Student Advisory Cities. Further Educational Goals

by Mary Ann Still and Lynda Herzkowitz

The Student Advisory Committee, which were established to provide broad student representation in decision-making processes within their departments, were assessed for Satyagraha by various students and faculty committees. The original goal was to provide broad-based student participation and to make recommendations for faculty appointments.

In these departments, students on the Advisory Committee have interviewed prospective instructors. According to Judy Heldman, "The students who conducted interviews were especially impressed when candidates showed interest in the kind of community we have. They wanted to know what students had on their minds."

"Personally, I found it rather difficult to assess professors from five years of teaching," she continued. "But I think the opportunity to speak with them, and have them meet us was invaluable."

Another major accomplishment of the student committees has been in various departments is curriculum change and expansion. In the government department, students met frequently during the first semester to discuss and decide upon curricular changes that will be made in the future. According to Marcia Morris '70, "The curriculum needed to be made into a more coherent pattern. Since many of the department members had taught these courses before," she continued, "they were very interested in the changes, and we made the changes we recommended."

These students any faculty agreed to restructure the course offerings around four major areas: American government, comparative government, theory of interest relations. Individual study, directed reading, and honors study could be done within one of these disciplines.

Another innovation in the granting of credit for summer internships, provided that the student prepares a paper and has an interview with her professor. Ellen McVay '70, another member of the government committee, asserted that "Suggestions and contributions from members of the faculty were often far more imaginative than our own."

Advisory Committee meetings in the history department resulted in a change in the number of required courses for the major—ten to eight. Another change was a revision in the advisory system, allowing all members of the department to be official advisors to majors.

The zoology department meetings have occurred often, "We try to meet every week," said John F. Kent, department co-chairman. He cited the small size of the department as a factor in the "good relationships."

"Students were eager to discuss their feelings about courses and teachers," he continued. Among the areas covered were course critiques and possible programs to replace the integrative functions of the committee.

Department size seems to have little bearing on the kind of success and failure. For example, students have experienced more dilemmas because of the smaller numbers of members that have resulted from meetings.

In the classics department, on the other hand, students say that they feel intimidated by the consensus of faculty members, adding that the faculty is not aware of this communication problem.

Methods of communication exist in large departments as well, as evidence in the case of the English department. Eda Rothberg '70, a member of the student committee asserted that both the department's size and the majority of structure can be discussed, contribute to rather unwieldy meetings.

She asserted that it is "extremely important and helpful to both student committee members and to faculty, if students individually approach their professors. Otherwise," she continued, "instructors have no way to assess student attitudes toward courses and teaching methods."

The major issue under discussion is that of an expanded curriculum which would encompass various approaches to literature, in addition to the present historical approach. According to students on the committee, these discussions become increasingly involved with the entire outlook and philosophy of many instructors, resulting in difficulties.

Tangible changes have been slight. The number of major advisories has been expanded from one to six, although students indicate they feel this is still inadequate in proportion to the number of majors.

Eda said that it was difficult for students to be specific proposals to the faculty, and that conversations with other major advisors indicated that their complaints were theoretical, rather than specific.

The co-operative, largely free and open relationship that has evolved with the establishment of Student Advisory Committees is a hopeful sign for academic life at the College.

As Professor Kent asserted, the meetings are not discussions, but confrontations. Students have been increasingly aware of dilemmas faced by faculty in their efforts to provide quality education. Faculty members have become more informed of students attitudes toward teaching methods, course offerings, and departmental expansion.

The consensus of both faculty and student participants indicate that they are coming together to further joint educational goals. The meetings have been part of a learning process for both.

by Allen Carrol

The first unit of the Millstone Point Nuclear Power Plant is about 90% complete. Fuel will be loaded into the reactor in June, and the plant is scheduled to go into full operation in October. The $89 million installation will serve the Hartford Electric Light Company, the Connecticut Electric and Power Company, and the Western Massachusetts Electric Company, all operating companies of Northeast Utilities. The operating capacity of the plant will be 650,000 kilowatts.

In addition, a second unit will be constructed on a site adjacent to this reactor. The planned plant, which will be larger than the one currently nearing completion, will cost an estimated $186 million dollars.

Mr. George Fox, spokesman for Northeast Utilities, stated that the plant will have a capacity of 700,000 kilowatts, and that it should be in operation by April 1974.

Mr. Fox said that talk among some citizens in the area that a third reactor will be constructed in the future was "no plans at the present time for a third reactor."

Both of the power plants at Millstone point will use about four units of water for cooling purposes. The first unit will use 400,000 gallons of water per minute, according to Mr. Fox. The figure will be drawn from Niantic Bay and discharged through a point into a point into a tidal flow through the plant.

The water will be discharged at a temperature 23 degrees warmer than that of the waters of Niantic Bay. This is no small change in temperature. Mr. Fox stated, "The amount of water flowing through the plant will equal 8% of the average tidal flow" through the bay.

The second plant will use 500,000 gallons of cooling water per minute, and will also raise the temperature of the water used in the plant. The amount of water discharged by the second unit will constitute about 11% of the tidal flow, according to Mr. Fox.

Northeast Utilities believes that since the amount of heated water is not great enough to affect the amount of water flowing through

photo by carroll

Niantic Bay, the adverse effects of the thermal pollution from the installation will be insignificant.

The company plans to conduct studies of the effects of the thermal pollution on the aquatic life of the area once the power plant is in operation. Whether the pollution will upset the ecological balance of the area will not be known until after the power plant is in operation and studies are made.

It is unfortunate that the stability of the aquatic environment has to be risked at all. One wonders if Northeast Utilities will spend large sums of money on cooling equipment if by any chance the thermal pollution is found to be harmful to the ecosystem of Niantic Bay.

No equipment now available is capable of filtering the low-level radioactive wastes out of the air and water released by the power plant. Because of the way these wastes will be treated, they will always produce these wastes, which many scientists think may constitute a grave health hazard (last week's column). The construction of the second nuclear reactor has yet to be cleared by the Atomic Energy Commission, although excavation for the second plant has begun. According to Mr. Fox, the AEC will hold a public hearing in the vicinity of the plant site before granting a permit for the construction of the second power plant. At such a hearing, any citizen or group of citizens is free to voice their objections or against granting the permit. The date of the hearing has not been announced.

The construction of similar power plants in other parts of the country and the lassitude of AEC approval of these power plants suggest that it may be too late to attempt to stop the construction of nuclear power plants. There are several government and citizen's groups in several parts of the country.

The state, the Pollution Control Authority, in open defiance of State law, has issued an operating permit, set strict standards for control of radiation from a power plant in construction in north of Minneapolis. Northern States Power Company has filed suit against the state, contending that the state has exceeded its authority in issuing the permit. Scientists and members of the public hope the courts will hear their appeal. (Continued on Page 5, Col. 3 & 4)
Editorials...

A Modest Proposal

There seems to be some confusion about the 11 point proposal for academic change originally outlined in a column of Feb. 24 and discussed last week at individual house meetings. Some students, while not objecting to most of the points proposed, seemed concerned that much has been said to the effect that a structured educational system might be forced upon the unready, or unwilling student. The objection is a valid one, but one which stems in great part from the authors of the proposal's failure to make clear the totally optional character of the proposals.

The intention of the proposers authors was not, as they have since made clear, to make any or all of their innovative ideas mandatory for any student. Rather, every one of the 11 points may be elected, or rejected by the individual student.

The point of the proposal is that each student should have the opportunity to pursue his own education in as unconstrained an atmosphere as possible. Accompanying that opportunity, of course, is a demand for individual maturity and rather strong academic motivation.

The opponents of the 11 point proposal rightly contend that not every student is capable of taking this personal responsibility for his own education. But, given the totally voluntary nature of this academic proposal, no student must be hampered by a lack of structure, if it's structure he really desires. The passage of the academic proposal would, instead, give the highly motivated student a greater opportunity for creative experimentation with his education.

A Remembrance of Things Past

It's too bad that the traditional Induction Amalgo, originally scheduled for March 5, had to be cancelled. Because of the snow, the attendance at the student government candidates' February Speech Amalgo, the prospect of having a successful induction meeting seemed remote.

At one time, of course, attendance at an "Amalgo" was compulsory. With the abolishment of things compulsory, attendance at these "all-college" meetings plummeted. But both the Speech Amalgo and the Induction Amalgo served a purpose. The Speech Amalgo, obviously, served to acquaint the students with the policies of student government candidates.

The Induction Amalgos of old not only acquainted the student body with the candidates, they also provided a real and valuable sense of being a part of a "student body." It's somewhat of a bit sad that the new student government had to start its term "behind the scenes," where they will necessarily remain for most of the year. It would have also been nice if outgoing officers could have spoken to their constituency at the close of their terms.

Letters to the Editor

To the Editors:

Suffrage — A Fraud

This letter is an appeal to all the students of Connecticut College. We will all be accomplices in a conspiracy of hucksters and ignoramuses, if we permit a philosophy department. They have dealt a bitter blow to the life of one of the two black instructors on campus. They are being forced to the edge of em- phatic stringers is philosophizing democracy. They are so typical of "rotz" America. Now that they have been exposed — what are we to do?

No doubt the administration is aware of these activities and they have not contended. They have exhausted their arguments. They have got to get those black instructors at Connecticut College. If you don't believe what I'm telling you, just look around and see how many black instructors are here; not to mention the few black students we have. There has been an authentically liberate Connecticut College.

Students, I urge you to join together; we have a common foe. I say this not because that the only way something can be accomplished. How long are we going to stand by and let these injustices continue — you care about the draft, about pollution, about the war in Vietnam — but do you care about a human being amongst us. If you can show as much enthusiasm in this cause as you have had with your recent academic calendar, then I am sure Connecticut College will become what it professes to be: a liberal democratic institution.

You are the only ones that can lead the black students on the black that student needs. Can we now win back the justice to Conn, or will we continue to struggle democracy until she is no more.

There is no progress without struggle."—F.D.

A Black Student in by Michael P. Fullon

To the Editors:

Quest has become in recent days, an echo-chamber par excellence of American youth. The majority of the members of the Conn-Quest Committee, with the exception of one or two, are eminently rising tide. The abnormally low level of participation of Conn-Quest by the faculty, students and administration of the college makes us believe that Conn-Quest overlooks the "community." At most, there were 350 people in the main-collegium forum, and this number fell rapidly after the first speaker. We estimate that the same number attended the after- noon sessions, but we cannot be certain since at least half of them did not have the courtesy to sign up for the sessions advertised.

It is incomprehensible to us that only 350 students out of 1,400 on this campus were here on the week- end, and the attendance for the faculty and administration was just as bad if not worse. The rudeness of the students walking out of Palmer in the mid- dle of one of their favorite morning speeches was so annoying as the anger of those who stayed in their dorms.

We realize that there are those students who want to participate in a week-end with an unplanned schedule, but all of us, by enjoying being told what to do.

To the Editors:

The article by Susan M. Grewey which appeared in its second instance, represents a misunderstanding of the conflict. "A Fraud" of a point of the eleven-point academic proposal which appeared in the column of Feb. 24.

To say that the proposal pro- "the removal of all aca- demic structure" overlooks the principle of individual options implicit in the points of the proposal. With the exception of the first line of each separate proposal, none of the proposals would operate on a totally optional basis. Thus, the individual would be free to take advantage of as much, or as little, structured form as would best suit his individual needs.

All the structure which presently exists would be left intact if the first line of each separate proposal were not added. This would mean that the structure of the system might be forced upon the unready, or unwilling student.

We agree that "a college should be either leaderless or a form of structured education was suggested. By allowing students to see what was previously seen, or at least all of the options, the proposal provides for the future "the removal of all individual choice. Thus, in turn, would allow each student to design his own education as suited to his individual needs.

To the Editors:

I don't believe that the proposal for the academic recognition of Connecticut College provides a feasible, realistic approach. The only way that a college community was entirely com- posed of people operating to create and produce to their highest capa- bilities. The failure of social protest is that many people either are uncon- tagious or inarticulate, or just are not motivated enough in the academic structure. This would be with the ideological structure, and American secondary school does not produce a large number of students with the motivation and ability to make full use of the system. In my opinion, most of the people presently at Conn are unable to undergo a rigorous structured education. In changing the type of education one would be changing the type of person that would choose to go to the school, and hence its char- acter. This is not bad, but should..."
Two articles in recent issues of Satyagraha, a Controversy column of February 10 and a front-page story of February 17, have called our attention to the matter of large enrollments. Pieces stress the liabilities of large enrollments, especially the difficulty of maintaining standards when numbers grow too great. One of these calls into question the survival of the College unless it preserves the spirit of the small-college-ratio-easy interaction between students and teachers—by adding faculty and many have very attract interest student. The other describes student and faculty frustration, saying that this semester something in the size of some courses reports students' difficulties in gaining entrance to certain courses, and also brings up the directly causes of problems for our present discontent.

Discontent seems well grounded. Large groups intimidate some students. Smaller classes, for instance, can be more effective in teaching. But before part-time students reflects the success of our Return-to-College Program in attracting student interest. The other describes student and faculty ratio during a time of rising costs in higher education. While the College continues to grow, it is expected that the number of courses which may be considered large. The table below shows the advantageous ratio of student-faculty ratio during a time of rising costs in higher education. While the College continues to grow, it is expected that the number of courses which may be considered large. The table below shows the number of courses in the Registrar's Office, Connecticut College.

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Due to the great number of letters to the Editors, and also due to the Editorial Board for feeling that lack of space prevents printing these letters. We regret that we cannot include the comments by those who have already printed on the topic's complexities and to stimulate thinking among students and faculty which will help Connecticut College maintain and advance its excellence in education.

Robert Peters, after her performance in Palmer Theatre One, by day a lawyer, by night a singer, has been performing in the Concert Series. She performed beautifully in the Concert Series on February 10, at night she is in Palmer Auditorium. The audience was held captivated as she sang with her usual emotional power. Ms. Peters' voice has an effective and powerful tone. She seems to project to the top of the balcony without tremendous volume.

Robert Peters, soprano, performs in Concert Series

by Lynda Herrnitz

She performed works by Mozart, Haydn, Strauss and Verdi in the first half of the program. Especially well received was Verdi's "Re Te Caeone" from "Rigoletto." Ms. Peters seemed to get into the spirit of the aria quite well, which had in the previous works, and was entirely relaxed into expressing every note.

In the second half of the program, Ms. Peters performed four more madrigals based on a 16th century Spanish air. Containing the light mood, the performance folk songs from Tennessee, "The Nightingale." She sang a rather emotionally charged "Black is the Color of My True Love's Hair," and Irish and English songs.

The last work of the program was to be an aria from the opera "Dinorah" by Giacomo Meyerbeer, a 19th century composer. The program notes described it as "One of the most difficult of all arias." Ms. Peters decided to substitute an aria from the Barber of Seville, which she sang with great warmth.

Dr. Daniel F. McCull, director of the African Studies Center of Boston University, will be lecturing tomorrow evening at 7:30 in the main auditorium on the topic 'The Impact of Western Europe on the American Indian.' He will be joined by Pauline Ford, associate director of the Center, and Dr. Mary E. Wessell, lecturer in history and African studies.

On Mar. 17 at 8:30 in Palmer Theatre One, the Legal Defense Fund, Karen Kunstman Goldman, title attorney, will be the speaker. Karen Kunstmans Goldman, title attorney, will speak on "Women's Rights to Their Own Bodies: The Street Belong to the People."

Dr. Peters is scheduled to give a program of general successful production.

CONTROVERS
Dean Jordan Explores Complexities "Student-Faculty Ratio", Classroom Overcrowding

dean Philip Jordan

What remedies can be suggested for this dual problem? Changes in departmental staffing and course offerings provide one intractable remedy. Divisional requirements (this is their second year) for stable enrollment patterns require that courses, once become class size departments, will grow and faculty, and others, will contract. This process of redistribution is already under way. But the response inevitably lags behind student demand. While the College's financial resources and its commitment to a wide variety of academic offerings. We will achieve greater efficiency of teaching in smaller classes. We will need to pay for staff in elected ones. We must find other ways, in addition to redistribution of our resources, to maintain conditions hospitable to excellence in teaching and learning.

Let us, first of all, not insist dogmatically that all good courses are performed with large classes. Small classes, in consultation with faculty and others, can provide rich occasions for learning. Departments with too few students represent third of the College's total student body are under-enrolled. The number of courses which may be considered large. The table below shows the number of courses in the Registrar's Office, Connecticut College.

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BOOK REVIEW

The Success Major: An Educational Crime
by Valerie Fletcher

Education becomes more universal, our universities grow larger, and the masses demand more, but it does not necessarily entail a better, more productive education. This is the opinion of Robert M. Hutchins in his book, "The University." In American colleges, students are confronted with a field of study and are ignoring many other useful subjects. As a result, Hutchins points out, a journalist does not need to be a liberal in a journalism class, rather, he learns better through experience than through a newspaper.

Hutchins also insists that students should not be taught only one opinion on a subject. Textbooks should be revealed to students capable of mature reasoning. No ideology or propaganda should be banned as too controversial. In Hutchins' view, students will be able to discuss, discuss, and evaluate the conflicting beliefs and choose the most reasonable one.

In order for such controversial subjects to be taught, universities must exist independently of government. Professors should not be liable to prosecution from the government because of their views, as they were under the investigations of Senator Joseph McCarthy. Teachers should be held responsible to the trustees of their college, not to any earthly government. He insists that education is admirable, but he neglects to point out that they lead lives that are narrow and far from wise.

Hutchins protests this entire American educational system. He insists that education returns only what it gets, not more. He questions the production of wise citizens. In order to do this, students must populate wants to provide a better product. Everyone should understand the accomplishment of success, but to be a success. In order for such a concept to be taught, universities must exist independently of government. Professors should not be liable to prosecution from the government because of their views, as they were under the investigations of Senator Joseph McCarthy. Teachers should be held responsible to the trustees of their college, not to any earthly government. He insists that education is admirable, but he neglects to point out that they lead lives that are narrow and far from wise.

The school's no help either... Spring Creek High school has 2 teachers who live in Hot Springs and they teach the kids who go to Hot Springs High schools. The nearest Spring Creek the kids have to stay is the Kolbe Center.

The thing is Hot Springs doesn't notice that the kids wander around the campus as possible. At least up at the cocktail theater for two months so...when I was in the school I walked around the school. In fact a few years ago the school board elected one of the ballot was stolen and supposedly thrown in the French Broad River-stuffed full of blouses--Everyone knows who runs it all.

But everyone is scared to death of the school...I'm a... I used to be that all teachers were forced to "donate" $100 to the democratic party of the city! I think that its hard for people to get anything with less than 5th grade education--only 30 years ago. This really is an amazing thing.

We do have a doctor arriving on March 1st--Pure Luck! He is our teaching medical, which the Mayor runs and got talking about getting all the students signed up on a semi-retired basis. The clinic is being fixed up after 6 years of lying alive. The roof leaked and no one noticed--the once the movie theater is open! So far we've got some enthusiasm, as one kid said "I oughta work on..." Another student asked Jack "Heaven IS a place to go and relax away work in the coffee house. campus as possible." What little coffee house among students, but would attract more people, more copies there... reading the comic books or playing around the school....

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But everyone is scared to death of the school...I'm a... I used to be that all teachers were forced to "donate" $100 to the democratic party of the city! I think that its hard for people to get anything with less than 5th grade education--only 30 years ago. This really is an amazing thing.

We do have a doctor arriving on March 1st--Pure Luck! He is our teaching medical, which the Mayor runs and got talking about getting all the students signed up on a semi-retired basis. The clinic is being fixed up after 6 years of lying alive. The roof leaked and no one noticed--the once the movie theater is open! So far we've got some enthusiasm, as one kid said "I oughta work on..." Another student asked Jack "Heaven IS a place to go and relax away work in the coffee house. campus as possible." What little coffee house among students, but would attract more people, more copies there... reading the comic books or playing around the school....
The "Living-Learning Community" is a recently formed group of students at Wesleyan University, equally divided between men and women, who believe that there is an immediate and urgent need to build free, autonomous and legally communal-type communities across the United States.

They recognize the merit of not only isolated, rural communities but also the equal validity for communal groups at the focal points of American life, in particular in the city and on the college campus.

The inspiration and idea for this type of community began with a visit to Pendle Hill, a Quaker community outside of Philadelphia, Pennsylvania. Thus basic philosophy of this type of community was more clearly spelled out for the organizers after they read Theodore Roszak's "Making a Counter Culture" which emphasizes the need for the young generation to build permanent institutions based on fundamental concepts of the community.

The organizers view the "Living-Learning Community" as a potential catalyst for the creation of "Weaver Towns" as mentioned by Dave Gerard and Mark Hodges, the United Nations. This type of community began in Philadelphia, Pennsylvania. The basic philosophy of this type of community was "The Form for a Critical Education", a new and still developing outgrowth of the self-disolving ECP. Although this group is completely separate from the "Living-Learning Community," the "Form" is representative of the type of activity in which the organizers of "Community" foresee their group becoming involved. The members of "The Form" hope to initiate revivals in twenty Experimental Program courses and suggest more effective approaches to instruction by participating in actual classroom situations, especially at the introductory level. They also hope to attract students interested in reworking programs of constructive and creative works of their choosing. The members hope that this will eventually stimulate other students and faculty to follow their lead.

Similar communities have been formed in other locations, such as "The Living-Learning Center" at Ohio State University and "Project Ten," an extension of Free University City in the city of Massachusetts. Project Ten included five registered students and was conducted during the Fall Semester of 1969-70.

UP AGAINST THE FIRED WALL???

By Cheryl Tennin

It's been a few minutes out from this newspaper to the YWCA at Connecticut College (community in optional counseling to provide a cushion). Have we been stepped on? Mistreated? Ignored? Or annoyed at being there and going on here at Conn? Come to Judiciary Board somewhat offers a unique service — we deal with problems of academic, residential, and social nature for those members of the College who CARE — care enough to do something about it. It's natural to have conversations and complaints be dealt with quickly, subtly, but thoroughly. When there is a student voice to be heard — we listen.

Judiciary Board will be an original counselor and judge. But — it needs every student — the intimated one and the opinionated one; the flamer and the scholar — to come forth and add his voice and ideas. Please note the following for present-like situation.

Chairman of J.B. — Anne Keene, 7B, extension 582, extension 511, Harkness.

Chairman of Class of 71: Carlos Tascarella, box 1890, Wright; Lucy Van Gelder, box 1940, Branford.

Class of '72: to be elected.

Chairman of Class of '73: Val Fletcher, box 1785, Knowlton, Wendy Wade, box 1070, Freeman.

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House of Rep Debates
Academic Proposals

by Peggy Melms

Julie Sgarri assumed her duties at the president of Student Government at the House of Representatives meeting Wednesday, February 25. After some preliminary discussion about matters to be taken up at future meetings, the major business began.

Linda Manno was at this time and brought to the discussion of "Guidelines for the Academic Community" published in the Controversy column of the February 24 issue of Satyagraha. She appeared anxious to stress that ten of the eleven points of the report are "totally optional". The existing structure of the College would not be swept away, A student could continue by the present rules if so desired. If he did not, he would be able to take advantage of the leeway this proposed program would afford.

The only point Linda feels could not be optional is an ungratuated freshman year. One representative suggested that freshmen should know their grades so that they could get some idea of the quality of work expected from them. However, the grades would not be revealed to students.

Much discussion centered on point four which would provide every student with the option of taking a course pass/fail or a letter grade. The general feeling was that an unsystematic grading system would endanger some students, chances of getting into good graduate schools.

Perhaps the College should allow for a transitional period of two years during which students would be free to take courses a grade of pass/fail, but punished with credit if they wanted a letter grade. "EXACTLY WHICH EUROPEAN COUNTRIES DID YOU VISIT?"

(Continued from Page 2, Col. 5)

CO-MING EVENTS

JULIARD STRING QUARTET
March 11
8:30
Palmetto

EASTERN CONN. COLLEGE
William Dale
March 15
8:30
Palmetto

Richard A. Underwood
March 11
7:30
Chapel

PENNELLAS RESTAURANT AND BAKERY
Decorated Cakes for Birthday Parties and Other Festivities

"EXACTLY WHICH EUROPEAN COUNTRIES DID YOU VISIT?"

Women (Continued from Page 5, Col. 5)

with him the means of eliminating possible injustices due to sex.

Miss Torrey met with Pres-

ident Shin on Feb. 24 and asked him to urge department chairmen to seek women candidates and examine their qualifications for promotions in order to avoid future inequities. President Shin was also asked to keep records of the relative status of women in the College and to report the results to the chapter for the next few years. According to Miss Torrey, President Shin was agreeable to these suggestions, and she hopes that this effort will eliminate the differences between the professional status of men and women.

Miss Torrey commented also that the results of the survey should not be taken to imply that Connecticut College is more dis-

riminatory than other institu-

tions. On the contrary, she passed that few if any other schools, with the exception of other women's colleges, would have as good a proportion of women or show less bias against them than this College. However, she said, "this does not release us of the obligation to achieve justice on our own terri-

try."

Miss Torrey stated that "there is absolutely no reason why hiring women in quality institu-

tions. As an example of this did-

closed her own experience. In 1951 she received her PhD from Berkeley and was not one single institution of higher education of men and women States that would hire me to teach." In 1955 Connecticut College decided to accept her application on this system.

Finally, Linda Manno an-

ounced that her dorm was starting a preregister program whereby students doing independent study or an honors thesis will hold hours twice a week for interested students. A list of subjects offered by students tuned up. You had better believe it! Where did Mama go? To ELMORE SHOES of course!

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Gail Coad '72

Photo by CPS

photo by CPS

COMING EVENTS

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"EXACTLY WHICH EUROPEAN COUNTRIES DID YOU VISIT?"

(Continued on Page 7, Col. 15)
Dear Sirs:

In the February 10 and the February 17 issues of Satyagraha, column was devoted to the pollution problems in the local area. The writers of this series focused upon the monolithic mili-

tary structure as a prime pollutant of the Thames River area.

In their fine and noble effort to expose those who are damaging our environment, they overlooked the Connecticut College community.

Even though we do not directly dump sewage into the Thames, we are not guiltless as polluters. One cannot help but notice the black smoke that belches from our physical plant smoke stack. Nor is it difficult to see the chewing gum wrappers, bits of paper, Coke and beer cans scattered about the campus. One can almost fail to smell the notorious fumes emitted from the cars driven on campus.

If the writers of this series are looking for commitments for a March recipient of the Local Contrib-

utors to the Death of Our Species award, I think it only fair that we award ourselves this prize.

Sincerely,

Cynthia Haines, '72

Dear Editors,

I was not surprised to learn that the "Liberal Mafia" of Con-

necticut College is alive, well and holding public meetings in the chapel. But I must confest that I had not suspected the appropri-

ateness of my designation until I saw a picture of the group in the February 24th issue of Satyag-

rah. Indeed they looked remark-

ably like my idea of a gathering of Sicilian bandits, mustachio and all! (What a pity Mr. Chastian-

son's gold earring was not visible.) But never mind appearances. I suppose one should cast a sym-

pathetic eye on the rather desper-

te efforts of long-handed aca-

demics to pass themselves off as sturdy longshoremen.

Of particular interest was the reported remark of Professor Smalley conceding that, "The conserva-

tives may be harassed on campus ..." That's precisely a point we've been trying to make. He spoiled his statement, how- ever, by adding, "... but they have it all going for them on the outside." We're not sure. After all, we do have to suffer people like John Lindsay, Jacob Javits, Chuck Goddell, David Brinkley, and William Fulbright (to name only a few), and indulge Black Manifestos, Portnoy's com-

plaints, and the lay sermons of Eric Severeid, not to mention those mindless, monstrous mani-

festations in the streets on behalf of "Student Unrest of the 50's" kind. That's true. It's true that Liberals have been telling us for years that faulty social structures are responsible for all of the evils of the world. But their traditional receipt for Utopia has been, of course, to RESTRUCTURE society through political, eco-

nomic, and social reform. Now they talk of doing away with structures of society. They would say: "Let's change the -structure instead of re-

structure!" I'm afraid that's something dangerously like anarchy that they are now pushing. Heaven help us! If they start applying their laissez-faire principles to eco-

nomics we'll be back to 17th century capitalism. I can think of a worse fate, but I'm sure they can't. From the sidekicks we con-

servatives have been trying to shout about the sin that there are biological, psychological and moral causes for all the ills that afflict us. Having no illusions about human nature, we resist all reckless attempts to change or eliminate our institu-

tions, for we strongly suspect that whatever crops up to replace them (and something will; anarchy is not possible in the real world) will be as bad, probably worse, and possibly even catastrophic. And we resent the victimization of the healthier sectors of society that results from the complex and costly experimentation undertaken by well-meaning but amaturish idealogues.

Whether or not anyone wants to admit it, victimization is now a fact at Connecticut College. The girl to whom I'm engaged, a stu-

dent there, has told me that a small army of gipios has firmly in-

herited the dorm doors. Living life almost impossible for serious students.

I shall say no more. The forthcoming publication of the former VAF chapter, (now trans-

formed into the "WING COALITION of CONN COL-

LEG") will tell all. I've read the drafts and must advise you not to miss the explosive revela-

tions and incisive sketches soon to appear. Almost shamelessly tam-

pered upon... "Jellyfish Shain, piggly and all clarns, who has prevised over the degeneration of the College..." Bloodhound Shepherd, tirelessly sniffing out the footsteps and direction of Sloan Coffin of Yale... and... "that shell and cravious Jay-

bird Reis, whose chief aspiration is to become the Marquis East." I am reminded of an adsite observation made by a gentleman who spent his evening with the "Liberal Mafia." Mr. Oliver Brown said, "You can't become com-

munity at an animal level." In-

deed not.

Wm. Todd Whittington, Ill

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"At the foot of the hill"
Case Wins Freedom of Press  
For State College Newspapers

BOSTON-(CPS) - A Massa-
chusetts U.S. District Court judge
Monday handed down a ruling
against pre-publication censorship
of student newspapers at state-
supported colleges.

In the case of the Fitchburg
State College Cycle, Judge Arthur
Garlin Jr., ruled that "prior sub-
mission to an advisory board of
material intended to be published
in the Cycle, in order that the
board may decide whether it com-
plies with responsible freedom of
the press or is obscene, may not
be constitutionally required either
by means of withholding funds
drawn from state activity fees
or otherwise."

Harold Dunog, the attorney
representing the Cycle, termed the
case a landmark case and said the
decision which applies to student
newspapers at public-funded col-
lleges throughout the country, is
significant "in terms of freedom
of the student press."

Editors of the Cycle took their
case to court last fall after Fitch-
burg State College President
James Hammond revoked news-
paper funds because they printed
Eldridge Cleaver's article "Black
Papers 225 Bank Sl. 443·6808

GLEEDS aelreyer article "Black
Newspapers". After the Cleaver arti-
cle appeared, Hammond set up a
two-member advisory board,
which he said was acting as a censor. The free-
press provision of the first amendment prohibits
the state from acting as a censor.

The decision was based largely
on the "censure" supervisory powers of the advisory board. In an 18-page opinion, the court said
there is no exception. "The
(Fitchburg) policy conferred
complete control of the content
and design of the student publica-
tion," the court wrote, "and
nothing in the advisory board's
powers authorizes the board to
be merely another copy of the
state's own censorship.

"The state is not necessarily the ununedder of
what it creates and fosters. Having
fostered a campus newspaper, the state may not impose
arbitrary restrictions on the mat-
ter to be communicated. Because of the possible social value of a free student voice in an
independent student awareness, it would
be inconsistent with basic assump-
tions of free amendment free-
doms to permit a campus news-
paper to be merely a vehicle for
ideas the state or the college
administration deems appropriate.

Power to prescribe classroom cur-
rriculum at the state universities
may not be transferred to areas
not designed to be part of the
colleges," the court has not indicated
whether it will appeal the case.

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NEWS NOTES

The sophomore and junior
class Composh Plays have been re-
scheduled for Tues., March 10 at
8:00 p.m. The sophomore class
will present Tennessee Williams'
"Something Untinkped", and the
junior class will present Jean
Claude Van Italie's "Interviews" in
the Experimental Theatre in
Palmer Auditorium.

**

Princeton University Press pub-
lished on Wed., March 4 a major
historical analysis of mid-nine-
tenure-century Japan, written by
Thomas R. H. Havens, assistant
professor of history. Most of the
research for Havens' 250-page
volume was done last year in
Japan on a fellowship from the
National Endowment for the
Humanities.

**

"A Weekend at the Metropoli-
tan," sponsored through the
Biology Foundation, has been planned for college
and graduate students on March
20, 21 and 22, 1970, to enable
them to study the second of the
Museum's Centennial exhibitions,
"The Year 1200", and to take
part in a special program of activi-
ties.

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