The emphasis of this weekend, according to the committee in charge, is "education" but rather exposure to talented and brilliant women who have much to offer in the way of inspiration to the Black female student. In the words of Alice Mc- Doulgall, "I derive a certain pride from seeing what other Blacks have achieved."

A special anthology of works composed by Connecticut College Black students will be re- leased and sold during this weekend. Co-editors of the anthology are Beverly Phillips '72 and Carolyn Jones '72.

"One point that I wish to emphasize," noted Sue Johnson, "is the uniqueness of the group. Not enough credit and respect has been given to Black women who are outstanding in their fields, just because they are Black. The women whom we (Continued to page 7, Col. 4)

TEACH-IN PROTESTS ABM; FERBER SPEAKS OF DRAFT

by Pat Strong

Mike Ferber at the teach-in - photo by koehne

The Teach-In on Wed., Mar. 12, sponsored by Religious Fellowship, was an explosive in- dictment on the military-industrial complex in American society.

The all-night event began with a talk by Michael Ferber, one of the four defendants in the Spock-Coffin conspiracy trial. Ferber, a junior student at Harvard, spoke on the draft resistance movement as it relates to the general unrest in this country.

In commenting on the presence of students and faculty, Ferber said that in order for a second revolution to occur, the various radical groups must unite and change society in a non-violent way. Although Ferber does not believe in the draft, he also does not agree with the idea of a voluntary army, because the responsibility of the army to the citizenry would be diminished. Ferber set the mood for the panel discussion and film that followed, with his comments on the lack of power an individual has over his community.

Talk on ABM

After Ferber spoke, four members of the faculty talked on various aspects of the proposed ABM (anti-ballistic missile) system.

All four, Mr. Michael Burton, Dr. Julius Meyer, Mr. Robert Glassman, and Mr. John de Gara, instructor in political science, spoke on the economic aspects of the ABM program.

His main point was that this missile system was an "excruciating" decision. The emphasis of this weekend, according to the President's gavel was presented to the new officers and con- cluded, stimulated the Russians to escalate.

The new ABM program would only be the arms race to a heightened state of madness.

Mr. Stearns, instructor in Economics, spoke on the economic aspects of the ABM program.

His main point was that if this program was passed by Congress, the costs involved with the ABM program would significantly affect the American economy.

Funds intended for urban re- newal and other domestic areas would have to be diverted to the

AIB program.

Talks on Social Aspects

Mr. Glassman, assistant professor of sociology, talked on the social implications of diverting billions of more dollars to defense spending in addition to that already being spent.

He pointed out that originally the government had used defense spending to stimulate the economy and is causing higher taxes, inflation and a general unrest in the nation.

Mr. de Gara, instructor in government, dealt with the inter- national implications of embar- rassing on the ABM program.

Citing former President (Continued on Page 7, Col. 1)

Student Gov't. Officers

Sworn In at Amalgamation

The 1969-70 College govern- ment officers were inaugurated at Amalgam on Wed., March 12, by President President President.

The oath of office was given to Katie O'Sullivan, President, Wendy Sloane, Chief Justice, and Barbara Keene, Vice-President. Also inducted were Thelma Maxwell, Secretary, and Eda Rothstein, Parliamentarian.

The President's gavel was presented to Katie by Dean Ger- trude Always Noyes. Dean Noyes stressed the importance of a dynamic relationship between the student body and their elected representatives.

She extended her best wishes to the new officers and con- cluded, expressed the hope that stu- dents would make an effort to keep in touch with all aspects of their community.

Gives Final Speech

In her final speech as Presi- dent, Naomi presented a new plan for integrating faculty com- mittees with student representa- tives. She proposed the immedi- ate formation of an ad-hoc committee comprised of five fac- ulty and five student members.

This group would discuss the (Continued to Page 9, Col. 5)

Faculty favors Committee

On Student Representation

The Faculty voted to create a new joint student-faculty Ad Hoc Committee to discuss "the presence of students as voting members of all standing and special committees of the fac- ulty" at its meeting last Wed- nesday.

In addition, the faculty acted favorably upon Part II of the original Ad-Hoc committee's pro- posal, which called for the estab- lishment of a Student Depart- mental Advisory Committee in each department.

The new Ad-Hoc Committee, proposed by Mr. Lester Reiss, assistant professor of philosophy, will be made up of five members of the Faculty to be appointed by President Shin and five stu- dents to be appointed by the new officers of Student Govern- ment as soon as possible.

The committee will be re- quired to report its proposals to the Faculty by no later than June 1 of the next academic year (1969-70).

According to Reiss' motion, the purpose of the Ad Hoc Com- mittee will be to discuss the following question of policy: The Presence of Students as Voting Members of All Standing and Special Committees of the Facul- ty, and when exceptions must be made to that policy, what alternative devices can be made available to students for the ex- pression of their views.

Give Student Views

Part II provides for the elect- ion in each department of a stu- dent Departmental Advisory Com- mittee within the first month of the college year for the purpose of transmitting to the faculty of the department the student point of view on staff appointment, curriculum and other matters of common inter- est.

The number of students on this committee will vary with the number of majors in the department. As stated in the approved proposal, the goal will be a com- mittee of five to seven junior and (Continued on Page 8, Col. 3)

Black Womanhood Weekend To Emphasize Exposure

by Lynda Herberkowitz

"Being Black, we feel that the Black contribution to America has been neglected. As Black women, we have tried to bring distinguished Black women of many fields to this campus, to talk about what it is to be Black in this society and to discuss the Black experience as it relates to their individual professions."

This is Beverly Phillips' explica- tion of the upcoming Black Womanhood Conference to be held on April 19, 20 and 21. This conference has been in planning for over a year and is the first of its kind.

Under the leadership of Sue Johnson, executive coordinator, a group of Black women in the fields of literature, nursing, education, medicine, philosophy, politics and the fine arts will dis- cuss their professional roles.

On Fri., April 18, registration for the conference will take place from 8 p.m. to 9 p.m. in the evening.

That night, there will be a performance by a volunteer army, because the name of which will be released and sold during this week- end.

A series of lectures and panel discussions will be given on the uniqueness of the group. Not enough credit and respect has been given to Black women who are outstanding in their fields, just because they are Black. The women whom we (Continued to page 7, Col. 4)

The three new College Government Association, 1, to 3, Barbara Keene, Vice-president; Wendy Sloane, chief justice, and Katie O'Sullivan, President.
Published by the students of Connecticut College every Tuesday through- out the college year from September to June, except during mid-year

CONNCENSUS
Established 1916

Page Two

ConnCensus

Wednesday, March 19, 1969

Editorial... NEW DEADLINE

On last Wednesday, March 11, the faculty voted to accept the establishment of a new Ad Hoc committee, to be composed of five faculty members and five students. This new committee will have an expanded domain. It will encompass the consideration of the most expeditious way to achieve student participation on all standing faculty committees. To legitimately evaluate their effectiveness, it is imperative that these proposals be allowed to function for the entire 1969-1970.

As it is now conceived, the deadline for preliminary deliberations of this committee is November 5. We urge the Ad Hoc committee to reconsider its deadline, and to present its conclusions no later than May 14.

In this way we can institute these proposals at the beginning, develop them during, and provide for critical evaluation of them at the end of the next academic year. 

HELP! ATTENTION ALL PERSPECTIVE STAFF MEMBERS:

HELP! We need somebody.

HELP! Not just anybody.

HELP! You know we need someone to

HELP!

(See us Tuesday, Wednesday, or Thursday at the Conncensus office in Crosier Williams.)

Beyond the Wall

by Myrna Chandler

Fairfield University

The board of trustees of Fairfield University in Fairfield, Conn., recently announced that women will be admitted to the undergraduate College of Arts and Sciences beginning in the fall of 1970.

In announcing the trustee's decision that women students at St. John's College, there is a certain amount of channels for the future, will.

be at the beginning of the means of registering student evaluation of the teaching performance of its faculty and of having this evaluation listened to with respect when the College is in the future.

Furthermore, why is there no

The gall of Jerry Ferber's article printed in your issue of March 4 wobbled me. Granted that it is in the interest of general, but perhaps especially at U. C. L. A., some undergo deviant alienation to compare their lot with that of American Blacks during the slave era, or of the Jews in Auschwitz, betrays either gross ignorance or paranoia. Every Black, every Jew, every man of good will would be justified in excoriating Mr. Ferber's hyperbole. 

The channels are open, you say. And indeed they are in many important respects. But there is the inescapable fact that most of the channels for the future will be at the beginning of the means of registering student evaluation of the teaching performance of its faculty and of having this evaluation listened to with respect when the College is in the future.

Finally, in coming together with a mate, we must always remember that in the dormitories, there is opportunism to a knowledge of our knowledge. And, there is little difference in the subjugation on the varying strata. The fact that we have come up with these theories; we discern a duality of both a life-motive and the source of heavenly vaginal orgasm. The "Duke Chronicle," the student newspaper of Duke University, published the following comment:

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"Recently I have read: 'One education commission argues that there is 'persuasive evidence' that as a result of better diet and medical care, today's freshmen three years older physiologically than those of 1900. If this more rapid aging of our students continues at the same rate, I calculate that the 'generation gap' will be completely eliminated about 3600 A.D.'"

Smith College, Amherst College: A course in human sexuality is being offered at Smith and Amherst Colleges this semester. The course will consist of a series of lectures in human sexuality, female-male relationships, pregnancy techniques and response, anatomy, physiology, sex tech-niques and response, pregnancy, birth, contraception and relationships. The lectures will be followed by seminars.

Duke University: The "Duke Chronicle," the student newspaper of Duke University, published the following confirmation of George Washington's birthday: "George Washington, the father of our country, was born on this day in history. He was the President who was so honest that some people said he never told a lie."

This column is open to any student who is not a staff member for the expression of her opinion on meaningful issues.

The days spent at Connecticut College mean little except that resolutions for indecision don't last. It isn't wrong to be manageable ethic for the frustration of a cloistered woman's college. I'm talking about the woman's upper middle class mechanism which says that to abide by seven hours and thirty minutes and living in the time of dreams of the tall and brilliant male who will be her love-life's consummation and the source of her happiness. We have had hard, real dialogue lately about the sexing nature of the dream; pursing it down to instinct, to necessity—regarding the latter as the upbringing and the American Subculture. We have come up with these theories; we discern a duality of both a life-motive and the source of heavenly vaginal orgasm. To have a part in the "love-strife" of the public and the experience basic to a knowledge of our knowledge.

And, there is little difference in the subjugation on the varying strata. The fact that we have come up with these theories; we discern a duality of both a life-motive and the source of heavenly vaginal orgasm. The "Duke Chronicle," the student newspaper of Duke University, published the following comment:

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**Melman Attacks Power of Defense Dept.**

by Anne Lopatto

"The Department of Defense has become a state within a state, a "para-state" employing 55,000 people in central administration alone. This para-state's power lies in the willingness of the American public to comply with its orders." With these remarks Seymour Melman, professor at Columbia University, opened the first panel discussion of the First National Convocation on the Challenge of Building World Peace.

The conference, sponsored by the Fund for Education in World Order, was held at the New York Hilton on Wednesday, March 5.

The program consisted of a morning session of three concurrent panel discussions, a luncheon complete with "dazzling" anti-war demonstration, and a plenary session of discussions.

**Builds "Overkill" Capacity**

Professor Melman made his remarks during a discussion of the question, "Is the U.S. becoming a Militariastic Society?"

Other speakers on the panel included Lloyd Fleischer, civil rights leader, and Kenneth Boulding, professor of economics at the University of Colorado.

In his talk, Melman emphasized the enormous financial and political resources of the Defense Department. According to Melman, the department is "the biggest industry in the world, whose product is killing."

Melman revealed that the Defense Department now spends over $250 million a year on biological and chemical warfare. "Not only do we have enough weapons to kill everybody in the world thirty times over, but we now have an over-kill of chemical weapons, too," he asserted.

Will Cost $650 Million

The proposed Anti-Ballistic Missile system would assure the Defense Department's control over world society.

The ABM would involve 3,000 different industries. The actual long-term cost of the project, according to Melman, will be $650 million dollars.

In a speech following Melman's, Floyd Fleischer, director of the War Resisters League in America, condemned the Pentagon. Documenting American military atrocities from the Indian wars to the present, Fleischer spoke of U.S. involvement in Vietnam as a "racist war."

"In Vietnam, as in Korea, we pit the yellow man against the white man so that we can get the spoils. There is no 'North' or 'South' in Vietnam; there is only one Vietnam." Some God, some Allah must make the arrogant man in this country admit his error, get up and get out of Vietnam."

**Senators Address Group**

At the luncheon which followed, Senators William Fulbright, Jacob Javits and George McGovern addressed the group. While Fulbright and Javits chose to dwell on present and past misdeeds in American foreign policy, McGovern offered his view on the possibility of peace in the

**Representers Needed for ConnCensus**

Wednesday, March 19, 1969 Conn Censsus Page Three
The Lesson is a one act play in which a hen-pecked ornithologist with latent homosexual tendencies is naged by his career-oriented wife into a fatal decision to "turn chicken." His epiphany from "Man" to roostor takes a tragic twist when, upon crowing from his roost, "Henry Penny" lays an egg. Poor "Man"!

Sallie Williams took on a difficult challenge in directing her two seniors, Randi Freelon and Dilys Blum, to deliver a tragic twist to the ridiculous.

The Lesson is a one act play in which the intellectual and timid professor drills lessons on math and philology into her ailing student. The twist is more painful than comic, murderess her during one of her regular psychotic fits of rage, murders her next victim in the spotlight as the Man. Sometimes ridiculous, sometimes pathetic, and usually a power-house of comedy, Randi was given her greatest opportunity for versatility in the role of Simon Says, in which she lets us sample some of every side of her dramatic persona, and she never lets us down. Dilys Blum was indeed a cold and merciless Woman.

The evening was enjoyable; the activities following the plays were interesting, and achieved more than the outright awarding of a trophy. According to Carol Reichstetter of Theater One, next year's plays will be conducted according to the same scheme, and "Compet Plays" will no longer be a suitable name for the productions.

Drama Review

JUNIORS, SENIORS COMPETE IN PLAYS

by Martha R. Sloan

The Lesson fought the strong forces of The Epiphany for absurdity in plot and impact on the audience in the first set of compet plays.

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PHI BETA KAPPA SCHOLARSHIP

Each year the Connecticut College Chapter of Phi Beta Kappa awards a scholarship to a senior or alumna who is planning to do graduate study. Although the amount of the scholarship varies from year to year, last year the Chapter awarded $500.00 to Mrs. Carol Fairfax Bullard of the Class of 1964 for graduate work in the Humanities at Syracuse University. Competition for the scholarship closes on April 20. Any senior interested in applying can obtain application forms either from Dean Noyes or from Mrs. Ohmann in Thames 216. Forms should be returned to Mrs. Ohmann by May 1.

As a follow-up to Wednesday evening's teach-in:

Tuesday March 18, 1969

Snack Bar of Crozier Williams at 7:30 P.M.

An information and letter writing session to government officials and congressmen concerning the ABM and disarmament issues and the Presidio Mutiny trials.

Please bring typewriter, paper, envelopes and stamps.

Please bring typewriter, paper, envelopes and stamps.
**THE ARTS: NOW**

Theatre One will present two one-act plays, "Chamber Music" by Arthur Kopit and "It’s Called the Sugar Plum" by Israel Horovitz on Thursday, March 20; Friday, March 21; and Saturday, March 22. The O'Neill Theatre, located at 730 Broadway, New York City, is open to the public. The plays are part of the annual two-month training program for the O'Neill Playwright's Conference, a respected event in the theatre world.

**Review**

**THEATRE ONE TO PRESENT TWO ONE-ACT PRODUCTIONS**

"Chamber Music" explores the concept of identity and the search for meaning in a world that can be perceived as chaotic and meaningless. The play follows a series of characters who are struggling to find their place in the world, often resorting to violent or unpredictable actions.

"It’s Called the Sugar Plum" is a comedic piece that delves into the complexities of human relationships. The play follows a group of women who are trying to find their identity and purpose in life, often through humorous and sometimes absurd means.

Both plays are directed by Joe Coe, a member of the founding members of the O'Neill Playwright's Conference. The theatre is located at 730 Broadway, New York City, and is open to the public.

**Experimental College**

There will be a conference at the University of Massachusetts this weekend, March 21-23, centering on the establishment of Experimental Colleges and the purposes of education reform. The conference will deal with 1) co-ordination processes and content of educational reform movements at eastern colleges, and 2) plans for a two-month training program for studying means of establishing Experimental Colleges.

Students interested in attending the conference and working to initiate an Experimental College at Conn should contact Katie See in Branford, extension 506.
The following speech was delivered Wednesday night at Induction Anlogy at Naomi Fatt, outgoing President of College Government.

This time I can no longer offer you any previews of coming attractions; I will give you a return before I go.

One of the most illustrious students in the faculty, Mr. Philip Goldberg once made the statement that "typically, people have a great deal more choice than they allow themselves to believe."

These last two semesters as students of the College, we have discovered that we have, or should have, a great deal more freedom of choice and action than we have previously taken advantage of. Specifically, we now recognize three new realms of choice.

There are those things we can do now which we could never legally do before.

There are those things which we can almost do.

And, there are those things we can't do but realize now that we ought to be able to do them.

In other words—mixi rights, mini rights, and no rights at all.

If I may expand. For the first 50 years of this college, we had regulations which were overly binding, unnecessary, just plain ridiculous because, through no fault of our own, we happened to be women. What was worse, not only were we pumped, protected, and stifled because we were women, we had been so socialized out of believing in our capability to act responsibly that we had worked to perpetuate the social chains which bound us.

By the end of this year, we will, if WE DON'T LOSE OUR SERVE, have cleared away the vast majority of superfluous rules. Already we have made the momentous decision that we can wear or not wear whatever we want, whenever we want. We can stay more than three nights per month if we desire, overnight, in another student's dormitory. As a matter of fact we can stay anywhere in the world including within 20 miles of campus. We will extend our communication to the outside world when we get personal phones next year. Finally, there was the dramatic defeat of the local chapter of the Women's Christian Temperance Union when we declared the end to prohibition on campus.

Within the next few weeks we will, hopefully, eliminate curfews, initiate the key system, and unlimited partials. Now that is what the constitution means when it says that social legislation is totally within the student realm.

These changes in social regulations as well as academic changes initiated this year are symptomatic of an examination of our position as women. We have discovered that these are our barriers which limit our ability to choose. One is the wall we erect for us (or against us); the other is the wall we personally and often unnecessarily build up around ourselves. This year, we have begun, as Robert Frost once suggested, "to ask us (before we fortify a wall) what we were walking out or walking in.

There have been a few cracks in the wall which stands between us and full academic freedom as well. Beginning next fall there will be two full-time student members on the Admissions Committee. The curriculum of the new Special Studies Period was planned and administered by students as well as faculty. And, as of last week, we have the privilege of developing our own interdepartmental majors.

Important as these changes are, they do not disguise the fact that students are not represented on any important policy-making academically-oriented committee.

Moreover, although all students and student-faculty committees of the College Government, and most of our communication including Amalgo are open to the whole community, students are still barred from attending, participating in, or being represented in Faculty meetings. The one attempt to gain viable representation on the Advisory Committee resulted in trickery and stalemate.

I would like to take a moment at this point to discuss one rational behind student representation among faculty academic committees.

If we are to change, or are only partially members of this college community, we owe it both the very minimum of participation.

On the contrary, if we are full members, we profit materially as members of the community, as we are, then we are responsible to that community. In other words, we, as well as the faculty and administration, are responsible if a course is boring, a department deficient, or student-faculty rapport and mutual understanding lacking.

We should also be responsible for our part in improved courses, new educational innovations and increased cooperation and understanding among members of the community. Such a responsibility extends beyond the $5,500, eight finals, and at least that many papers and exams we turn in each year.

However, we cannot fulfill our responsibilities as members of this community if we are not given the power to participate in and be represented on those committees responsible for policy or advising the President on academic matters.

Until we have that representation we are second-class citizens, we are initiated without representation and we fit all the other cliches we have been taught to abhor. Although we have not gone on strike or had a riot, this does not mean that we do not have the same deep-rooted problems as those colleges and universities which are, and were, disrupted this year and last.

This year we have attempted to attack the problem of student representation on faculty committees in a piecemeal, step-by-step fashion, hoping to gain admission to one committee at a time. We are now still nowhere.

In view of this, before I leave office, I would like to make one final suggestion. I learned this afternoon that the faculty adopted today the proposal that I am about to suggest.

It is my opinion that we need a formal, comprehensive program for student representation on academic committees, and we need it now.

I would suggest that the new College Government might form, in conjunction with faculty members and student committee which would hold intensive open (Continued on Page 8, Col. 1).
Lyndon Johnson's speech to the United Nations after the Nonproliferation Treaty had been signed, de Gara pointed out that while Johnson was making this speech plans were going ahead in Washing- ton for the escalation of American defenses.

Do the Right Facts
One idea that all four faculty members implied was that there were American facts, even the bare facts, about what the government is doing.

After the panel discussion, the film, The War Game was shown. The British government had simulated thermo-nuclear attack, covering the time period from a day or two before the attack to several months afterwards.

The short hour, the physical and psychological effects of the attack left the audience in shock silence.

Although most of the audience left after the movie, discussion groups formed and talked until morning.

...Lance Corporal Bill Boyer, now serving in Vietnam, has written to Conn Census requesting that the paper not publish anything derogatory about the people of the Viet Nam area. This is a letter he wrote last week's editorial, you may also have felt that it was quite evident that she lacked the ability to handle the emotion she created in that she "did not expect a reaction in her play."

As far as the play being an insult to the Class of '72, I suggest that elections are going to be held soon and that we use this opportunity to do something about the plays that represent our class.

Thank you, Karen Jennifer Sinclari '72

On Policy
Before CONN CENSUS' stalemate, a personal reaction to speech made in the theater is not for them, that they are just as likely to be the great, artist-going Americans, as to the vanguard of a new phenomenon-the spontaneous generation of communal playing troupes, shar ing and certainly not of these communal creations, of experimental collective creations, of planned playing troupes, sharing voluntary poverty, making experimental, collectivist creations, and utilizing space, time, minds and bodies in manifold ways that no one even dreamed of before last fall's statement was published last week's editorial exhibited impartiality to error in not endorsing candidates for Chief Justice of Honor Court.

Unfortunately, this is not the case. The results will be taken into serious consideration then' would have had the legitimate right to endorse candidates, why can't you? May I point out that when a newspaper endorses can didates, it is quite evident that she "did not expect a reaction in her play."

In reality, though, CONN CENSUS should have printed the editorial at all, whether it endorsed one candidate or three. For there exists on this campus no other publication which could endorse one candidate and three candidates. In the real world every candidate is endorsed by some element of the mass media. Thus, in all fairness, you should have assumed your pro-statement of policy practice of partiality in your election issue.

If you have contended, in all sin cerity, to endorse the policy and not the candidate, you should have waited until the elec tion. Had the candidate won, her policy would have been adopted automatically. Had she lost, you then would have had to legitimize the right to endorse her policy and strongly urge that it be taken into serious consideration by the victorious Chief Justice. Unfortunately, this is not the course of events we want to take.

This letter is not written out of bitterness because my candidate did not win, it is written because I felt that all of the other candidates were dealt a slap in the face as a result of dirty politics.

Sincerely yours,
Karen Jennifer Sinclari '72

Analog
To the Editors:
A personal reaction to speech (Continued from Page 9, Col. 3)

Mr. of that (commercial) theatre which caters to the bourgeois elite which has the habits and advantages of going to the theatre today, the cultural elite.

That is, we have to get out of that architecture; we have to begin to get to those people who are damaged, by the whole system into believing the theatre is not for them, that they are too stupid to go, that they cannot understand it.

"Our work is to help them to get them and have a meaningful dialogue with them."

A human observer, because he knows that he is watching a performance like the deliberation upon and rehearsed by actors and directors that is not merely caught between socially imposed norms on the one hand and emotions of the onlooker on the other. Bitterness, intelligence, he knows that an actor is an actor. If he is immersed and uncomfortable when an actor shouts at him, it is because he knows that he is immersed in the majority of Americans do not know the facts, and are not even the bare facts, about what the government is doing.

Some unsaid emotions are emotive, are not intellectual as well as emotional and visceral creatures, we will always come to those dramatical ineffectual theatre which caters to the bourgeois elite which has the habits and advantages of going to the theatre today, the cultural elite.

It is also because he wants to know what is the dramatically suitable way to respond without hurting anyone; because he wants to know what he will tell him—what's his place in the script? What's his place in the script? If they tell him, metaphorically, that he must write his own script, he resorts to humor and good-natured playing-along; if that doesn't make it why, then he will become bitter, he just doesn't understand the game.

Those who do get violent and obscene, he has always found harassing people the Living Theatre when they are not the thing they want it to reach.

Some unsaid emotions are emotive, are not intellectual as well as emotional and visceral creatures, we will always come to those dramatical ineffectual theatre which caters to the bourgeois elite which has the habits and advantages of going to the theatre today, the cultural elite.

...Lance Corporal Bill Boyer, now serving in Vietnam, has written to Conn Census requesting that the paper not publish anything derogatory about the people of the Viet Nam area. This is a letter he wrote last week's editorial, you may also have felt that it was quite evident that she lacked the ability to handle the emotion she created in that she "did not expect a reaction in her play."

As far as the play being an insult to the Class of '72, I suggest that elections are going to be held soon and that we use this opportunity to do something about the plays that represent our class.

Thank you, Karen Jennifer Sinclari '72

On Policy
Before CONN CENSUS' stalemate, a personal reaction to speech made in the theater is not for them, that they are just as likely to be the great, artist-going Americans, as to the vanguard of a new phenomenon-the spontaneous generation of communal playing troupes, shar ing and certainly not of these communal creations, of experimental collective creations, of planned playing troupes, sharing voluntary poverty, making experimental, collectivist creations, and utilizing space, time, minds and bodies in manifold ways that no one even dreamed of before last fall's statement was published last week's editorial exhibited impartiality to error in not endorsing candidates for Chief Justice of Honor Court.

Unfortunately, this is not the case. The results will be taken into serious consideration then' would have had the legitimate right to endorse candidates, why can't you? May I point out that when a newspaper endorses can didates, it is quite evident that she "did not expect a reaction in her play."

In reality, though, CONN CENSUS should have printed the editorial at all, whether it endorsed one candidate or three. For there exists on this campus no other publication which could endorse one candidate and three candidates. In the real world every candidate is endorsed by some element of the mass media. Thus, in all fairness, you should have assumed your pro-statement of policy practice of partiality in your election issue.

If you have contended, in all sin cerity, to endorse the policy and not the candidate, you should have waited until the elec tion. Had the candidate won, her policy would have been adopted automatically. Had she lost, you then would have had to legitimize the right to endorse her policy and strongly urge that it be taken into serious consideration by the victorious Chief Justice. Unfortunately, this is not the course of events we want to take.

This letter is not written out of bitterness because my candidate did not win, it is written because I felt that all of the other candidates were dealt a slap in the face as a result of dirty politics.

Sincerely yours,
Karen Jennifer Sinclari '72

Analog
To the Editors:
A personal reaction to speech (Continued from Page 9, Col. 3)
(Continued from Page 6, Col. 5)

Naomi Fatt

(Continued from Page 6, Col. 1·5)

hearings and closed planning sessions in the next two months concerning student representation on all applicable faculty committees. The faculty has set November 6 as the deadline. I would further suggest that before we leave for the summer, say by May 14, students and faculty should be able to vote on a proposal which has been openly conceived and openly arrived at for student representation on the Advisory Committee, but more importantly, on the Instruction Committee, as well. Proposes concerning the specifics of student representation on other faculty committees could be submitted for a vote by the community no later than the first week in November next fall.

As students we have been given social legislative power, but I fear that we lack the wisdom to do with it. We have been given the power to run things as we see fit, and yet we seem to be lacking in the determination to do so. I feel that we are too often complacent and that we are afraid of change.

As part of their program to show how much better things are, the students at the College have been working hard to make things easier for the students. They have been working to make the college more accessible, more inclusive, and more democratic.

While I believe that the students are making progress, I also believe that they need to do more. We need to be more proactive, more involved, and more determined. We need to stop being complacent and start being proactive.

Finally, I want to congratulate you, the members of the Student Body, for the things we can do now which we could never do before and for those changes we can almost taste. Now and this year we can face the male student members of the college in the knowledge that this year we have moved from the position of women who happen to be human beings toward one of individual independent human beings who just happen to be women.

Meetings Required

In the fall a meeting shall be held with the tenured members of the Department concerning staff, and at least one joint meeting shall be concerned with educational policy, course offerings, and matters other than tenure and staffing.

Both Part I, calling for a parallel and separate student Advisory Committee, and Part III, calling for the creation of an evaluation form, were rejected by the Faculty.

Both parts were proposed by the Ad Hoc Committee made up of Mr. Edward F. Crain, Rosemary Park professor of history; Mrs. Mackie Jarrell, chairman of the English department; Miss Evelyn Gomberg, chairman of the Department of English;Miss Doreen Gomberg, chairman of the Department of Education; Miss Evelyn Onwake, chairman of the Department of Child Development; Mr. Robert C. Canedy, instructor in religion; and Mrs. Ruby T. Morris, chairman of the Economics Department.

At its next meeting on Wed., March 6, the Faculty rejected an amendment to the original Part I. This amendment was similar to the one proposed by the House of Representatives and called for a joint student-faculty Advisory Committee.

Part II was rejected by the Student body, but was rejected by the Faculty. It provided for a course critique which would only go to the instructor and would be kept on file in the office of the Dean of the Faculty.

After a faculty member's first year at the College, his evaluation forms would be kept in confidence and only available to the President, to the Advisory Committee, to Department Chairman, and to tenured members of the Department.

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Why live in the past?
Letters
(Continued from Page 7, Col. 3)
Amalgo held Wednesday, March 5, 1969, and the comments con- 
tained therein. A reaffirmation on my part of the fact that ALL 
women are my sisters (white, black, scotch plaid included), even after such an unnecessary and distasteful comment.
Karen A. Sullivan '69

Small Classes
To the Editors:
One of last week's letters to the editors, regarding small 
classes, expressed student disillusionment with class size. We 
agree, and add that, along with our frustration as students in this 
situation, faculty members experience difficulties as well 
because of the large classes.
The Oriental Religion Course offered last semester provides a 
good example. Both professor and students were constantly aware that much needed dis-
cussion was prevented by the number of students present. Nirvana will never be achieved in a 
class of forty people!
Cynthia Belfie '69

Academic Committee
To the Editors:
Although I found the frequent attacks during the Amalgo speeches two weeks ago on Con- necticut College as "never chang-
ing" or "not changing fast enough" rather unjustified campa-
ign material, I did realize how generally uninformed many stu-
dents seem to be on some major College issues. This is not en-
tirely the fault of the unques-
tioning student since most of 
what transpires in committee meetings is not publicized; much 
can be learned, however, by 
asking those informed, a practice seemingly not undertaken by 
many of the candidates. 
Ending a two-year term as 
Chairman of the Student-Faculty 
Academic Committee, however, I 
now feel obliged to make public what the Committee has been 
doing for that period of time and 
perhaps demonstrate why 
changes are not brought about 
within a month's time, as one candidate suggested.

Before I do so, however, let 
me say that SFAC meetings are 
closed to students and faculty in 
general because discussions can 
be more candid and effective in a 
committee of thirteen who are 
acquainted to working together 
than in a meeting of fifty with 
people wandering in and out, 
coming one week and not the 
next.
SFAC is not closed, however, 
to those with new ideas and pro-
posals, as one Amalgo speech in-
dicted. Any student or faculty 
member with a proposal may 
come to a SFAC meeting upon 
invitation from the Chairman or 
may send the proposal to the 
meeting through a class or facul-

ty representative.
SFAC welcomes new ideas, 
but you must make yourself 
known to a Committee member 
before your idea can be 
recognized.

What about comprehensives? 
SFAC spent much time this year 
discussing this issue, gathering 
views from other schools and 
from faculty and students at the 
Open Forum in the fall.
Based on these sources, the 
Committee worked from the as-
sumption that the comprehensive was desirable as a final integra-
tion of a student's major 
courses enabling her to demon-
strate acquired techniques of her 
field in a manner not achieved 
by a seminar or directed reading 
program.; what needed to be 
reduced was the attendant 
tension and anxiety which 
seemed essentially to arise be-
cause of the way the comp was 
designed. The major student 
complaint that the comp should 
not be a graduation requirement 
could not be satisfactorily re-
solved for any sound academic 
reasons.

Early in March SFAC sub-
mitted a series of recomenda-
tions to the Instruction Com-
mitee which suggested that the 
comp be administered during 
the middle of the senior year, i.e. 
during the Special Studies Period 
in the present calendar. This 
would enable students, who fail, 
to retake the comp before Com-
memoration, and there would be a 
period of at least a week with-
out course pressures to study for 
the exam.
Individual departments would 
decide on the length and kind of exam, perhaps partially take-
home, which best fulfilled the 
purpose of successfully inte-
grating the discipline. Seniors 
would also be expected to take 
finals in their major courses first 
and second semester, so that the 
comp is no longer an "end run" of second semester finals.

(Continued on Page 10, Col. 1)

Amalgo
(Continued from Page 1, Col. 3)
possibilities of student represen-
tation on all faculty committees which pertain to students. Their 
recommendations would be 
announced no later than May 14. The faculty voted Wednesday 
to set November 6, 1969 as the 
final date, Naomi added.

Naomi cited the progress 
which has been made this year in 
the area of social regulations. 
However, she added that these 
changes do not alter the fact that 
students are in no way repre-
sented on any important policy-
making or academic committee of the College.
Naomi asserted that students, 
as well as faculty, have a respon-
sibility to the college community 
as members of that community. 
This responsibility extends be-
yond tuition costs, papers and exams. She argued that students 
should no longer be treated as 
second-class citizens.
Naomi noted that this is an 
academic community, and, there-
fore, student representation in 
academic policy and other mat-
ters is urgently needed.

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Amalgo

(Continued from Page 7, Col. 3)

Academic Committee

To the Editors:

Although I found the frequent attacks during the Amalgo speeches two weeks ago on Connecticut College as "never changing" or "not changing fast enough" rather unjustified campaign material, I did realize how generally uninformed many students seem to be on some major College issues. This is not entirely the fault of the unquestioning student since most of what transpires in committee meetings is not publicized; much can be learned, however, by asking those informed, a practice seemingly not undertaken by many of the candidates.

Ending a two-year term as Chairman of the Student-Faculty Academic Committee, however, I now feel obliged to make public what the Committee has been doing for that period of time and perhaps demonstrate why changes are not brought about within a month's time, as one candidate suggested.

Before I do so, however, let me say that SFAC meetings are closed to students and faculty in general because discussions can be more candid and effective in a committee of thirteen who are acquainted to working together than in a meeting of fifty with people wandering in and out, coming one week and not the next.

SFAC is not closed, however, to those with new ideas and proposals, as one Amalgo speech indicted. Any student or faculty member with a proposal may come to a SFAC meeting upon invitation from the Chairman or may send the proposal to the meeting through a class or faculty representative.

SFAC welcomes new ideas, but you must make yourself known to a Committee member before your idea can be recognized.

What about comprehensives? SFAC spent much time this year discussing this issue, gathering views from other schools and from faculty and students at the Open Forum in the fall.

Based on these sources, the Committee worked from the assumption that the comprehensive was desirable as a final integration of a student's major courses enabling her to demonstrate acquired techniques of her field in a manner not achieved by a seminar or directed reading program; what needed to be reduced was the attendant tension and anxiety which seemed essentially to arise because of the way the comp was designed. The major student complaint that the comp should not be a graduation requirement could not be satisfactorily resolved for any sound academic reasons.

Early in March SFAC submitted a series of recommendations to the Instruction Committee which suggested that the comp be administered during the middle of the senior year, i.e. during the Special Studies Period in the present calendar. This would enable students, who fail, to retake the comp before Commencement, and there would be a period of at least a week without course pressures to study for the exam.

Individual departments would decide on the length and kind of exam, perhaps partially take-home, which best fulfilled the purpose of successfully integrating the discipline. Seniors would also be expected to take finals in their major courses first and second semester, so that the comp is no longer an "end run" of second semester finals.

(Continued on Page 10, Col. 1)
Letters
(Continued from Page 9, Col. 5)
and students will not slack off ... Student Rate with student I.D. Card
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in those courses requiring special
exams would have to be sched-
these two. Another problem occurred
the Registrar within a day or
meant devising a partial schedule
the mechanical burdens of the

from the faculty who prefer to
plicated by Goucher were very com-
involved in this system as prac-

take her exams. The mechanics
which could not be counted on

Generally we found that the
incidence of
discuss and require much
alternatives were examined.

First was complete self-
where each student would submit to the registrar a
number of weeks before the end of
the semester a list of her
courses and when she wanted to

letters were objections from the faculty who prefer to
grade their exams only after they have all been taken and might, therefore, have to wait until the
last day of the exam period, then rush to have all the grades into the
Registrar within a day or two. Another problem occurred in those courses requiring special
equipment like slides; these exams would have to be sched-
ulated by the Registrar which thus
meant devoting a partial schedule on her part as well as handling
the mechanical burdens of the

A second alternative was off-
foring course exams on two dif-
cent exams by the Registrar
for the two courses was confusing
and students felt about changing the system.

We would like to point out to
We would like to point out to

We would like to point out to

Youth has turned out to
be wise and strong, with a
passion for life and a quality
of humanity. Somehow we
managed to raise a generation
of good human beings.
Now, they are in peril. And
so are we. They have become
the guardians of the 'impos-
ible dream' and there is no
hope for any of us unless we
join them with love and with
pride.

Eda Le Shan
New York Times, Dec. 1

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