Construction Begins On New Interchange

The Connecticut State Bureau of Highways is in the process of acquiring land for the construction of a $25 million approach and interchange for the Gold Star Memorial Bridge.

Included in the project are plans for a 7,000-foot extension of state highway route 32 from Mohegan Avenue near the Lyman-Allyn Museum to Main Street south of Interstate 95.

Robert Neiser of the State Bureau of Highways stated proudly that "plans are quite far advanced for the interchange. The Connecticut State Bureau of Highways for the interchange.

Among the projects to be undertaken by the Bureau, besides the bridge structure, will begin in the fall of 1971.

Included in the plans for the project is the complete replacement of the existing William Street-highway 32 interchange and traffic circle with a series of ramps and exits.

An extension of Briggs Street (now a dead end) to Williams Street, with ramps connecting with highways 32 and 95;

A ramp connecting the Coast Guard Academy entrance to highway 32 and William Street;

The relocation or removal of several streets and the demolition of several houses, especially in the area bordered by Briggs Street, William Street, and Interstate 95.

Land is currently being acquired by the State Bureau of Highways for the interchange.

Summer Study Committee Reports to Pres. Shain

by David Clark

The Summer Study Committee, appointed by President Charles Ryan, met recently and submitted their report to him and to Connecticut College in general in the form of a 29-page document on "compensating academic phases of Connecticut College life and the ramifications upon college government administrative procedures, and budget.

The Committee, comprised of 14 students, faculty, and administrators concerning decisional liberations on June 19, 1970 and adjourned until August 8. At that time the committee was advised that the members of the committee would begin discussing the applications. First, a long term school would begin the fall of 1971.

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Parent's Committee Reveals Findings Of Questionnaire

by Pat Strong and Sue Kronick

This summer's group of parents of Connecticut College students formed a committee to define and test the various aspects of campus life. The group centered around the notion that because this group together were the Connecticut College Student-Faculty Committee and the "models" which would more meaningfully "exhibit coherence" in a students program of study. It gave particular assurance that the programs should have a "good model" or description of the outcome, not that would be the basis of a student's four years of study. The questionnaires asked in this area concerned three- and five-year plans and advising of the role of the faculty in the choice of concentration.

A new group that comes out of the report is the suggestion of a "revised Academic Calendar," liberal education, for all freshmen. This obviously springed out of the desire for the type of education which would not require traditional assumptions. Instead, other interests that each individual student choose for himself in the "basis of a student's four years of study. Having passed in this area concerned three- and five-year plans and advising of the role of the faculty in the choice of concentration.

The Committee in its earliest meetings decided to concentrate on five major topics. These were, (1) the mission of the College; (2) the nature of the freshman year; (3) academic programs and procedures; (4) policy-making and administration; and (5) the budget.

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Student Assistantships, half-year, and further concerned. Among others, the Committee contended, should be defined more clearly their own academic practices.

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Discussing Our Purpose

The Summer Study Committee Report on Connecticut College is a thoughtful document concerning how we might best go about educating ourselves. The report, however, does not accommodate the uninitiated educator. The academic program, grading, type of course elected, and the time involved call for serious thinking and decision making.

The Committee report lies in its concern for an animated, committed approach to each individual's education. The framework for the realization of this education depends basically on individual students for its success.

No longer can the College feel secure in dictating how and why a student should pursue a particular course of study. Rather, it is the students who are required to provide the course of study and the reasons behind his choice.

When the added responsibility on the student for the direction of his education, the College's teaching methods must in turn be responsive to more students in varied ways. This would require a flexibility on the part of all members of the teaching staff, and a flexibility of the departments in which they teach.

The overall effect of the Committee's proposals, if adopted, would probably be a higher personalization of any commitment to a student's education.

Each student would be called upon to conceive of his education in the framework of what Connecticut College can provide. And this institution would be called upon to reward thoughtful student course programs with the opportunity to carry them out.

The Summer Study Committee's report is in each dormitory with the Housefellow and at the desk. The academic programs are sensitive and pertinent; they demand attention from every member of the College.

We reject the report of the Parents' Committee of Connecticut College Students on the basis that the methods used in the formulation of the questionnaire in the information used in the questionnaire were not verified with the College, and was based on a set of assumptions, many of which are obvious misconceptions.

The Committee report states that the poll's results represent an "overwhelming consensus." The 46% who returned the questionnaire can hardly be considered to have voiced an "overwhelming consensus."

As for the questions themselves, there can be no doubt of their rhetorical nature. The Committee's second letter, they "acknowledge the failure of the present partial system." Since the survey contains no direct question to this effect, we can only answer for such a conclusion. It appears, however, that a group of parents (the Committee) has decided that the partial system is "a failure."

The most blatant example of a question based on a false premise is 34, "Do you think your student's education is controlled by other students rather than by a salaried faculty and administration?" This question invents an issue that has never been raised on this campus.

Before we accept the conclusion of the Committee, we would like to ask them to take a look at Connecticut College instead of the back pages of the New York Times.

By Dave Clark

Topic of Condone

Agnow, though, seems to enjoy doing his homework on the subject anyway. When he is not travelling, Agnew likes to take part in the Senate's affairs and debate with his colleagues. He is thorough and preparedness is one of his characteristics.

But Agnew calls more public attention for himself with his speeches around the country. He has become the most controversial Vice President in modern American history. His style is bit and he creates reform and criticism in a volume that has never been scene before.

Little is expected to accomplish with his speeches in "effecto smokey and "Eastern liberal establishment." It is observed that the Vice-President is alternately films of the society that his running mate, Nixon, promised "to bring together," And yet at the same time is he not rallying the forces of the established that a Vice President does.

With his speeches around the country, his goals, and the means to reach them, one must appreciate him as the one that must actively try to win new supports into the fold.

Agnew is to be admired. He is the one to be admired by the people, not for what he said and did, but for what he said and did for himself. He is the one to be admired in an office that has been stagnant too long.

By James Shackford

Letters To The Editor

In response to the report of the Parents' Committee of Connecticut College Students, the editors of SATYAGRAHA plan to draft a letter. We urge all members of the College to reconsider their views and to express their opinions by October 20. We will attempt to include a general sampling of these opinions in the final text of our letter, which will be published in the form of Letters to the Editor. Any comment in the form of Letters to the Editor is also welcome.

The Editor:

To the Editor:

Daily students have the responsibility to affiliate themselves with certain houses as they are a part in student government and social life of the College. It is much the same way that house governments function.

This system was adequate for as long as the number of day students was insignificant. But Agnew could be satisfied through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue has arisen through these channels. At present, however, the issue was not to rally the forces of the established. It was to rally the forces of the established.

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Goldberg Active in Political Campaigns

by L. Reznikoff

Phiilip Goldberg, Associate Professor of Psychology at Connecticut College, is an active participant in the current political activity. A former member of the Eastern liberal establishment, Goldberg fully supported the McCarthy campaign for the New Hampshire primary. Goldberg came to see the campaign as an extension of his personal political philosophy.

olemberg was a McCarthy delegate to the state convention. After McCarthy received only 20% of the vote to force a primary for the national convention in Chicago, Goldberg continued to support McCarthy's campaign. Goldberg had anticipated a vote of ten percent for the McCarthy slate as "inevitable", nevertheless, Goldberg received 40% of the vote for the McCarthy slate. Thus, Goldberg demonstrated a stature for the issue concerned and the issue of the McCarthy slate of which Goldberg can be proud.

The Goldberg gained the respect of the New London City Council, Goldberg's active participation in the campaign can be considered. Goldberg is more and more a political force with the Band and not be disappointed.

The Black population has never been satisfied with a mediocre back-ground, and sociological issues must be changed. Goldberg's active participation in the campaign can be considered. Goldberg's active participation in the campaign can be considered.
Witnesses Recount Story of Shootings by Guard in Ohio

The Middle of the Country is a straightforward, unaffected, and generally quiet state. The story of the shootings at Kent State University in May 1970 was not an isolated incident. The same forces that led to the student protests in Ohio were at work in other parts of the country. The national Guard was called in to restore order. The shootings were a response to the students' protest against the war in Vietnam. The National Guard opened fire on the demonstrators, killing four students and wounding nine others. The incident was a turning point in the anti-war movement and led to increased student activism and protests across the country.

The students at Kent State were never really unified before. The school relied on the support of the National Guard for protection. The students were not a cohesive group, and the protest against the war was largely driven by a few vocal leaders. The Guard was not trained to handle a civil disturbance, and the shooting resulted in a tragic loss of life.

The Middle of the Country also centers around the implications of the “massacre” and its logical position in a violent society. One of the most consistent reactions to the tragedy is the resulting polarization. Moderate students at Kent State felt that their views had been transformed into militant radicals; those holding a conservative opinion have been convinced that they are the victims.

Douglas Vaughan, a senior, retold, "By 9:00 I was on a plane for Denver. There was no question in my mind that the brutality of the death of my friends finally struck me. I cried for two hours. So now we are all aroused. People will march, political deals will be made..." Vaughan's prediction is now evident. Only a few who witnessed the killings have returned questionnaires, and the National Guard, students and parents are divided.

The burning of the ROTC building transformed students into militant radicals; the students must really have believed that the administration policy and the militarists will rant. Investigations will be held, murder will be legitimized, and then forgotten.”

Parents, teachers, and students should have different formal classes during the strike.

2. PARIETAL RULES

a. Do you know that present parietal rules for visiting hours in dormitory rooms are: 24 hours, 7 days a week? Even the most lenient dormitories have their own rules.

b. Do you feel that the rules were the same before the public announcement that they should be revised and voted on by the students?

c. Do you think that the new rules should have the sole right to determine parietal rules?

d. Do you feel students should sign out when they leave the College so that they can be watched if needed?

3. ADMINISTRATIVE RESPONSIBILITY

a. Do you believe the Administration should be accountable for active supervision of the administration?

b. Would you like to be periodically informed by the Administration about the drug situation on campus?

c. Do you feel that the Connecticut College Community should act as a "new kind of political entity"?

d. Do you approve of classes being discontinued for 2 weeks in November to permit students to engage in political activities?

e. Do you approve of a summer program to keep 2 dormitories open so that students may work on their political plans for Fall?

f. Do you want your student's education to be controlled by other students rather than by a faculty and administration?

CONSENSUS ON THE QUESTIONNAIRE:

1. THE STUDENT/FACULTY "STRIKE"

a. Do you feel you were adequately informed by the College of pre-strike activities?

b. Were you present at Parents' Weekend? Did you attend and discuss?

c. Do you feel that both sides were fairly represented?

d. Did you make any comments?

e. If you were not present, do you feel adequately informed of the programs that were held?

f. Would you like to receive copies of printed material distributed to parents and students and material circulated the week prior?

g. Do you think your Connecticut College student was subject to social pressure or peer-group coercion to join the strike?

h. Do you feel that your student's participation in the vote to strike was influenced to any degree by fear of loss of standing with or loss of grades by the striking faculty?

i. Do you think the faculty should have discontinued formal classes during the strike?

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Student Workshop Opens At National Theater Institute

by Peggy Melver

The National Theater Institute, the newest project of the Eugene O'Neill Memorial Theater Centre, opened Sept. 14, with the arrival of 22 students from 19 major colleges.

Connecticut College has been designated the accrediting institution of the program and maintains a close affiliation with the Institute.

The project, funded by a $300,000 grant from the Rockefeller Foundation, was formed this year as a three-year experiment to provide a fully accredited semester of intensive theater work for undergraduate students interested in professional theater.

"The objective of the program," according to Institute Director J Ranelli, "is to give students a half year of experience with professional theater artists in a workshop environment in order to provide them with a more accurate view of the theater profession than can be obtained in a classroom situation."

Students live full-time on the grounds of the Centre in Waterford. An entirely professional staff, including designers David Hays, John Vosper, and directors Lloyd Richards and J Ranelli, will work with students.

Courses offered include acting, directing and design, as well as puppetry, dance, mime and film. Students will take field trips to New York to attend rehearsals, performances and meetings with professionals in the theater.

In addition, the Institute has secured the services of guest artists who will demonstrate a wide variety of theater styles. Central theater will be taught by Kabuki director Yosio Aoyama, while improvisational acting will be demonstrated by members of the Open Theater.

After eight weeks of study, the students will rehearse a repertoire of pieces for three weeks. Then, they will form a touring company and visit participating universities and colleges.

Two students from Connecticut College, Ted Chapin '72 and Cell Husted '72, are currently enrolled in the National Theater Institute.

Ted, who transferred to Connecticut as a sophomore from Lawrence College in Appleton, Wisconsin, is delighted with the program's emphasis on work with professionals in the theater. "Why would I take classes with a teacher who tells me about professionals from a text, when I can really work with them?"

His interest in professional theater was nurtured by a job he was able to secure this past summer at the Lunt-Fontanne theater in New York, where he worked on a production called the "Rothchilds," which is due to open in New York in three weeks.

Ted was a staff assistant, "not that the name means anything. Everybody had all these weird names. Actually, all that it meant was that if anybody needed help, I was there to do it." The professionals working at the Institute, ascerts Ted, act at all like prima donnas. "I really don't think that there is any professional prettiness. The fact that they take the time out to work with students, that in itself speaks well for them."

Dissatisfaction with Theater One was one motivating factor in Ted's search for a more intensive theater experience. "There isn't much interest in Theater One on this campus. I know it's kind of a copout, but I'd rather have the interest already there, than to try and build it up myself."

The schedule is, in fact, designed to find out whether the participant is really interested in the rigors of professional theater or whether he would be better suited to involvement on an amateur level.

"My schedule is really hectic," Ted complained. "We do exercises from 7:45 a.m. to 8:10 a.m. Our first class begins at 9 a.m. and gets out at 12:30. Our second class is from 1:30 p.m. until 5:30. Then, in the evenings, we are in class from 7 to 10 p.m.

"During the daytime, the work we are doing is mostly involved with acting. The accent is on improvisation and memory exercises. For instance, we do movement and tumbling exercises, and we act out little scenes. All of this is primarily to get us to relax.

"Ted is not yet certain what his career will ultimately be, although one possibility is directing."

(Continued on Page 6, Col. 1)
THEATRE INSTITUTE
(Continued From Page 5, Col. 3)
"I love it! It's the best thing that ever happened to me... the best two weeks of my life," asserted Cell, another participant in the program.
Cell's involvement with the institute was not an isolated experience. She harboured doubts about participating in such an intensive program. However, her friends pushed her into completing the application and she had an "instant" interview during which she talked of her feelings about the theater. She was accepted shortly afterwards.
Her previous theatrical experience has been limited to last year, when she worked for a semester in Theater One, doing the lighting for "Antigone" and the "Summer Tree." This past summer, Cell also assisted Fred Grimsby, technical director of the American Dance Festival, with technical production.
"The work is very difficult," Cell asserted, "Anyone who says that we're not doing any work is crazy. But the work is very rewarding. I find that the teachers are very available outside of class. They really care about us and we really care about them. It's fantastic." Although she is not certain whether she will seek a career in the theater Cell is grateful for the opportunity to immerse herself totally in one of her strongest interests.

GOLDBERG
(Continued from Page 3, Col. 2)
In light of this claim as an "honest" politician, one question has often been raised: although Duffey based most of his campaign as a direct appeal to the voters of Connecticut, why did he not challenge the selection of delegates on the local level? His strategy, instead, was to try to woo already chosen delegates and then force a statewide primary.
Goldberg answered this question by saying that it would have cost a fortune to contest the delegate selection in all 169 towns of Connecticut. Duffey was "not afraid of new politics," Goldberg stated, "but at some point virtue is important, but virtually not essential." Duffey will offer "a real improvement in the level of senatorial competency," Goldberg asserted.
Goldberg offers the New London Democratic Party a traditional, liberal voice, seeking new ways to meet the demands of a truly participatory democracy.

COLLEGE COUNCIL DISCUSSES
Thanksgiving Recess Plans

A meeting of the College Council was held on Thursday, September 24. Discussion centered on problems involved with leaving the dormitories open over the Thanksgiving vacation.
Much concern was expressed over security measures in the dorms in the event that they remain open. The point was made that very few students would be in the dorms at any one time.
However, many felt that, considering the long vacation and the amount of work due after vacation, that the dorms should be open for those students who wish to stay.
In Student Assembly, the House President will be given a fact sheet for every student, listing the various problems that could occur, so that each student who wishes to stay will be aware of the security problems involved.
Arrangements will be made with campus security and the infirmary staff if dormitories are to remain open.
The matter of the Non-Resident Faculty System was brought up, as it was temporarily discontinued this year. In its original form, the organizational committee was to be a student-faculty committee. A meeting will be held October 1, during which plans for revitalizing the program will be discussed.
At the meeting of the College Council, revised Charter of the Student Government will be discussed, as well as the more specific by-laws of the Charter.

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