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Conn Nominates Coeds For Watson Fellowship

by Lee Mills

Melanie Dreisbach, Mimi Griswold, and Katie See have been named candidates for the Thomas J. Watson Fellowship by Mrs. Margaret Cobb, dean of the college, on Tuesday.

They are among 55 final candidates chosen by twenty-five members of the selection committee comprising ten faculty members, ten students, and ten alumni.

The Watson Foundation, initiated in 1966-1969, is a program intended to enable college graduates to pursue independent study and travel abroad.

A candidate's proposed program should enable the recipient to pursue a program toward which he already has a personal orientation or conversely, to explore an alternative area of potential interest.

If awarded the Fellowship, candidates have planned to pursue very different areas of study. Melanie Dreisbach will continue her study of a painting by Lucas Cranach the Elder, a 16th century German artist. Melanie first became interested in the painting, "The Three Graces," an art history course last year, in which she undertook a study of the religious significance of the painting. Melanie hopes to reintegrate the painting.

Mimi Griswold will research a photographic study of particular hand movements as a culturally patterned means of non-verbal communication, and tentatively go to France, Spain, Italy, Japan, and India.

Katie See will conduct a study of the nature of prejudice comparing prejudiced attitudes in Northern Ireland, tribal prejudice in Biafra and Nigeria, and racial prejudice in the United States in order to find the mechanisms for overcoming the causes of prejudice.

Canvassing

Tonight at 7 p.m. in Plant living room, there will be an organizational meeting for any one interested in canvassing in the New London community to distribute fact sheets on the war in Vietnam.

Agenda

At its October 27 meeting, The Student-Faculty Academic Committee voted to publicize future agendas and whenever possible, minutes of the meetings.

This week the committee was scheduled to discuss field work. Mrs. Margaret Cobb, director of Community Affairs, was invited to participate, and the committee hopes to examine the possibility of receiving credit for any field work.

Dorian Quintet perform at Palmer Auditorium as part of the Artist Series.

Open Forum/Debates Student "Voice" At Faculty Meetings

by Patricia Strong

The Ad Hoc Committee on Student Representation on Faculty Committees met for an informal discussion on Thursday.

The open discussion dealt with the question of student representation at faculty meetings.

The Committee has already submitted its report on student representation at faculty committee meetings. This report will be presented to House of Representatives on Wednesday, Nov. 3, and it will be presented to the faculty at its November meeting, for a vote in December.

The issue of open faculty meetings is a new question, which the committee believes merits discussion.

Mr. Edward Cranze, professor of history, opened the discussion with the statement that the students' voice should be heard, but that they should not be allowed to vote.

Later in the discussion, Barbara Keshen '70 argued that student representatives in faculty meetings should be present to ensure that all members equal the faculty.

Mrs. Jewel Cobb, dean of the college, felt that students should be allowed to attend meetings in order to become "enlightened members of the community." She felt that attending faculty meetings would be a valuable educational experience for students.

Miss Eveline Otmanke, professor of child development, closed the discussion by pointing out that two questions were really being missed instead of one.

The first question was one of whether students should elect representatives to represent their opinions at faculty meetings.

The second question dealt with the idea of an open meeting, where anyone who was interested could attend.

Various faculty members and students then gave their opinions on the two issues. Barbara Keshen said that she felt it should be "right not a privilege" for students to be represented on all committees.

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**Editorials . . . .**

**Canvass For Peace**

Students are in the midst of planning the November 14 and 15 March against Deaths in Washington, D.C. The March promises to give expression to extensive anti-war sentiment. While periodic demonstrations similar to the November March and the October 15 vigil are important to keep this issue before both the government and the American people, it is also necessary to begin work of a more lasting nature. It is clear that the New London vigil did not mobilize the citizens to continue anti-war activity. Ignorance people can engage in anti-war activity on their own, they must be made aware of the compelling nature of the situation.

It is necessary, therefore, to begin the mobilization of the community through an intensive educational campaign. There will be an organizational meeting tonight to plan a student and faculty canvass of the New London community. Students canvassing will be provided with detailed fact sheets about the war in Vietnam, as well as a list of suggested anti-war activities. With these facts and with this list of activities, both students and faculty of New London will be in a better position to undertake anti-war activity by themselves.

Such community-initiated activity would aim at extending the anti-war base through rallies, rallies, films, presenting speeches involving editors, city officials, P.T.A. members, Kiwanis and Rotary Clubs. The purpose of such an educational campaign would be to pressure local officials to convey the anti-war sentiment of their constituents to President Nixon.

Already 697,324 soldiers have died in Vietnam. This does not mean that the war is over, or that the war is not a direct conflict. Ninety per cent of the annual fiscal budget of the United States goes into the "conflict." To the United States, the Vietnam War is a "self-evident commitment." It is a commitment that has cost the lives of many Americans. It is ridiculous that the United States is willing to continue to support the war, while allowing the Vietnam peace talks to continue. We must utilize every possible means of stopping the war now.

Come to the organizational meeting tonight in Plant at 7 p.m. Canvass for peace . . . human lives may rest on your commitment.

**Letters to the Editor . . . .**

**Satyagraha**

*Editorials*

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The Ad Hoc Committee on Student Representation on Faculty Committees will present their final report on Wed., Nov. 5 their final report. The proposal was formulated after much discussion among the committee members themselves, and

Statement by the Chairman of the Committee:

It is the consensus of the Ad Hoc Committee that acceptance of the principle of student participation in faculty committee activity is of great importance to Connecticut College at this time. Our proposed plan is simple and clear-cut: equal numbers of students and faculty as voting members of the Standing and Special Committees as listed below.

It is possible that after a few years of following this plan, the balance may shift according to the differing functions of the committees. Vassar College, for instance, has some committees with more students than faculty and vice versa.

Our Committee suggests that the students in this phase of the development of a changing relationship between students and faculty where academic policy is concerned. The Student Representatives will share in the process of communicating measures to the Body of the Faculty for their action, rather than in competing for the decision themselves.

It is obvious that there will be problems for the Faculty in the mechanics of setting up the committees, scheduling meetings and orienting the students to the nature of the work. Once the committees are formed, there may be some difficulties in arriving at a consensus in their various deliberations.

For the students, there may be problems around involving sufficient numbers of students in the nominating and election procedures so as to assure a reflection of broad as well as deep student interest. Students are likely to find some of the committees more appealing than others which could give rise to difficulties for students, as there now are for faculty, in finding enough individuals who are willing to serve and able to commit the required time.

1. Administration: The Ad Hoc Committee recommends that student members attend meetings at which matters of academic policy and planning are discussed but not those devoted to action on students' academic standing.

2. Admissions: This committee already has student representation. Our Committee is not aware of any problems or difficulties in this arrangement.

3. Curriculum: It is important that the faculty continue to have the possibility of making decisions in a rapidly changing field. The Ad Hoc Committee recommends the retention of student membership on this committee.

4. Faculty and Student Academic Committees: The Ad Hoc Committee recommends student membership on these committees.

5. Graduate Studies: Ad Hoc Committee recommends that the graduate students have their own nominating committee.

6. Interdepartmental Majors: The Ad Hoc Committee recommends student membership on this committee.

7. Library: Ad Hoc Committee recommends student membership on this committee.

8. Nominations: Ad Hoc Committee recommends that students have their own nominating committee for nomination of student and that the Student Nominating Committee and the Faculty Nominating Committee meet together.

9. Special Studies: The Ad Hoc Committee recommends equal representation of students and faculty in the Special Studies committees.

10. Suggestion Box: Ad Hoc Committee recommends student membership.

Congratulations are in order to Tim Harper who recently won the Larrabee Houses Ping Pong Tournament.
Revised Academic Calendar

Proposed Academic Calendar

1970

September
5 Tuesday Freshmen arrive
8 Friday Freshmen registration

11 Monday Master’s Candidates
14 Thursday Sophomores, Juniors, and Seniors return
18 Monday Opening Assembly

November
25 Tuesday Thanksgiving recess begins at Noon.
29 Saturday Thanksgiving recess ends at 11:30 P.M.

December
10 Thursday First Semester Classes begin

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January
17 Sunday Christmas recess ends at 11:30 P.M.

February
19 Monday Special Studies Period
26 Monday Second Semester Classes begin

March
26 Monday Spring recess begins at Noon.

April
1 Sunday Spring recess ends at 11:30 P.M.

May
7 Friday All Papers Due. Second Semester Classes end
8-10 Sat-Mon. Exam Review Period
11-13 Tue-Wed. Second Semester Exam Period
18 Thursday Commencement

Special Studies immediately following Christmas vacation, the student would have the choice of returning to the three-day Special Studies Period of or beginning during the extended Christmas vacation a more specialized project to be continued during the Special Studies Period. 6. Please note that the spring recess dates are flexible and should be made to coincide with the Wesleyan calendar.

This proposal would be facilitated by the adoption of the proposal for self-scheduled exams.

The proposed calendar is designed to be more flexible than the current calendar, allowing students more control over their academic schedules. Additionally, the proposal includes the integration of Special Studies Periods, providing students with more opportunities for advanced study and research.

The proposed calendar would also allow for more personalized academic experiences, with students having the ability to plan their coursework and exam schedules according to their individual needs and preferences.

Overall, the proposed calendar aims to enhance student engagement and satisfaction by offering greater flexibility and control over their academic experiences.

The following proposal for self-scheduling of examinations was formulated by the Student-Faculty Academic Committee. The proposal was adopted by Mount Holyoke College as a guideline. The Student-Faculty Academic Committee proposes that:

1. On the last day of classes, each student will receive examination registration cards in each of their courses. These cards are to be presented to the registrar on the occasion on which the student elects to take the final examination.

2. The student may request to have the exam scheduled at any location she wishes, with the understanding that all classrooms normally utilized will be at her disposal if she so chooses.

3. All examinations must be completed before the start of the next Special Studies Period or of beginning during the extended Christmas vacation a more specialized project to be continued during the Special Studies Period. 6. Please note that the spring recess dates are flexible and should be made to coincide with the Wesleyan calendar.

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Biological Warfare Talks
Probe Numerous Problems

by Sue Kronick

As part of a nationwide effort to initiate response toward the stockpiling of biological and chemical warfare weapons, Shanti, the college's residence organization, sponsored two noontime discussions on Fri., Oct. 24.

This National Communication Day was the project of a college affiliate group of the United Nations, involving 500 colleges and universities. The discussions here were led by Gordon S. Christiansen, professor of chemistry and Robert S. Santo, associate professor of zoology.

The college affiliate group hoped that this project would arouse public sentiment on chemical and biological warfare because President Nixon and Secretary of Defense Laird are reevaluating their policy on this issue. The U.S. college affiliate group hoped to influence national policy through this effort.

Last year, the United Kingdom submitted a proposal at the Geneva Disarmament Conference to ban the use of all biological and chemical warfare weapons. This proposal was tabled, hopefully to be reexamined.

The Andante was particularly notable in that it didn't give in to excess development. Bent compressed the material and in not overstating, made this petite composition end very soon after it began.

The final movement was just preferable enough to make the listener feel at home; yet the melodies here, on which a chamber group is hardly likely; and the product, even if only given a passing glance by the listener, is at least remembered as being unique, if not down right intriguing.

The subtlety of chamber music attracts the hard core musician, its advantages are many, not the least of which was voiced by Mr. Taylor following the performance when she commented that in a large orchestra, a musician was at the mercy of a conductor; whereas individual interpretation is inherent in a chamber group.

The repertory is so demanding in three words: Decorated Cakes for Birthday Parties and Otter Festivities.

PENNELLA'S
Restauant and Bakery
Downtown New London at
128 State Street
Your Headquarters for
Junior Fashions

Shoes and Handbags... by appagallo

Students participate in the discussion of biological warfare – photo by hockley

Students participate in the discussion of biological warfare – photo by hockley

be at the forefront of new scientific research, he must turn to the monetary resources of a government laboratory.

Government funding involves, inevitably, the military classification of findings. Thus, if a scientist, working under the auspices of the federal government, stumbles upon something that might be militarily useful, he must submit the results of his research to the government.

Consequently, the scientist, whose profession is theoretically objective, must make a moral decision—to work, or not to work, for the government or an affiliated corporation.

Mr. Christiansen believes that the public's primary concern over defense weapons should rest with the desire to eliminate nuclear weapons.

The student attendance at these discussions was poor. Mr. Santo emphasized that the elimination of nuclear or biological and chemical warfare weapons will depend upon the persistent effort on the part of the citizenry to make its feelings known to the federal government.

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The student attendance at these discussions was poor. Mr. Santo emphasized that the elimination of nuclear or biological and chemical warfare weapons will depend upon the persistent effort on the part of the citizenry to make its feelings known to the federal government.
The opinion expressed by Mr. Merstein reflects that of a large per centage of the Connecticut College community who charge that our position is clearly anti-intellectual. However, those who hold this view have obviously missed the point. Why would we advocate a position which negates our very presence at this institution? If our supposition were that all knowledge is impossible without direct experience, would we be better off without the courses, 98 per cent of which have no direct reference to our own experiences or heritage?

To Mr. Merstein and others who have expressed a concern for the rhetoric of the proposal that they have failed to comprehend its essential function in the College. The essential function of the College is to create and foster a public domain of language, thought and knowledge. It is clear that in the modern West neither a creed nor a universally imposed party doctrine can provide this and that we must somehow construct it through the kind of knowledge exemplified by modern science or history. Hence we live in a society which not only should tolerate without fear colleges and universities dedicated to this knowledge, but we should demand that these colleges and universities cannot long exist without them.

At this point, I think that a little reflection will show that in such a college in such a society it is foolish to argue that only whites can teach white history as it is to argue that only a Nazi can teach Nazism as to argue that only a Jew can teach the Old Testament. All these arguments involve a college in what is for the one "against the Holy Ghost," the one unforfeitable sin, which is the denial of its essential function in creating and preserving a public domain of thought and knowledge-a domain within which different religions, different cultures, different ways of life can speak to one another in openness and freedom.

How this came to be so in the West is a long story, one which can be traced either in terms of the development of science and scholarship or in terms of the development of the state and society. In the first case, we see the emergence of a type of knowledge independent not only of religious and political control but independent also of the religious and political commitments of those who pursue it. Disciplines have been created where the questions asked are those on which public agreement can be reached and to which a public answer can be given, even in a pluralist and multiple society. Physics, for example, inherited much from the Greeks, but it is precisely those questions about Being and turned, instead, to the operational commission and measurement of phenomena. History inherited much from the Jews and the Christians, but it rejected any attempt to write a single history of the one people of God; it turned instead to the writing of a public history which can, and must, be accepted not only by Jew or Christian but also by atheist.

Likewise, in our society we have rejected the total Greek solution of the polis, where the political good is identified with the qualified black instructors; to make vigorous efforts to attract qualified black professors (larger community). The opinion expressed by Mr. Meredith and Dean Lorimer evidenced substantial agreement that the College ought to make vigorous efforts to attract qualified black professors. The meeting evidenced substantial dissatisfaction with the positions in which the meeting evidenced substantial agreement that the College ought to make vigorous efforts to attract qualified black professors.