Representatives from Connecticut's 19 private colleges and universities met on September 11 with state legislators on the Connecticut College campus to plea for state funds to stave off their increasing financial crisis.

Rev. William C. McInnis, S.J., President of Fairfield University, and a member of the governing board of the conference, that public colleges and universities play an important role in the quality of the Connecticut education system.

The college hopes the present tuition level will remain stable and that the administration will continue to support its educational goals.

The college has had a deliterious consequence and may be related to the future of higher education. Reisman added.

As a possible alternative to the present system of financing college education, parents and scholarships, Dean Reisman proposed an "Educational Opportunity Bank."

He explained that the bank would be national in scope and would have a source of money from which any prospective student could draw on the income.

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What We Have Learned

What is the legacy of May? As we start a new academic year, I wonder if the questions and ideas that were raised then are answered now? Where are we? Now that the emotional impact of the May Strike has subsided, we are left with questions which require deep reflection. President Shain made a comment in his Convocation speech which poses the central question: "The strike and needs that colleges should be best fitted to serve are always, in the end, the disinterested, intellectual ones. American colleges have their best have always had to struggle to make this point against the other ideals that keep appearing in the American marketplace. Where lies the ideal of May Strike merely more idols in the American market place or were they indicative of a change in the purposes and needs of colleges? Will a reassertion of academically focused institutions? We have to do this. But if we do not, we will lose.

As President Shain concluded, "we have not yet planned the future. It is time that we consider an overall impact on the campus instead of a splintered impact of individual teachers on individual students." It is the legacy of May that an overall impact, both educational and political, was achieved without precedent. We must now reconcile the facts of May with our previous concepts of education.

A Workable Plan

President Shain's address last spring focused on the increasing financial crisis plaguing this campus and indicated that the forecast shows that it will probably get much worse this fall.

President Shain isn't the only one who's worried. A few weeks ago, representatives from the 19 private institutions of higher learning that comprise the Connecticut Conference of Independent Colleges decided on their campuses with state legislators to present their common plight.

We asked for state funds to ease the increasing gap between tuition and operating costs. David Reisman, addressing the conference in its afternoon session, expressed the opinion that "the only way that higher education can fulfill the growing expectations of students is to ask students to pay for the freight."

Indicating that inflationary operating costs and inevitable faculty salary increases have required colleges to raise tuition or face expansion, he suggested the establishment of an "Educational Opportunity Bank." The bank would be a nationwide scope (he didn't explain the source of the initial funds) and would be available to any student who wanted to take out a loan for college, regardless of his financial status.

The student would be free to cross state lines to attend a private or public institution, and after being established in a career, would pay the loan at rates determined on the same basis as income.

Mr. Reisman, who has long been a proponent of this plan, has encountered opposition from state legislatures, Congress, and college administrators. Obviously, such a plan would alleviate all of the financial problems of private institutions. But it is a constructive step toward easing the colleges' responsibility to provide scholarships for those students who would not otherwise be able to pay the cost of high tuition. We are aware that this plan has circulated among educators and lawmakers before and has been quietly put to rest. We urge that the dialogue about the feasibility of the Educational Opportunity Bank be re-opened.

May Strike Energies Last Through Summer

by Jay Levin

From June to August a group of student volunteers attempted to controvert the spirit of the May Strike in a Summer Community Action Center located in the Virgil cooperation dorm. The objective of the group was to maintain and expand the closer-Student-New London community feeling that resulted from student efforts in the spring. The planners attempted to show that Connecticut College students were willing to sacrifice their vacation time to work on community projects, thus dispelling an impression that May was motivated by adolescent playing at revolution and wanting to "skip school." Rather, they hoped to show that the Strike was motivated by individuals who felt a responsibility to effect a lasting change.

The full success of SCAC was limited only by the lack of personnel and not by any lack of purpose or idea. The small number of people participating was dictated by the time last that planning of events began for the Center-month. Most students had to work through the summer, work or travel and therefore could not take part. The group's devotion of plans for future Community Action Centers, participants agreed that a great start was entered, perhaps in December. Lists of volunteers for summer jobs in the New London community would be widely circulated, and a small obligatory payment toward the dorm should be made by those who wish their intention to participate in the Center's activities.

An evaluation of the first summer indicates that important precedents were set. Student work was done in the New London community included Model Cities, Day Care Centers, Joe Duffy's campaign for the Senate, and help in establishing the Food Store.

Also, the precedent of a student-run, student-paid-for, student-studied developed dormitory outside of the school year established. The students involved in SCAC were able to work meaningful part-time jobs besides their projects in the community to pay their weekly dorm rent and to provide their own food. These students undoubtedly worked as much as anyone, to show that SCAC succeeded in the enterprise it did. Nancy Barnett '72, Cell Hallard '72, and Jean Wideng '72, and gratitude is certainly owed them.

The Center's activities received support from prominent members of the New London community. Last June, a half-page testimonial statement against Nixon's actions in Indochina was published in the New London Day and signed by fifty highly respected professionals, clergy, businessmen and politicians in the community. Later, approximately half of these men gave public endorsement of $5000 and more to support SCAC. An even greater group of these men stated their desire to expand connections with the college as a whole.

Jay Levin '73, a student participant, indicated, "Both the Strike and the Summer Community Action Center showed the tremendous potential that lies both on the campus and in New London, for change and development in an effort to mobilize local people for action. The changes need to be made; all that needs to be done is to make them." The first meeting of House of Representatives was held in the Student Government Room on Wednesday, September 23. A general discussion of the events last May was discussed. Other topics included the student-run, student-paid-for, student-studied cooperative dorm. The objective of paying and volunteer jobs in a student-run, student-paid-for cooperative dorm. The objective of paying and volunteer jobs in

Letters

Ed. Note: This letter is in response to a communication with the parents and administration concerning the strike of last May.

To the Editors:

The Editorial Board of May 11, 1970 came as a great disappointment to me. I feel that you said that May 5 the strike was not a political entity. As an alumna, I had considered myself a peripheral member of that movement, but I must see the vision of Connecticut College in the posture of a political entity. I reject my alma mater in this stance.

I am in a position to tell you, however, is the content of the short, platonic resolution adopted. As a presumably well-educated United States citizen, I reject the resolution as impractical, unworkable, and even absurd.

I have supported the college in spirit as well as through the disbursement of a modest sum to the Annual Alumni Giving Program each year since my graduation. While I agree with the May 5 resolutions truly represent a curve of less than 5% of the overall student body, I suggest one of the worst aspects of this spiritual support. Concomitantly, I must withdraw my financial support. I hope that

If you have moved to a new 1960-70 residence and is not on contact, please return it to me. If it has been destroyed, please send me a check in the same amount as a refund.

Sue Reckert Lynch '62

News Notes

Transportation is available for the Reading of Rosh Hashana and Yom Kippur. The Hebrew Services of the Hillite bulletin board in the Post Office. Also, a "Home Away from Home" from Home" may be arranged for the High Holiday observances of the students. There will be a meeting of Hillite in the High Holiday observances of the students. There will be a meeting of Hillite this week.

A current list of topics covered in the newspapers. Topics related to a faculty meeting of Hillite this week.

The Danforth Graduate Fellowship is available for college teaching careers are open to students who have a serious interest in college teaching. A career is open to those who are interested. Students interested should contact

(Continued on Page 3, Col. 3)
Judiciary Board Creates New Role
by Peggy McIver

The Judiciary Board, established by the revised Student Charter of 1970, replaces the Honor Court as the ceremonial custodian of the student code of honor.

Anne Ewen is the new head of the Judiciary Board, and one of the first duties of the new body is to create a new role for the body.

The new role will be outlined by the new head of the body, and will be promulgated through a process of evaluation of student concerns.

First of all, the board will formulate a tentative set of rules. These rules will then be presented informally before the student body, who will be encouraged to discuss the differences of the rules as they stand.

The revised rules will then be voted on by the Student Assembly. Finally, the social code will be revised by the legal council, which consists of the administrative board and the student government.

As the code has been outlined by various groups, the Judiciary Board plans to bring more people to the board on matters of interest.

Backbreaking the authority of the board, which serves as the ceremonial custodian of the student code, is the Infallible and Infallible. The code is described as an ordinary code, "only," Anne remarked, "when it's not in a code of law, it's also, one week, Dean Watson invented it."

The new body will develop a new role for the body.

Anne feels that the role of the Judiciary Board in terms of three functions has developed in the first term advisory body and as a body of legal advisor.

As a mediator, the board serves as a "go-between" for quarreling faculty members, which Anne hastened to add, "that we expect to use a seem down with the board.

"In the book, Yossarian narrowly

"Catch-22" as Film
by Michael Ware

Some criticism of Mike Nichols and his movie "Catch-22" has centered not on what was the movie, but on what it wasn't: Michael Goodwin, writing in "Rolling Stone Magazine," insists the film for not doing him enough. Others, in the light of the book, were not able to chime as heartily at the movie. Some say that besides that, Nichols had the audacity to leave out some of the best parts of the Heller novel. Rarely can a reviewer clear his head to write when his mind is filled with nagging complaints about what he's seen, not for what it did, but for what it didn't do. The subsequent reviews are comprised of dashed expectations and fuddled dreams. Let's face it, no matter how you experience "Catch-22," the second time does not carry the impact as when it was first released. It is regrettable that per-

The world premiere of a Jazz Literary "The Last Trip", will be given at college magazine on "The Last Trip," a radical-A to J. M. A. Beal, based on texts from the Old Testament prophecies.

Knopf is a well-known com-

The one change Nichols made that added so much to the film was his beginning the action with the evening of Yossarian's escape from the box in the book. Yossarian's narrative (Continued on Page 6, Col. 2)
Theater Institute Sponsors Lectures

The National Theater Institute has just received the announcement of the National Science Foundation Graduate Fellowships for the academic year 1971-72. Fellowships are offered for advanced study in the basic and applied sciences, certain social sciences, and in the history and/or philosophy of science. Approximately 2,600 Fellowships will be awarded.

The basic 12-month stipend will be $900 per student are less threatened by the future than the smaller class than 12.
Local Center Explores New Learning Concepts

by L. Renzloff

There is an exciting new educational center operating in New London, the Drop-In Learning Center. Located in the former parish house of the Second Congregational Church at 161 Federal Street, the center has been open since summer. It was founded by a group of people interested in offering the people of New London a different approach to education, one outside the existing formal public school system. Nancy Scheburn, from the Upward Bound program joined Frank Polokas, a member of the Comprehensive Youth Services Program, to start this center as a summer tutoring program. They were joined by Bill Hager, a VISTA volunteer, Mrs. Cathleen Thomas, a community member and Mrs. Gorden Palmer, a member of the Second Congregational Church. These persons form the operating nucleus of the program.

The center is now used by fifty children on a regular basis from two o'clock in the afternoon until ten in the evening. During the brief New London teachers' strike, it remained open all day long, from 9:00 a.m. until 10:00 p.m. At that time, the organizers of the center viewed the strike as an opportunity to introduce a novel form of education to all the children, parents and teachers of New London. They still stand ready to fill the gap should the teachers carry out a threat to strike again if a contract settlement is not reached.

The program was intentionally planned to have a lack of structure. Based on the observation that not every child is interested in the same thing at the same time as the majority of the children in a class, the program at the center is one of "anti-sponsiveness", according to Dr. Nathan Kozol, instructor of Child Development at Connecticut College, and an advisor to the center. Mrs. Hietz explained that the center's educational philosophy is to encourage each child individually to meet his or her needs. "When a child enters the center each day, she decides what she would like to do. As the child or group of children develop an interest in a certain field, an adult will try to direct that interest. A typical example is the way several young children recently learned the concepts of fractions. An adult began to play the piano, and several children expressed an interest to learn the piano. The volunteer proceeded to give them lessons, and within the musical context, explained whole, half, quarter, and eighth notes. Through their work at the piano, the children perceived the meaning of fractions in a very concrete application."

A second and equally important means of directing the attention of the children is through the use of adult models. An adult comes to the center, reveals himself, and begins to perform a skill such as reading, knitting, sewing, or coinage, thus giving the children's curiosity. Mrs. Hietz explained that children have a "blurred picture of the adult role. They see what adults do, they lack adult models, and thus are dependent upon their peers." This dependence is an important part of the center is to show children what adults do, naturally requiring adults to volunteer their services to work with the children. Any person, with any type of skill is needed and welcomed at the center.

The center's current free use of the building will expire on October 15. Nancy Scheburn and Mrs. Hietz have already incorporated the center and plan to continue its operation. They expect to continue financing the building from the church at a nominal fee and hope to receive continued financial backing from the Comprehensive Youth Services Center, part of the Connecticut State Resources Agency. They have also applied for additional funding from the United States Office of Education under the Appalachia Program. The New London Drop-In Learning Center is one of several centers operating in the United States as a part of the Appalachian region which has turned to educational alternatives to traditional educational theory. The South Boston storefronts are operated by Jonathan Kessel, author of Death at an Early Age. He hopes to experiment with educational programs not allowed in public schools, gearing his programs towards frustrated public school teachers who want to try innovative ideas. The New London program is also open to interested teachers who demonstrate to them the many possibilities of education outside of the existing system. The program, in the words of Nancy Scheburn, "questions the basic concepts of what we mean to learn--we make no assumptions about this.

These centers hope to provide a valid alternative to our existing system of education and continue, "so much are we under attack these days." Anyone interested in the New London Drop-In Learning Center can call Nancy Scheburn at 442-6415.

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Ms. Maria Y. Tolbert, Visiting Assistant Professor of Chemistry
Mr. Ivan A. Stankovich, Assistant Professor of Religion
Mr. R. Scott Warren, Assistant Professor of Botany
Mrs. Celia T.W. Willen, Assistant Professor of English
Mrs. Diane P. Balestii, Assistant Professor of English (part time)
Mr. Franklin Reese, Lecturer in English
Mr. James A. Allan, Instructor in English
Mr. Paul L. Ailtbouse, Instructor in Music and Director of Choirs
Mrs. Barbara L. Baldridge, Instructor in Psychology
Ms. Nancy W. Barden, Instructor in Physical Education
Mr. Jerry Geraci, Instructor in English
Mrs. Penny Chapman Hill, Instructor in Sociology
Mr. John Mark Spryer, Instructor in English
Miss Sharyl Yearly, Instructor in Psychology
Miss Antonette Blum, Instructor in French (part time)
Ms. Renate A. Szel, Instructor in German (part time)
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Mrs. Margaret Cibin, Assistant in Mathematics (part time)
Mr. James Clooney, Assistant in Dance (part time)
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Miss Susan Maris, Graduate Teaching Assistant in Psychology (part time)
Miss Brenda McVoy, Graduate Teaching Assistant in Psychology (part time)
Mr. Leonard Reiter, Graduate Teaching Assistant in Psychology (part time)
Ms. Eliza D. Wal, Graduate Teaching Assistant in Psychology (part time)
Miss Elizabeth R. Messmer, ’71, Undergraduate Assistant in Mathematics (part time)
Miss Beverly J. Errede, ’71, Undergraduate Assistant in Chemistry (part time)
Miss Ruth L. Harris, ’71, Undergraduate Teaching Assistant in Psychology (part time)
Miss Cecily T. Tescudis, Undergraduate Teaching Assistant in Psychology (part time)

The Connecticut College Concert Series has announced its four concerts for this academic year. These will include Young Uk Kim, violinist; Lili Kraus, pianist; The Philadelphia Orchestra under the direction of Eugene Ormandy; and the opening concert, The Hartford Symphony Orchestra, Arthur Winograd conductor, playing an all Beethoven program. There are a limited number of seats available for the opening concert.

The Connecticut College Art Artist Series will present four concerts this year of the chamber ensemble variety. The Brownies Pianists Trio will give the first concert this season followed by the Czech String Quartet; Miguel Rubigo, guitarist; and the New York Chamber Strings.

Because of the great popularity of the Concert Series it usually sells out at regular cost. The Artist Series, however, has a great many excellent seats available at a student rate of $6 or less for each concert.

Further information may be obtained in Fanning Hall, room 111.

Mr. David G. Klawetter, Graduate Teaching Assistant in German
Mr. Paul W. Hong, Graduate Teaching Assistant in Psychology
Mrs. Celia Willen, Assistant in English
Mrs. Penny Chapman Hill, Instructor in Sociology
Mr. John Mark Spryer, Instructor in English
Miss Sharyl Yearly, Instructor in Psychology
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Roofco Oosting, Assistant Professor of Sociology
Miss Joan Ringbom, Assistant Professor of Philosophy
Mr. Donald D. Schneider, Assistant Professor of Art

There will be a meeting for Satyagraha contributors Thurs- day evening in the office. Previous contributors with continuing interest are most welcome.

COC Conference (Continued from Page 4, Col. 3) "counterfeit murkurance." "The black student attending college is helped by his white cousin, and resents the fact of having to be helped. We don't have people with the skills to help. We still know little about the consequences of bringing all these new students in." Dr. Reisman stood reflectively at his notes. "I am surprised that more private colleges haven't gone bankrupt and folded," he said, "It's a tribute to the heroism of the people in charge."