C.I.A. Holds Secret Interviews At Conn

After a week of persistent rumors, the college placement office of the Connecticut Intelligence Agency had secretly conducted on-campus interviews for "interviewed" and "qualified" seniors.

True to black-and-white form, knowledge of the interviews was kept from the college faculty and students.

Omitted from letter
News of the C.I.A. interviews was omitted from the placement office monthly newsletter which is sent to all members of the student body.

Only those seniors who had experienced seniors were notified of the C.I.A. interviews. The Agency was particularly interested in interviewing chemistry, physics, economics and government majors.

Admit Interviews
One week after the interviews, a spokesman for the placement office admitted that the C.I.A. had been on campus. The office had now decided to keep the interviews secret.

The Agency told interviewed seniors not to discuss the interviews or the Agency's presence on campus. The placement office refused to divulge the date or location of the interviews.

President Charles E. Shaw was unavailable for comment.

Student Body Rejects Proposal
Separate But Equal Not Enough

House of Representatives approved an alternative plan to allow students greater participation in the decision-making process of the Faculty Advisory Committee after students defeated the ad hoc committee's original proposal of a separate Student Advisory Committee last week.

Other recommendations calling for the creation of Departmental Advisory Committees and the establishment of a systematic Course Evaluation procedure were passed by the students and the House.

The Faculty will consider these proposals on the request for student representation on the Advisory Committee at their meeting tomorrow.

Separate and Parallel
The first part of the original three-part plan, proposed by the ad hoc committee of four students and five faculty members, called for the creation of a Student Advisory Committee, parallel to the Faculty Advisory Committee, which would consider questions of promotion, tenure, and the termination of faculty appointments.

On the basis of Course Evaluation forms, the student committee would prepare a written report to be presented to the President, the Faculty Advisory Committee, and the Department Chairman.

Add Students
Objecting to the formation of a separate Student Committee which could possibly act in competition with the Faculty Advisory Committee, the Student Government Association recommended that the present Faculty Advisory Committee be expanded into a Student-Faculty Advisory Committee which would include—beyond the present number of faculty members—three voting student members. The three students would also be responsible for conferring with members of the Departmental Advisory Committees and the results of the results of a Course Evaluation.

No Guarantee for Students
Mr. Cassidy, speaker of the House, suggested several reasons why students rejected the original plan of an independent student committee.

According to the original plan there was no guarantee that the faculty committee would listen to the students, explained Lynda.

"Students Used as "Tool"
"The students would not have as much of a say on the faculty committee. They would be used as a tool in compiling the course critiques," Lynda added.

Lynda commented that the original plan expressed a lack of trust in the students to assume the responsibilities of committee membership.

The new plan corrected these faults, according to Lynda, by allowing for direct student participation in the decision-making process.

"Student Able to Make Decisions"
Mr. Robert C. Cassidy, a member of the ad hoc committee and instructor in religion, stated that he believed students rejected the proposal in its original state because students believe that they are able to make judgments on the value of the contributions of professors to a college.

"I believe the students feel that they are able to make accurate and responsible judgments—accountable in reference to what is informative and effective teaching, and responsible in reference to the total community," added Mr. Cassidy.

"Need Direct Evaluation.
"The only means of making involvement in this teaching event significant is to listen to student judgment. There must be a direct evaluation," concluded Mr. Cassidy.

Part II of the plan calls for each department to establish a Departmental Advisory Committee which will meet with the faculty of the various departments at least twice a year.

Members of the Committee will be elected from junior and senior majors and will provide the faculty with the student point of view on college investment in campus facilities, staff appointments, curriculum and other matters of common interest.

Required Course Critiques
Part III requires that every student fill out an evaluation form for every course to be used as background material by student representatives on the Advisory Committee.

The plan recommends that alternate formats of the course critique be developed.

EDITORS' NOTE: Final student vote on the three-part A.H.O.C committee plan for student representation on the Advisory Committee was Part I, 111 voted yes, 82% voted no; Part II, 81.35 voted yes, 11.35 voted no; and Part III, 61% voted yes, 33.5% voted no. The differences in percentages were caused by abstentions.

College Securities Under Fire: Organisation to Approach Trustees

The Connecticut College Trustees will be meeting on campus Wednesday, February 19. Approached by students during their last appearance in December, the Trustees were receptive to student anxiety, expressing sympathy with the newspaper's recent editorial on Dow Chemical and Chase Manhattan Bank.

Thus, they agreed at that time to consider financial sanctions in the event of continuing production of napalm, a liquid incendiary.

Napalm has been used as a tactical weapon against personnel, including civilians, in the Vietnam war.

Fired from flame throwers or dropped in canisters, napalm kills by burning, shock or suffocation.

Today, Dow produces all the napalm used by the U.S. armed forces in Vietnam.

Dow President Herbert Dow insists that napalm production is of no economic importance to Dow. Rather, he maintains, it is the "principle" involved in its manufacture.

Although President Dow believes the U.S. should pull out of the war, he continues to support the war effort.

Admitting napalm is revolting, he continues to produce it as a "fantastically useful strategic weapon" for saving American lives while causing the death of civilians, he added.

Yet, he continues to maintain that it is up to Dow to support the request of the Government.

Chase Manhattan is one such company among the College's investments which actively support exploitation of the third world.

Ponson, extensive financial interests in the Union of South Africa, this Bank therefore affords substantial economic support to the Government, and consequently, support to the policy of apartheid.

Some American and British economic interests in South Africa are largely responsible for the war, he continues to support Dow.

Thus, by its financial support of Dow and Chase Manhattan this college implicitly endorses the atrocities perpetrated by these corporations.

The Trustees have already proven receptive to the small amount of student dissent exhibited thus far.

It is now within the power of the student body to activate that sympathy.

Community Affairs
Office Established; Program Planned

Airing on the recommendations of the Student Planning Commission, the college has created a campus Office of Community Affairs. The office will attempt to commit the college to a deeper involvement with the neighboring community.

Several months ago, the Summer Planning Commission noted the need for increased communication and cooperation between Connecticut College and the New London community.

College Consultants
To meet this need, a program of community service was developed by college officials in consultation with representatives of city government, local public schools, a number of community agencies, and the New London League of Women Voters.

This spring, the office plans to initiate a program which will include two cycles of conferences on the urban crisis.

The first cycle of three conferences will deal with such problems as pollution, preservation of open spaces, and regional planning. A second cycle (Continued on Page 6, Col. 3)
Letters to the Editor

Dear Editors:

At long last the College is going coeducational. Most of the Faculty have long been ready for this day and honestly applied it. Segregated education is a relic of the discriminations against women of the 19th century. We face a difficult transition now, and may as well face it factually. The Faculty has voted to move to 50-50 parity as soon as feasible. My concern is that the feared "imbalance" would be the better word—the present student body to help the College make this move as quick and painless as possible. The shift toward coeducation is a strong, national trend. Once we are fully coeducational, this College will have, I am confident, for higher annual applications than we have ever experienced. In the meantime, there are problems. What we need, and now, is to interest, say 200 (half of the projected Frosh class) able men—men of a courageous and experimental cast of mind. The 3's and 4's, tooscores of our female students have, of course, long been very high indeed. We hope to interest equally able men, and present students can be a major factor in helping to do so.

In suggesting that men apply to Connecticut College, it would be wise—and fair—to stress that, in the first year, not every facility appropriate for men may be in place. Appeal to their spirit of adventure! Try to get your brothers to bring along a friend or two from his key friends, fences or tongues, to go along with you to transfer to this College. Ask your classmates to lend a hand also—ask them to tell their own sons, nephews, cousins and other young male friends and relations. Even though we do not anticipate that our co-educational program may not be in full readiness to receive them, the basic things are.

The classrooms and faculty are waiting for them; the rich social life is here; the lovely campus, the interesting community. The important things we have in abundance.

We hope to make it as easy as possible.

Sue Derman, Mary Goldstein, Lynda Herskowitz, Anne Huckle, Nancy Kyle, Robin Rice, Emily Sagan, Jo Anne Settel, Linda Simkanin, Susan Simonian, Patricia Strong, Sharon Tustain, Annette Whitney, Annem Kadothor.

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Plans Underway For Co-education

Plans are underway for the co-education of Connecticut College. Already applications from prospective male students have been received by the Admission Office. President Charles E. Shain announced the change in admissions policy for the 1969-70 school year on January 5.

"This is a young American's education when it is shared with the experience of superior in its basic learning conditions to an education in a single sex environment," President Shain explained in announcement.

Late Announcement

Ms. Jeannette B. Henry, director of admissions, explained that the reason for the low number of male applicants is the late date of announcement of co-education. Two male students have been admitted for this semester. They are Bob Wagner, presently a senior at Phillips Academy, Andover Massachusetts, and Steve Desnohl, transfer student from Tufts University.

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Editorial... In Defense of Special Studies

Special Studies Period was designed to liberate the student from the structured classroom situation and allow her to enter a realm of creativity. Some students stood at the threshold, never entering this experience; but those who did added a new dimension to their academic careers.

Most of the failure to realize the potential of the program was the result of the sudden, overwhelming impact of total freedom. The student long accustomed to the strictly-structured classroom environment could not fully maximize on the unlimited opportunities afforded by the experience.

Further complication resulted from the lack of communication between the students and the administrators of Special Studies. Because the Period was a new adventure, the Special Studies Committee was unable to anticipate the preference for certain seminars. As a consequence, intended seminar programs were transformed into lectures—not allowing for the hoped-for dialogue.

However, the ultimate value of this program cannot be denied. Here was the opportunity for the student to discover and pursue those interests which might have otherwise lain dormant. Here is the opportunity for the student to immerse herself in an intensely intellectual atmosphere.

Beyond the Wall

By Myrna Chandler

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CONTROVERSY

In order to encourage dialogue between Conn Cens and its readers, the newspaper has established a column, "CONTROVERSY," which is open to all students for the expression of views directly concerned with issues discussed in Conn Cens. Readers of this column are encouraged, however, to be aware that the editorial board must reserve the right to select the column to be printed each week. Students wishing to submit such articles should bring them to the Conn Cens office in person no later than 9:30 on Wednesday nights.

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RE: 1968

DREAM DEFERRED

What happens to a dream deferred?

Does it dry up

like a raisin in the sun?

Or fester like a sore—

And run?

Does it stink like rotten meat?

Or crust and sugar over—

Like a syrupy cake?

May it just sags

like a heavy load.

Or does it explode?

To the Editor:

Connecticut College students are being harassed in grade and credit policies. The ABCDF conscience is frustrating, rawing and stinging the minds of this student body.

As a member of the class of 72, I have just graduated and my first college semester. I am encouraged by the dedication and friendship of the faculty, the loyalty of the administration, and the extent of student-faculty togetherness. Yet the countenance of Conn is marred by adhering to the traditional grade system of grades.

Dear Editors:

What is the significance of grades? Can a single letter of the alphabet reflect the extent of student stimulation and reaction to learning? Can ideas and thinking be graded? Can a teacher evaluate the learning effort and use of knowledge by a student better than the student himself? Again, what are grades for?

What is the ultimate value of this program? The time has come for Connecticut College to jump off the bandwagon and search for new paths of evaluation.

Vickie Batchler '72

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BLESSED ARE THE MEK: FOR THEY SHALL INHERIT THE EARTH.

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Office of the President

Conn College, New London, Conn.

2/11/69

To: President Shain

I beg you to reconsider why we close small women's college, and the only one I could remember was SMALL CLASS. Why do victims prefer the enrollment of their courses to reasonable numbers. Surely this would be to their advantage as well as their student's. Are there any advantages left in attending a small, non-coeducational academic institution?

Carol Bunwich '69

Trinity College: According to "The Trinity Tripod," the Trinity College student newspaper, a hundred co-eds will either be admitted or transferred to Trinity for the fall semester of next year. Trinity students have, however, already been given a taste of co-education, for seventeen freshman boys are being and studying three in part as an exchange program between the two colleges.

Tufts University: This semester twenty black students who might not have had the opportunity to attend a college under regular admission were enrolled at Tufts University through a student-run agency called SICAR (Students Concerned About Racism). Members of SICAR began a recruiting drive last April after confronting the Dean of Admissions at Tufts regarding the small number of black students at the college. The twenty students are guaranteed complete financial aid, housing, and tutoring.

University of Wisconsin: The University of Wisconsin regents have imposed economic penalties on the school's newspaper, the "Daily Cardinal," for its use of "four letter words." The regents told the paper it would have to conform to ethical standards of the state newspaper association if it wants to continue using university printing facilities. They cancelled all unused paid work time, and told the "Cardinal" it must move its office off campus or pay rent. Gaynor G. Giddings, the editor, said the paper has not decided what to do about the restriction, which he called "a swindles and bunglarc."
June Meyer Analyzes Art Media; Examines Artist as Myth-maker

"Poetry is the revolution." Thus stated June Meyer, black poetess and educator, addressing a seminar of thirty students during Conn-Quest weekend.

The art media, she elaborated, embodies all the goals of a successful revolution, Art, as revolution, is a creative function; yet a "creative function is first of all a destructive process."

In enumerating this position, Miss Meyer explained that "to be an artist means you are dissatisfied, causes one to attempt to change the status quo and any attempt at change, revolutionary or revolutionary, implies a destruction of existing conditions.

Art is constantly engaged in this destructive/creative process – even if its aims are to simply "destroy the status" and create a dialogue, a \"social consciousness and commitment.\"

"Myth-maker."

As a perpetrator of revolution in the \"60's,\" the artist is involved in two distinct yet related creative undertakings.

The first of these is the \"creation of an educator,\" she believes. Miss Meyer called this the \"myth-making role.\" defining myth as a story which embodies a positive ideal and inspires the reader to pursue that ideal.

As just one concrete example of this, Miss Meyer described the black artist as \"functioning in myth as a story which embodies all the goals of a revolution.\"

The poet's second undertaking is to \"bring back the person,\" make each person the first priority of business. Thus the artist brings the revolution right down to a personal, individual level.

Miss Meyer spoke specifically of Malcolm X and Eldridge Cleaver as exemplars of the revolution. "They feared themselves,\" she said, \"by seeking and finding their own identity – the ultimate meaning of person, place, things."

Miss Meyer further affirmed that \"social good will follow from personal good,\" and that the present revolution is essentially \"a personal revolution of cataclysmic proportions.\"

The role of the individual is to honor the lives of revolutionaries and myths (Malcolm X and Eldridge Cleaver) by emulation, to \"condemn the world\" as it is, and to \"prepare to serve a sacrificial purpose\" -- to be willing to die for the revolution.

Art and the revolution are intrinsically related. The purpose of art is to define revolution and, conversely, the purpose of revolution is to \"redeline history into pride and poon.\"

WASHINGTON, D.C. (CPS) – Congressman Donald Lukens (R-Ohio), the only American government official to visit Biafra recently, and Fulton Lewis, a radio commentator who accompanied Lukens to Biafra, both emphasized the ignorance of the U.S. Government on the Biafran situation at a day-long international conference on \"Biafra Perspectives,\" held at Catholic University last month.

Lewis was \"shocked at the lack of understanding and knowledge\" exhibited by the U.S. Embassy in Nigeria. \"It is much more difficult to believe the State Department after having returned from Biafra,\" he said.

Declaring it to be \"one of the most striking experiences of my life,\" Lewis explained that \"while I was in Biafra, the closest thing to a military target hit was a prisoner-of-war camp.\"

Grillian Areas Bombed

Churches, markets, missions and hotels had all been bombed, said Rep. Lukens. \"If starvation was occurring in Holland or Belgium, world outcry would be fantastic – the fact that an under-developed country is suffering makes it of little interest.\"

Lord Fraser Brockway, chair man of the British Committee for Peace in Nigeria, warned in an address at the conference that \"the war continues, there is a great danger that it will become a war between the great powers, above and beyond a war between Nigeria and Biafra.\"

Call for Ceasefire

On a peace-seeking trip to Africa, the former Nobel Peace Prize Candidate presented to both the Nigerian and Biafran heads of government a four-point program calling for an immediate ceasefire, an international peace-keeping force, negotiations for political settlement following a cooling-off period, and massive relief assistance.

Both sides accepted a ceasefire in principle, but particular conditions were not worked out.

Atmosphere Improves

Noting that \"there is now a more approachable atmosphere,\" Lord Brockway suggested a Committee of Good Officers of Three, composed of Emperor Haile Selassie of Ethiopia and two African heads of State, one supporting each side, seeking a settlement.

During his stay in Africa Lord Brockway said he \"saw evidence of a highly organized and fairly financed European black market supplying arms to both sides.\" He strongly advocated a United Nations inquiry into the matter.

Confederation Necessary

"Holding out some hope for a vague or loose African confederation,\" Lord Brockway argued that a \"political organization be founded that recognizes the loyalty of the Biafrans but that finds some basis for cooperation with other Africans.\"

During a conference question-and-answer period, Nigerians condemned Biafra on the floor in an exchange of heated accusations. Nigerians claimed Biafrans were allowing food to pile up on their borders; Biafrans charged Nigerians with poisoning relief supplies.

Nigerians argued that the conflict was an internal affair; Biafrans denied this by pointing to the outside support Nigeria was receiving.

The 1968-69 Student Community Fund Drive results are: Black Scholarship $3,823.18 Total $3,823.18

Black Scholarships $1,223.65
Foreign Student Fund $250.45
Leaders House $655.67
World University Service $190.33
Recording for the Blind $352.00
Undesignated $122.18

Total $3,823.18

The 1968-69 Student Community Fund Drive results are:


during the seminar on Arts and Black Revolution. photo by him.

FOR THE NICEST SEE FASHION FABRIC CENTER 225 State Street 442-3597 442-7018

A NEW APPROACH

Shoes and Handbags... by
Pappagallo

Africans.

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New Trends in Theatre
Discussed by Kerr
by Melodie Poet

The direction of experimental theatre today and its successes and failures relative to more traditional modes of dramatic presentation was the main topic of discussion by Walter Kerr, noted author and drama critic, in his appearance here on Sat., Feb. 11.

With the development of participatory theatre "a loss or denial of identity has occurred within the theatre" noted Kerr.

In the words of Kerr, "they are expected to create as much as actors, directors, or playwrights."

Search for Identity

"Doing," said Kerr, "is the key to the search for identity in the theatre. We can't identify ourselves by the rules that we play anymore.

Actors are combatting the notion that they are identifiable by the rules they play. Therefore, they are more and more frequently stepping outside of their roles to converse and interact with the audience.

In his final analysis of the worth of participatory theatre, Kerr first introduced the idea that "we carry a sense of being home by our own limitations and at the same time feel a sense of great possibility which creates a state of tension within the individual."

Common Omen

He further hypothesized that "the stage is trying to resolve this by abandoning individual identity and merging all into one so they become interchangeable." The move is toward common ones.

His conclusion is that "the concept is not working out too well.

The effort at resolving the problem religiously, through communion, has been unsuccessful. It tends to end in new fragmentation and isolation."

Final Analysis

As his prime example of a theatrical experience which engendered a spirit of cohesiveness between actors and audience and an identity of sorts, Kerr mentioned the moment at the end of the Theatre of White Hope when the audience seems to rise spontaneously to give the cast a standing ovation.

A question remains unanswered: Which is more valuable? An impulsive experience as a part of an artificially unified whole, or a process of self-exploration which may be the result of a sense of isolation or fragmentation, which is, after all, our common humanity?

The answer to this question determines, to a large degree, whether or not one agrees with Kerr's statement that the concept of participatory theatre is "not working out too well."

Little Communication
On Sunday Afternoon
by Nancy Topping

The Open Theatre was hailed as "theatre of audience participation in an exploration of the communal spirit." The word "theatre" in this case is a deceptive term. The Open Theatre was not theatre; it was no more than an open workshop.

Ideally a Workshop

That is to say, it is ideally a workshop oriented toward audience participation, and thus is effective only when performed for and with a small group of spectators.

The company was apparently distressed at the size of the audience and therefore decided to change the format of the performance from that of pure workshop to a simple demonstration of techniques.

This modification of the program was undertaken for both the performer and the spectator, for the quality of a workshop can be unnecessarily distorted.

Members Formerly of Living Theatre

The Open Theatre was originally formed in 1963 by former members of the Living Theatre from a desire to gain more acting, directing, and play- writing experience than possible in the New York theatre.

As one member of the company explained, "We wanted to give people a chance to play together instead of against each other."

The program began with a series of exercises used to "gain sensitivity to one another and to become free with ourselves." In this and subsequent exercises, the performer found it helpful to utilize animal-like sounds.

Sounds Rather Than Words

The group then proceeded to demonstrate many of their techniques. "The sound of movement helps us to respond to one another and to transform the movement into a spontaneous response," explained one member of the company.

"Three Skits"

After several preliminary warm-up exercises, the members of the troupe performed three short, unedited skits, the last of which was the most effective.

The first skit is a portrayal of a married couple for an unmarried friend, who begins an explicit flirtation with the husband as soon as she arrives.

Seeing this, the wife reveals her anxiety, inside, where upon the skit is loosely resolved in a note of despair.

The second skit turns upon the reunion of a psycho-therapy group after a two year separation, during which the members demonstrate that they are still inhabited by their former neuroses. The group employs a technique similar to that used in the last skit where the members reveal to the audience their inner thoughts by actually creating them.

Pillory Play Marks Conn-Quest Highlight
by Laura Nah

Saturday afternoon's performance of ROUNDEGLE by The Pillory Theater marked one of the highlights of Conn-Quest weekend.

Basically plotless, ROUNDEGLE dealt with a group of people in a knowledge-oriented society attempting to recapture emotion and memory through a restriction of certain highly emotional myths and biblical stories.

Playing on such themes as Faith and Sin, Death and Rebirth, the actors repeatedly captured and then lost the emotionalism they sought, until one by one they left infahren.

The Pillory's method of conveying this emotionalism was to depend heavily on body movement and directed sounds rather than on sentences or plot. Props played a significant part in their method, with voices being bounced off chairs, wires, and even Cinderblocks.

As director Jacques Burdick explained at the workshop he ran on Saturday morning, "Unless a prop is fully utilized, there is no excuse to introduce it in the first place."

Thus the few props within in the performance of ROUNDEGLE served as symbols and sounding boards as well as fulfilling their utilitarian purpose.

ROUNDEGLE was created by a group of students at the University of Texas, through this whole method of acting as designed to reach "the collective unconscious" of the audience rather than to stimulate them intellectually.

Thus we see the play as an attempt to combat among its members the search for identity and a common oneness in a knowledge-oriented society at- tempted to recapture emotion and memory through a restriction of certain highly emotional myths and biblical stories.

OPEN THEATRE REACHES OUT to communicate with the audience. photo by kim.

IN THEIR PERFORMANCE OF ROUNDEGLE, the Pillory Theater integrates movement and myth. photo by kim.
Conn-Quest '69: In Retrospect
by Lee Marks and Katy See, Co-chairsman Conn-Quest '69

OUR major disappointment in Conn-Quest was the weak attendance of Connecticut College faculty and students. It is unfortunate that many considered it a risk to participate in this physically and emotionally involving experience. Perhaps our timing was poor; nevertheless, the lack of response on this campus was incredible.

Conn-Quest '69 did not allow enough time for evaluation and discussion; however, a basic premise of Conn-Quest is that there are no solid answers to the problems raised. The four were answered many questions and provided many more. Herein lies its purpose and its success.

Student Response Poor

After our de- parture, they arrived at Crozier to release their inhibitions and were greeted with relief and applause.

Happening

Friday night's happening which was staged by William Burdick and students drew mixed reactions. However, the important thing was that people did definitely and strongly react to the multi-media environment. Many people were aware that a happening can be a staged environment which provides the tools for spontaneous individual happenings. Saturday morning's workshops were designed for people to examine in greater depth a single facet of our new arts. They included: theatre, dance, sculpture, multi-media workshops, seminars in sound environments, art and the Black revolution, new film, and the two exhibits: Jean Du Paix's orchestrated heart beat piece and Fred Endrich's light sculpture.

Pilory Theatre

The afternoon performance of BUNGEELEE by the Pilory Theatre, directed by Walter Kerr and the colloquium focused upon new experiments in theatre.

Despite a lack of time, people were provoked to begin their own evaluations of their experiences. The dance performance by the Conn-Wesleyan experimental dance group with its integration of various media was an excellent conclusion to the day.

Guerilla Theater

Sunday morning's guerilla theatre and brunch, a spontaneous focus on the here and now via lights, sounds and dance, provoked much reaction and betrayed many inhibitions. Despite technical difficulties and the delay of the Open Theatre, the fact that with its expanded format and clear explanation of method, it was an excellent conclusion of Conn-Quest.

Student Takeover Initiates Weekend

Conn-Quest really began on Thursday, January 30, when the fourteen committee members staged a happening in Crozier William's mark shop during the faculty lunch. After surrounding them and locking the doors, we announced that the school had been liberated and they had been relieved of their duties until further notice. After a brief but intense occupation of the building, we returned it to them and left in silent disdain. Meanwhile, the faithful employees of Cro- zier began converting the halls of the student take-over. After our de- parture, they arrived at Gracie's to recreate the faculty and administration and were greeted with relief and applause.

"ROPEs", the exhilarating conclusion of "Dance In and Out." photo by kim.

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Sunday morning's guerilla theatre and brunch, a spontaneous focus on the here and now via lights, sounds and dance, provoked much reaction and betrayed many inhibitions. Despite technical difficulties and the delay of the Open Theatre, the fact that with its expanded format and clear explanation of method, it was an excellent conclusion of Conn-Quest.

Student Takeover Initiates Weekend

Conn-Quest really began on Thursday, January 30, when the fourteen committee members staged a happening in Crozier William's mark shop during the faculty lunch. After surrounding them and locking the doors, we announced that the school had been liberated and they had been relieved of their duties until further notice. After a brief but intense occupation of the building, we returned it to them and left in silent disdain. Meanwhile, the faithful employees of Cro- zier began converting the halls of the student take-over. After our de- parture, they arrived at Gracie's to recreate the faculty and administration and were greeted with relief and applause.

"ROPEs", the exhilarating conclusion of "Dance In and Out." photo by kim.

Student Response Poor

Our major disappointment in Conn-Quest was the weak attendance of Connecticut College faculty and students. It is unfortunate that many considered it a risk to participate in this physically and emotionally involving experience. Perhaps our timing was poor; nevertheless, the lack of response on this campus was incredible.

Conn-Quest '69 did not allow enough time for evaluation and discussion; however, a basic premise of Conn-Quest is that there are no solid answers to the problems raised. The four were answered many questions and provided many more. Herein lies its purpose and its success.
NEWS NOTES

Take note! As a result of the merger of the New Haven and Pennsylvania Railroads, many of the late evening trains from New Haven, Boston and New York have been canceled.

New student government proposals call for extended curfews and the issuance of dormitory keys to students. The proposal for a late curfew would allow a student to sign out on an extended curfew sheet and return anytime before 7:00 a.m. Student government has also proposed that dormitory keys be issued to seniors, juniors, sophomores and second-semester freshmen. No student would be allowed to lend a key to another student, reproduce a key, or give a key to anyone not a student at Connecticut College.

During the spring of 1969 the Peace Corps will train 1,465 Volunteers for service in 25 of the 90 nations where Volunteers now work. Volunteers are needed to work in 55 programs in agriculture, education, health, cooperative and community development. Students interested in the Peace Corps may contact George Loguvam, Peace Corps, 1210 Selby Avenue, Los Angeles, Calif.

Epidemics of measles and smallpox are now raging in Biafra.

Could you handle a brake failure? Flat Tire? The Y.W.C.A. of New London, in cooperation with Butler Chevrolet, now offers a six week course in "Powder Puff Mechanics." The course will start Wed., Feb. 12 at 7:30 p.m. at the Y.W.C.A. Fee for the course will be two dollars.

On Wednesday, Feb. 19, there will be an open forum on Vietnam in the Student Lounge of Grover Williams. A group of Conn students who attended the anti-war demonstration in Washington, D.C., sponsored by the Clergy and Laymen Concerned about Vietnam, will be present. The forum is sponsored by Rev. J. Barrett Shephard.

Community

(Continued from Page 1, Col. 5)

To administer the new program, a Director of Community Affairs is expected to be named shortly by the college. A volunteer Advisory Board representing college and community will be organized to help guide the experiment.

Awarded Grants

The State of Connecticut's Commission on Aid to Higher Education has already awarded the program a grant of $10,800. The Frank Loomis Palmer Fund has donated $10,000.

Another function of the new office will be to coordinate existing forms of college involvement and to encourage the initiation of new volunteer enterprises. Public agencies will receive the results of community studies conducted by college faculty and students.

SENIORS

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NOTE: PIANIST JEAN CASADEUS during his performance in Palmer on Tuesday, February 4.