activities. In this way, they will carry the issue of the Vietnam war to the larger community to try to encourage others to join them by working against the war rather than in their regular jobs.

The Moratorium Committee was geared toward building an enlarged and strengthened moratorium movement in November and three days in December, continuing until there is complete American withdrawal or a negotiated settlement in Paris.

Although the moratorium for public action would have seemed the largest initial success in the academic community, it is hoped that others—high-school teachers, businessmen, labor union locals, churches, professionals and politicians—would agree to participate in later months.

Participants on the local level would organize related activities against the draft, ROTC, chemical and biological warfare, and counter-insurgency research in ensuing months.

By Sharon Tayne
"Ending the war in Vietnam is the most important task facing the American people," President Shain said. "For the last few years, millions of Americans have campaigned, protested and demonstrated against the war. Few now defend the war, yet it continues," said Sam Brown and...

SANTINI STRESSES NEED FOR ED. REFORM

An open advocate of a federal system of education, John A. Santini, chairman of the Department of Education, came to Connecticut College in order to "think about the past and present character of American public education and to offer his experience in the field to his students.

Santini, a stranger to the world of decision-making, Santini hopes to experience in thinking about education.

Before accepting the position of chairman of the education department, Santini was superintendent of the New Haven public school system which was plagued with race disturbances last year.

Need Criteria
Santini strongly believes that one of the greatest problems facing educators is how to make decisions. Speaking from his own experience, Santini explained that today most decisions are made without the benefit of criteria, room and pre-established methods of fulfilling these aims. Even the relatively simple question of who are you trying to educate is still unresolved.

One example of this lack of direction in the educational decision-making process is the failure of schools to reduce substantially the high dropout rate. Santini stated that the fault lies largely in the failure of educators to recognize the validity of non-academic education and the value of supporting instruction.

"We defer the time when we allow people to enter the real world. First there is high school, then college, and then post-graduate work. But high school students often want to do something worthwhile now. We have got to give students a feeling that they are doing something today, something that is relevant."

Give Students Worth
For education to be of any real worth, high school students and post-graduate students must feel that they are being taught. It was a highly successful program because we gave the students something other than what they had continued their own education," explained Santini.

Santini expands on his own experiences as a superintendent, Santini described the unrealistic expectations of the students.

"Here's a society that's sick, but the public still expects its students to satisfy all the answers, i.e., decide the resources to be used, to say how they are to be distributed, and then actually implement these projects; but this is impossible."

Santini summed his job as an administrator as "(Continued on Page 5, Col. 3)

Students Organize Drive To Help Flood Victims

by Sharon Tayne

"About 500 yards south, the surf has resumed its relentless game of tag with the beach, while a mile and a half further inland the trees and fields lie in a tranquil and seemingly immaterial natural state; immediately into the setting sun a stream of thick, rich chocolate "ropy" meanders towards the open sea; and everywhere else the eye meets the breech-taking view of shocking, white, finely ground, sugary sand, occasionally dappled dupie gray or mucky brown by some under-ground spring of fantasy."

The above description was written approximately 4 feet above the former location of the Gulf Coast Highway and Scott of ability of our mass media to get money. They are presently trying (Continued on Page 5, Col. 4)

photo by roseznweig

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DEAN'S LIST: SECOND SEMESTER

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WE RESTRIEING...DINING OUT...DRUNK!

Satyagraha

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WE RESTRIEING...DINING OUT...DRUNK!
Connecticut College has come a long way since 1924 when chaperons were required for all women after 10 p.m., and only choir music could be played in the dormitories on Sunday.

Since then, the college has initiated changes which have affected both the academic and social atmosphere of the campus. But, as in most colleges and universities across the nation, there still remains much dissatisfaction in the present higher educational system.

In keeping with this harbinger of change, student challenges to the existing college system reached new heights during the past year. Underlying the challenge is the belief of many students that they are being unjustly held responsible for the final jurisdiction of the student court. This was pointedly illustrated by the almost unanimous rejection by the entire college community of a formal statement on the subject of student disorders which had been written by the faculty and administration.

Students help out in the community.

Student interest in gaining direct participation in the academic sphere of the college has been traditionally faculty controlled.

Some success was achieved when students obtained access to such committees as the admissions committee, special studies committee which plans a liberal independent study period, the student-faculty academic committee which submits proposals to a closed faculty instruction committee, and the newly formed student-trustee committee.

Student representation on these committees has resulted in the present pass-fail system, more flexible scheduling of examinations, the initiation of student-planned interdepartmental majors, special studies period, new and relevant courses, and abolishment of over-restrictive academic requirements.

But students still desire even more drastic alterations in the present system.

For example, students want a more extensive pass-fail system, revision of the present comprehensive examination system, more courses which are relevant to today's problems, self-scheduling of examinations, and a role in the termination, hiring and promotion of the professors that teach them. They believe that increased student participation in the initial decision-making process in the academic sphere of the College would give students an opportunity to design a more relevant and unique academic program for themselves.

Favor Student-Faculty Ctte. Some students and faculty favor a comprehensive system of student-faculty committees as a solution to the problem of "student responsibility with participation." They advocate giving students legitimized representation either through a vote or other formal mechanisms on the present faculty committees.

Their main argument is that students are a significant judge of the professor's ability to teach and should have some say in what they are being taught.

This group states that there is now no legitimate mechanism by which students can express their opinions on a professor's status or course selections. Usually students do not even know of a professor's dismissal until after the steps have been taken.

Another group of students and faculty favor a more moderate approach—a continuation of the present system of closed faculty committees with parallel but separate student advisory committees.

This group basically considers the judgment of faculty on course offerings a professional matter to be handled by faculty members with advice from students. They recognize that in order for students to evaluate a professor they must have access to all personnel and documents associated with the matter. This involves many confidential statements which they believe do not belong in students' hands.

Students Work With Dept. One step in this direction has already been taken by establishing student departmental advisory committees which will transmit all (Continued on Page 7, Col. 1)
more effective lines of communication which will allow for equal expression of the views of all sectors of the college community. The student's ultimate goal is to form a true community government at Connecticut College where responsibility means active and direct participation and where education is "relevant" to those being educated.

In the destroyed towns are people referred to as "grave-diggers" who are selling bars of soap for $3.90 each and glasses of water for $1.00. Even when the federal funds come through, they will be used to rebuild the towns and not for the personal needs of the people.

Boxes will be set up in each dormitory so that everyone can help contribute. According to Kate Fowler, who is organizing a Mississippi Flood drive on campus, if every student on this campus would donate a bar or two of soap it would be a tremendous help.

Anyone who would like further information on what they can do to help or is interested in assisting in collecting items is asked to contact Kate in Lauren or Box 1354.

According to Kate money should not be sent directly but instead should be given to the New London Red Cross which would then buy supplies and ship them down.

"Please, if you possibly can send these people some personal items, I know they'd be eternally grateful for they're just coming out the animal existence they've been living since the flood."

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**Liberal Arts Majors:**

Each year, NSA offers challenging career opportunities to Liberal Arts majors through participation in the Professional Qualification Test. This year, NSA has scheduled the POT for Saturday, October 18, 1969. Completion of the Test is a prerequisite to consideration for NSA employment.

The Career Scene at NSA:

The National Security Agency is the U.S. Government agency responsible for developing and receiving communications systems. As an NSA professional, you will be trained to work on programs of national importance in such areas as:

- Cryptography—developing & logical proving of new cryptographic concepts
- Programming—includes data systems program writing, and development of computer software
- Documentation—technical writing in its broadest sense, including research, writing, editing, illustrating, layout and reproduction

Your specific academic major is of secondary importance. Of far greater importance are your ingenuity, intellectual curiosity and perseverance—plus a desire to apply them in assignments where "imagination is the essential qualification."

SALARIES start at $7,039.00 and are supplemented by the benefits of career federal employment.

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