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Connecticut College

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Connecticut College, "Satyagraha Vol. 53 No. 10" (1969). *1969-1970*. 12.
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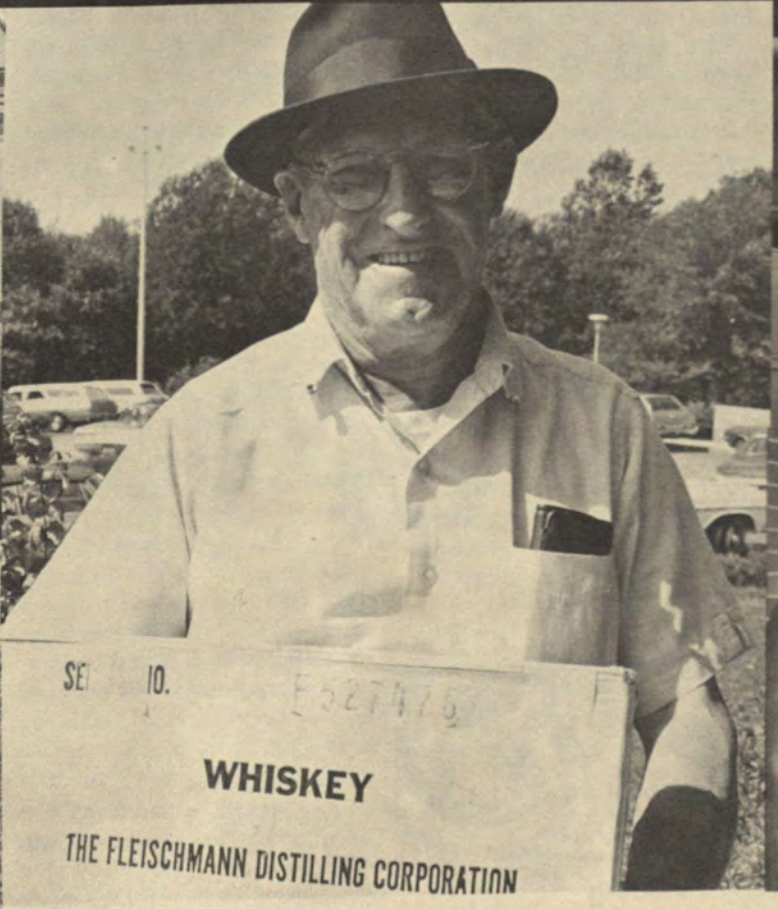
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Satyagraha

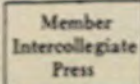
CONNECTICUT COLLEGE



Satyagraha

Established 1916

Published by the students of Connecticut College every Tuesday throughout the college year from September to June, except during mid-years and vacations.
Second class entry authorized at New London, Connecticut.



REPRESENTED FOR NATIONAL ADVERTISING BY
National Educational Advertising Services
A DIVISION OF
READER'S DIGEST SALES & SERVICES, INC.
360 Lexington Ave., New York, N. Y. 10017

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Linda G. Rosenzweig '71 Barbara E. Skolnik '70
Associate Editors
Barbara R. Keshen '70 Linda L. Manno '70

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Editorial . . .

Cliches Assume A New Meaning

The beginning of a new academic year is usually a signal for summoning up the old cliches about progress, about innovation, about what a promising year this will be, but this time the cliches take on new meaning.

The promise of this year is enhanced because, freed from the pettiness of social legislation, the college community can turn to the more significant issue of academic re-evaluation and change.

The forthcoming open forums of the Ad Hoc Committee on Student Representation on Faculty Committees provide an opportunity for the expression of opinion on the way students can best share in the decision-making process which affects their academic lives.

The newly-established Office of Community Affairs can add a new dimension to student life through community involvement. The opportunity to work directly with government agencies, with tenants' organizations, and with local redevelopment authorities can help acquaint students with the mechanisms of social and political change at the local level.

Unquestionably, a new outlook, one less self-assured but more exciting than that of past years, promises to pervade every aspect of the College.

"Satyagraha"

"Satyagraha" is an Indian word which means literally Truth Force. We hope to be able to live up to this idea.

Brave New Dawn

This Thursday each department will sponsor a meeting to elect student representatives to the newly formed Departmental Advisory Committees. For the first time there will be a legitimate channel of communication on the departmental level through which students and faculty can cooperate in matters of mutual academic interest. It is hoped that these Committees will establish a precedent for increased student participation in all aspects of campus life, while offering us the opportunity to demonstrate our ability to share in these responsibilities.

Therefore, each department will elect a committee "for the purpose of transmitting to the faculty of the department the student point of view on staff appointments, curriculum, and other matters of common interest." The members of the Committee will be elected from the junior and senior classes.

They will then meet with the faculty of the Department at least twice a year, and more often at the initiative of either the Department or the Committee itself.

The function of these Advisory Committees is important within itself. But more importantly is their position as the first step toward faculty student participation in an area traditionally void of student opinion. This Thursday the student body will go on trial. We must demonstrate at that time that our desire to participate in academic affairs is not that of a vocal minority, but that of a concerned student body.

Letter to the Editor

To the Editor:

I'd like to take this opportunity to express my appreciation to the Powers that be for their planning and construction for the highway leading from the Arts Center past Bill, Fanning and New London.

Or perhaps the new road leads toward the Arts Center—more eyes should focus on that magnificently expensive and expensively magnificent structure.

Considering the many, many worthwhile expenses of the College and its efforts to please faculty, students and departments with high salaries, low tuition bills and required facilities, I'm thankful that Connecticut College was financially equipped this summer to fulfill the ambulatory needs of its residents.

Not only might the College have lost its insurance had students stumbled on ugly, dirtworn paths, not only might tandem teams of bikers have catastrophically crashed had they not been guided by the white glare of the new cement thruway, and not only might the beautiful green have been utterly ruined by off-limit feet and spokes, but also the College might have wasted a timely financial opportunity had it not invested in the new highway. Certainly this highway is pleasingly practical, and ostentatiously attractive.

Perhaps, since this monstrosity of a "sidewalk" is very much with us, we should all express appreciation. I hear psychedelic sidewalks are very groovy nowadays.

Randall Robinson '70

NEWS NOTES

Juniors and Seniors who plan to elect one first semester course Pass/Fail are requested to file a Pass/Fail Subject Card in the Registrar's Office, Fanning Hall, by Fri., Oct. 3 at 4:00 p.m.

Further details concerning Pass/Fail courses are given on page 56 of the College Bulletin.

The Student Health Service will again present a series of four lectures on sexuality. The first lecture, which will be on human anatomy, physiology and venereal disease, will be given on Oct. 6.

The remaining lectures are scheduled for Oct. 13, Oct. 20 and Nov. 4. All will be held in Palmer Auditorium at 7 p.m.

A "Master Class and Lecture in African Dance" will be presented on Thurs., Oct. 2 in the Dance Studio of Crozier-Williams. Mr. Edmund Duodo and Mr. Abraham Adzenyha, visiting artists from the University of Ghana, will give the presentation.

The lecture will begin at 7:30. Observers are welcome. Dance students interested in participating should contact Mrs. Martha Myers.



Topic Of Candor

WHAT'S TO BE DONE

by Barbara Keshen '39
Linda Manno '23

At the risk of sounding at best conservative, at worst reactionary, we acknowledge that radical social change has been rapidly achieved on this campus. Unfortunately, however, this observation does not obscure the fact that academic liberation has been slower in coming.

The C-Book of three years ago was a veritable testament of "Thou shalt nots". Thou shalt not drink in the dorm. Thou shalt not entertain male guests except between the magic hours of 1-6 on Sunday—not to mention behind closed doors.

Thou shalt not entertain a female guest more than two nights a month. Thou shalt not enter or leave the dormitory after the 12:00 witching hour. Etc. etc. etc.

With the burial of these scriptures, social freedom was attained. But constraint lives on in the form of archaic academic imperatives.

Admittedly, there has been progress toward the liberalization of these restraints. Yet, a lessoned restriction remains, nevertheless, a restriction.

Thus, academic reforms appear necessary to insure personal enrichment, the expressed aim of

the liberal education.

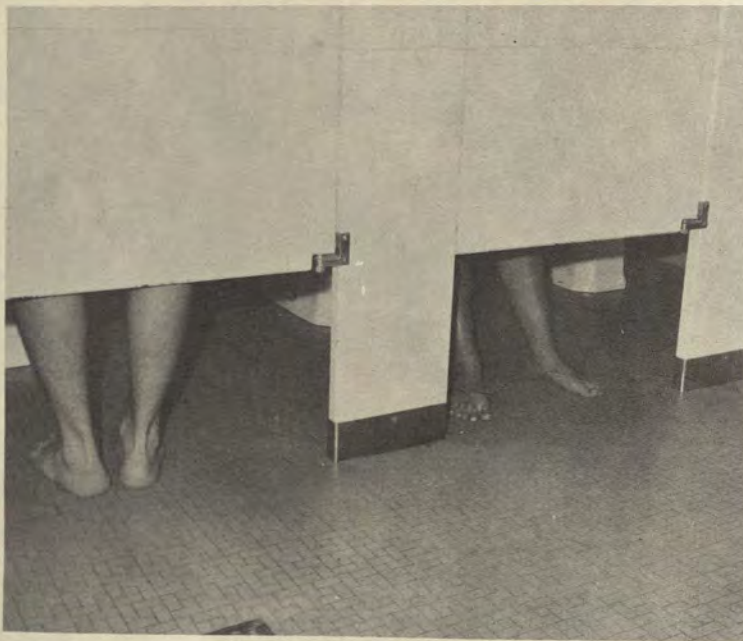
Such reforms would include:

- 1) the abolition of compulsory majors.
- 2) the abolition of required courses.
- 3) suggested rather than compulsory prerequisites.
- 4) the abolition of the traditional grading system and the consequent institution of an optional pass/fail system.
- 5) self-scheduling of exams.
- 6) extension of the special studies period.
- 7) institution of an experimental college system in which students could create credit courses to be taught by either qualified professors or equally competent students.

The realization of this ideal is within our grasp, but only if we approach our goal with the same determination and thrust which eventually culminated in social liberation.

The education we strive for is unqualified and unrestrained. The academic freedom we seek is inalienably ours.

There's A Guy In The John Or: Parietals Are Passed



—photo by keshen

Conn College, laudably endeavoring to keep up with the times, must still contend with the stigma of being a "Suitcase College." But now it's the guys who are packing and road-tripping on Fridays, coming to Conn to celebrate open parietals.

Freed From Fishbowl

With a smug grin the dates cruise past the Pinkie Palace, nod to the hapless Bell ladies, and charge upstairs. Freed from the fishbowl living room, punctuating curfews, and increased expense of Miss Clark's boarding house, boyfriend willingly frequent the dorms.

All Dorms Open

At house meetings Wednesday night each dorm opened its doors to male visitors all day, every day. Even Harkness, expected to register the reactionary vote on campus, voted in favor of maximum hours.

The Europeans Do It

Last year's experiment with open hours was discussed with shocking candor. Val DeVuyt '70 proclaimed to all of J.A., "Last

year there were guys staying overnight . . . and it was really nice!"

Concern about bathroom privacy was voiced and dismissed with sophisticated shrugs, "The Europeans do it."

Repercussions

Whatever the various opinions of the vote may be, we have to face the inevitable repercussions—crowded Friday classes, disgruntled, outcast roommates, and the strange feeling of sitting in the john and noticing that the feet in the adjacent stall are bigger and furrer and facing the other way.

The Ad Hoc Committee on Student Representation on Faculty Committees will hold the first of three open forums this Thurs., Oct. 2, at 5 p.m. in the Main Lounge of Cro.

The open forums are designed to gather student and faculty opinion on the issue of student representation so that this opinion may be considered in the forthcoming Ad Hoc committee report.

East Asian Studies Program Proposed

by Pat Strong

A discussion of the possibilities of initiating a major in East Asian Studies was held Tues., Sept. 23. It was sponsored by the Asian Club and by Thomas Havens of the history department.

Chris Webb, '70, president of Asian Club began the discussion by introducing Pam Brooks, '70, who has been trying to gain faculty and administrative support for the East Asian Studies program.

Pam pointed out that such a program would be advantageous because it would allow a student to gain an appreciation of the entire Eastern culture rather than confining the student to the requirements of a history major or a Chinese major.

Havens Discusses Format

Havens discussed the format that an East Asian Studies program might include. He stressed that new courses would not have to be added but could be drawn from several departments with courses dealing with East Asia, in particular with China, Japan and India.

The only new course which would be added would be an interdepartmental seminar.

Havens added that faculty opinion seemed to indicate that most members were in favor of

such a program.

Others Favor Program

Several members of various departments, among them the history and Chinese departments also spoke in favor of the program.

The comments and reactions of those present at the discussion revealed that most people felt that student interest in an East Asian Studies program is more than adequate, and that the program would not result in any great expense to the College.

Shain Voices Concern

President Charles E. Shain, however, raised several questions regarding student interest in the program and the feasibility of such a program.

President Shain pointed out that student interest quickly dwindled in the American Studies program after the administration decided to study the possibilities of that program.

President Shain believed that student interest in the East Asian Studies program was a "faddish" interest that would fade after plans for such a program were underway.

These questions raised by President Shain were never fully answered and the discussion ended in a quandary, perhaps to continue at a later date.



Co-ed kisses the hand of Vice-President Barb Keshen at Matriculation. —photo by rosenzweig

SANTINI STRESSES NEED FOR ED. REFORM

by Barbara Skolnik

An open advocate of a federal system of education, John A. Santini, chairman of the Department of Education, came to Connecticut College in order to "think" about the past and present character of American public education and to offer his experience in the field to his students.

No stranger to the world of decision-making, Santini hopes to provide the students with background, perspective and some experience in thinking about education and making decisions in education.

Before accepting the position of chairman of the education department, Santini was superintendent of the New Haven public school system which was plagued with many disturbances last year.

Need Criteria

Santini strongly believes that one of the greatest problems facing educators is how to make

decisions. Speaking from his own experience, Santini explained that today most decisions are made without the benefit of criteria, aims and pre-established methods of fulfilling these aims. Even the relatively simple question of whom are we trying to educate is still undefined.

One example of this lack of direction in the educational decision-making process is the failure of schools to reduce substantially the high dropout rate. Santini stated that the fault lies partly in the failure of educators to recognize the validity of non-academic education and the value of relevant instruction.

"We defer the time when we allow people to enter the real world. First there is high school, then college, and then post-graduate work. But high school students often want to do something worthwhile now. We have got

to give these students a feeling that they are doing something today, something that is relevant."

Give Students Worth

"For example we took inner high school students and paid them to tutor other inner city students. It was a highly successful program because we gave the people a sense of worth as they continued their own education," explained Santini.

In reminiscing about his own experiences as a superintendent, Santini described the unrealistic expectations of the public.

"Here's a society that's sick; but the public still expects its superintendent to have all the answers, i.e. decide the resources to be used, how they are to be distributed, and then actually implement these projects; but this is impossible."

Santini compared his job as (Continued on Page 5, Col. 3)

College Council Backs National Moratorium

by Linda Rosenzweig

College Council voted Thursday to endorse the national Oct. 15 anti-war Moratorium and to appeal to faculty and students to do likewise and to suspend classes.

This new student campaign calls for a cessation of all "business as usual" on Oct. 15 in order to pursue the business of ending the war in Vietnam.

The Vietnam Moratorium, organized in July by veterans of the McCarthy and Kennedy campaigns, has been endorsed by 500 student leaders, student body presidents and college editors.

Broadened Base Sought

Nation-wide organizers have committed themselves to spending the day in the community with door-to-door campaigns, teach-ins, rallies and vigils, rather than participating in regular campus activities.

In this way, they will carry the issue of the Vietnam war to the larger community to try to encourage others to join them by working against the war rather than in their regular jobs.

The work of October 15 is geared toward building an enlarged and lengthened moratorium of two days in November and three days in December, continuing until there is complete American withdrawal or a negotiated settlement in Paris.

Although the moratorium for public action would have its largest initial success in the academic community, it is hoped that others—high school students, businessmen, labor union locals, churches, professionals and politicians—would agree to participate in later months.

Participants on the local level would then organize related activities against the draft, ROTC, chemical and biological warfare, and counter-insurgency research in ensuing months.

Called Top U.S. Task

"Ending the war in Vietnam is the most important task facing the American nation. Over the last few years, millions of Americans have campaigned, protested and demonstrated against the war. Few now defend the war, yet it continues," said Sam Brown and

David Mixner, Moratorium organizers, in a statement issued in early July.

"Death and destruction are unabated, bombs and fire continue to devastate South Vietnam. Billions of dollars are spent on war while the urgent domestic problems of this country remain unattended.

Moreover, the war has had a corrupting influence on every aspect of American life, and much of the national discontent can be traced to its influence," they stated.

Rejecting recent announcements by Administration spokesmen of token troop withdrawals, the coordinators said, "The announced displacement of 25,000 and 35,000 American troops would bring the total to 60,000, the number former President Johnson said could be brought home without damaging the war effort.

Policies Remain Unchanged

"The discredited policies of the past which have brought about this American tragedy have not been changed.

"We follow the same military advice which has created a futile and bloody conflict while we cling to the same policies which have caused the Paris negotiations to falter.

"Tokenism" Not Enough

"The token displacement of 60,000 troops is simply not the substantial change of policy that is so desperately needed.

"Thus, it is necessary for all of those who desire peace to again become active and help bring pressure to bear upon the present Administration," organizers concluded.

Referring to a New York Times

article of Sun., Sept. 14, organizers of the Moratorium draw attention to an informed source outside the Administration who says he has a channel of communication into top levels of the government.

The source contended that the purpose of the troop withdrawals was to calm domestic dissent while continuing the present course of the war in Vietnam.

Committee Suggests Activities

The Moratorium Committee has published a list of suggested activities for October 15, including holding town meetings, debates and anti-war rallies, canvassing door-to-door in order to get people to come to the above to talk about the war, contacting "opinion makers" such as editors and publishers, mayors and city officials, Rotary and Kiwanis Clubs.

They suggest, also, holding vigils to read lists of war dead in front of draft boards and government buildings, setting up study groups in homes and churches, and showing anti-war films in downtown theatres.

Plans For Workers

Suggested plans for workers and employees include not working on October 15, arranged either by a vote or by calling in sick, and then holding lunchtime discussions and observing a one-minute of silence for peace.

Unions are urged to run advertisements stressing the increase in taxes because of the war budget.

The poor and minority groups can stage peaceful marches on city hall to demand reordering of priorities and giving to the poor the money which now goes to the war in Vietnam.

Students Organize Drive To Help Flood Victims

by Sharon Tayne

"About 500 yards south, the surf has resumed its relentless game of tag with the beach, while a mile and a half further inland the trees and fields lie in a tranquil and seemingly unmolested natural state; immediately into the setting sun a stream of thick, rich chocolate "syrup" meanders towards the open sea; and everywhere else the eye meets the breath-taking view of shocking white, finely ground, sugary sand, occasionally dyed dapple gray or musky brown by some underground spring of fantasy."

The above description was written "... approximately 14 feet above the former location of the Gulf Coast Highway and Scott Avenue corner in downtown Pass Christian, Mississippi."

The author is William Jones, a Seabee in the U.S. Navy, who is presently working on the Gulf Coast of Mississippi to help rebuild the area that was destroyed by Hurricane Camille in mid-August.

At present the Seabees and the Red Cross are the only organizations working down there.

Mostly Volunteers

Most of the Seabees' work is also volunteer since the government has not yet started sending money. They are presently trying

to put a program through Congress that will allocate money to this disaster area.

Right now they are working on building shelters, getting people into homes, burying the bodies of those killed in the holocaust, and trying to enforce some standards of health—there is much typhoid and water pollution from the dead bodies.

In addition almost all communication has been cut off from the area and towns as close as Jackson, Miss. do not yet know how bad the situation is.

Mass Media Not Effective

"For the first time in my life I have observed first-hand the lack of ability of our mass media to get the story across. I pray that as communication lines are opened up, the extent of this tragedy will reach all of America—we sure need help," Bill writes.

"So add to the above description the daily scenes of human despair and utter misconception of our effort to uncover—if not recover—the past.

"I'm afraid I accept it as fact—our present technology cannot justify any real effort to do other than write this town off as a total loss.

"Where is the town? Where did (Continued on Page 5, Col. 4)

DEAN'S LIST - SECOND SEMESTER

CLASS OF 1969

GROUP I (3.75 - 4.00)

Bishop, Sally-4.00
 Bonniol, Anne L.-4.00
 Bowden, Karen
 Brooks, Jeanne-4.00
 Busch, Sara-4.00
 Butkus, Elizabeth-4.00
 Chaney, Dianna
 Croft, Margaret-4.00
 DeCioccio, Francesca-4.0
 DiCaprio, Carmela-4.00
 Dilzer, Kathleen
 Fitzgerald, Susan
 Fitzpatrick, Danielle-4.0
 Hicks, Donna-4.00
 Horowitz, Nancy-4.00
 Koblas, Claudia
 Kunstadt, Ruth-4.00
 Murillo, Maria
 Newman, Judith
 Oliphant, Jill
 Radcliffe, Dolores-4.00
 Taschner, Joann-4.00
 Tilghman, Wendy-4.00
 Tousley, Ann
 White, Sue-4.00

GROUP II (3.50 - 3.74)

Amdur, Ruth
 Ayers, Jane
 Bamberg, Judith
 Beale, Susan
 Berman, Nina
 Blanchard, Lucia
 Boone, Julia
 Bouchard, Janet
 Bronson, Claire
 Brown, Sara
 Cornell, Linda
 Doodlesack, Lee
 Dorros, Karen
 Earle, Barbara
 Feigin, Barbara
 Fenn, Leslie
 Freelon, Randall
 Gans, Carol
 Goslin, Penelope
 Hagerstrom, Jane
 Hickox, Linda
 Hutchinson, Anne
 Keiser, Gretchen
 Kibling, Barbara
 King, Suzanne
 Kodis, Harriet
 Kuh, Audrey
 Marks, Rhona
 Morgan, Judith
 Osano, Joanne
 Osborne, Cynthia
 Paul, Susan
 Perno, Anne
 Quimby, Susan
 Rheinlander, Karen
 Robert, Catherine
 Robinson, Diana
 Scharlotte, Susan
 Sigal, Susan
 Slotnik, Joanne
 Snyder, Carla
 Sommerville, Molly
 Tenenbaum, Anne
 Thomas, Louise
 Thorward, Susan
 Tovar, Amelia
 Varela, Maria
 Walqui, Laura
 Waga, Pamela
 Weinberg, Ann
 Whitlock, Deborah
 Willner, Ann

GROUP III (3.00 - 3.49)

Abel, Linda
 Aponte, Zoilita
 Baker, Deborah
 Barber, Ann
 Barlow, Mary
 Beardsley, Nancy
 Belfer, Cynthia
 Bell, Venetia
 Benner, Arete
 Benson, Paula
 Bileski, Carol
 Blum, Dilys
 Bogaty, Heather
 Boyd, Sara
 Brackman, Alicia
 Bradford, Harriett
 Brereton, Elizabeth
 Brush, Nancy
 Budington, Martha
 Bulkeley, Deborah
 Bunce, Katherine
 Burnham, Christina

Buschhoff, Elaine
 Cameron, Laurie
 Chockley, Nancy
 Coon, Karen
 Cooper, Evelyn
 Cunningham, Gail
 deCourcy, Lynn
 Dell, Susan
 Denegre, Dinsmore
 Deneke, Jean
 deVogelaere, Suzette
 Dondero, Christina
 Earle, Jacqueline
 Eldridge, Claire
 Farley, Carol
 Ferguson, Darryl
 Fisher, Leslie
 Fraser, Karen
 Gabriel, Babette
 Gerleman, Gail
 Gierke, Vera
 Ginsburg, Lynda
 Glass, Linda
 Goldstein, Gail
 Golub, Judith
 Griffis, Kathleen
 Gumo, Patricia
 Hanser, Mary
 Harasimowicz, Helen
 Harper, Diane
 Hayes, Bonnie
 Hayward, Lisa
 Hershman, Laurie
 Holland, Marjorie
 Hollander, Adrienne
 Holme, Penelope
 Hooper, Jane
 Horstman, Penelope
 Hosmer, Joan
 Icken, Sylvia
 Kaempfer, Margaret
 Katz, Michele
 LaCava, Anita
 Lane, Janice
 Lehninger, Erika
 Lombardo, Paula
 Lombino, Susan
 Lougee, Ellen
 Macalister, Carol
 Main, Linda
 Marienberg, Evelyn
 McCarthy, Kathleen
 McCoy, Linda
 McGilvray, Linda
 McLean, Shelagh
 Mills, Shirley
 Mirandy, Joan
 Montgomery, Katherine
 Payne, Nancy
 Pearson, Lisa
 Phillips, Stephanie
 Pite, Barbara
 Platts, Linda
 Pollock, Deborah
 Rapp, Judith
 Rawson, Gale
 Robinson, Ellen
 Rowe, Sara
 Rydstrom, Christine
 Saner, Katharine
 Sargent, Anne
 Saunders, Mary
 Scheckman, Mary
 Schmidt, Margaret
 Schoenbrod, Nancy
 Schofield, Pamela
 Schwalm, Catherine
 Shafer, Nancy
 Shannon, Molly
 Shulman, Gail
 Smith, Shelley
 Steinberg, Ellen
 Stern, Barbara
 Sullivan, Karen
 Sullivan, Meredith
 Terwilliger, Susan
 Tobin, Elizabeth
 Turner, Sandra
 Warner, Kimberly
 Weast, Marilyn
 Wellington, Alice
 Whitney, Mary
 Wims, Laurie
 n, Prudence
 rt, Regina
 vich, Sally

CLASS OF 1970

GROUP I (3.75 - 4.00)
 Alvarez, Mauricio-4.00
 Barnes, Margaret-4.00

Bass, Joan
 Boles, Barbara-4.00
 Browne, Johanna-4.00
 Chandler, Myrna-4.00
 Florida, Nancy
 Foster, Deborah-4.00
 Grenadier, Ellen
 Heilman, Judith-4.00
 Knapp, Pamela
 Nash, Laura-4.00
 O'Brien, Regina
 Palay, Susan-4.00
 Rome, Janet
 Roses, Barbara-4.00
 Rous, Amy
 Sokolov, Cynthia
 Soule, Barbara
 Sze, Ann
 Wassman, Diane
 Yeomans, Janet

GROUP II (3.50 - 3.74)

Beam, Faith
 Beh, Martha
 Benjamin, Nancy
 Bostwick, Cheryl
 Carrington, Paulette
 Chrupcala, Lynne
 Clash, Susan
 Conrad, Cynthia
 Dahn, Leslie
 DeMatteo, Madelyn
 Dion, Barbara
 Fowler, Kathleen
 Fruhan, Catherine
 Hanson, Linda
 Hawes, Barbara
 Howard, Cynthia
 Hunter, Madeline
 Kaplan, Linda
 Laudone, Anita
 Levy, Diane
 Lewis, Susanna
 Limberg, Peggy
 McKay, Deborah
 Morris, Marcia
 Pederson, Joyce
 Pheterson, Gail
 Richman, Jane
 Rosen, Donna
 See, Katherine
 Summers, Margaret
 Wick, Mary

GROUP III (3.00 - 3.49)

Abodeely, Frances
 Anderson, Cheryl
 Antoinetti, Joan
 Antonelli, Karen
 Appenzeller, Sally
 Austin, Nancy
 Bacchiocchi, Elizabeth
 Ball, Betty
 Bard, Sara
 Barron, Susan
 Baum, Janet
 Bernstein, Patricia
 Biro, Mary
 Blickwede, Karen
 Bliss, Pamela
 Branigan, Jane
 Capodilupo, Diane
 Cary, Frances
 Chintz, Karen
 Christman, Priscilla
 Clarity, Mary
 Cohen, Peggy
 Colton, Leslie
 Conditto, Kathryn
 Conrad, Lynette
 Dennis, Margaret
 Derman, Susan
 Derr, Jane
 Dille, Ann
 Doerge, Diane
 Duncan, Nancy
 Eisenberg, Emily
 Ekberg, Mary
 Elander, Janice
 Ferguson, Suzanne
 Ferretti, Nancy
 Flamer, Alana
 Fournier, Suzanne
 Gaynor, Barbara
 Glancy, Jean
 Graham, Juliette
 Greeley, Sarah
 Green, Barbara
 Greene, Vicki
 Griswold, Mariana
 Haddad, Joan
 Haller, Joan
 Handy, Alice
 Harrington, Joanne
 Harvey, Emily

CLASS OF 1971

GROUP I (3.75 - 4.00)

Chakarian, Dale
 Dagle, Joan
 Emanuelson, Cheryl
 Harrison, Elizabeth
 Maduro, Jennifer
 Magun, Carol
 McDonnell, Lisa
 Platt, Nancy
 Salomon, Julie
 Simon, Diane
 Wolff, Adele

GROUP II (3.50 - 3.74)

Albano, Patricia
 Alvarez, Julia

Haseltine, Suzanne
 Heenan, Anne
 Hermann, Barbara
 Hinton, Wendel
 Hitt, Andrea
 Hunt, Diana
 Jones, Marjorie
 Jones, Susan
 Joy, Della
 Kavanagh, Beatrice
 Keil, Mary
 Kerachsky, Elaine
 Kilfoyle, Denise
 Kimberly, Carolyn
 Kjell, Karen
 Kozimor, Christine
 Kron, Susan
 Kuskin, Karen
 Larkins, Margaret
 Lee, Terry
 Lenehan, Patricia
 Ley, Christine
 Liebig, Sarah
 Liebman, Mary
 Linendoll, Marilyn
 Locke, Susan
 Lush, Linda
 Mara, Mary
 Marks, Amelia
 Maxim, Katherine
 McAllister, Janis
 McVay, Ellen
 Mile, Ann
 Moore, Martha
 Morhardt, Constance
 Murphy, Sara
 O'Brien, Margaret
 Parks, Anne
 Platner, Joan
 Reihl, Nancy
 Reynolds, Barbara
 Robinson, Lynn
 Robinson, Randall
 Rockoff, Bonnie
 Rogers, Judith
 Rothenberg, Eda
 Ruisi, Sandra
 Sagan, Barbara
 Sagan, Emily
 Schiff, Heidi
 Schlenger, Nancy
 Schulman, Andrea
 Schwartz, Joan
 Seybolt, Doris
 Schaffer, Janet
 Shaw, Linda
 Sherbourne, Rachel
 Simon, Celia
 Simonian, Susan
 Smith, Dorothy
 Smyth, Deborah
 Snyder, Kathryn
 Spiro, Georgia
 Staley, Lynn
 Staples, Valerie
 Steenburg, Suzanne
 Tayne, Sharon
 Thompson, Katherine
 Thornton, Susan
 Troadec, Barbara
 Tuomi, Joan
 Verchinski, Diane
 Ward, Amy
 White, Marian
 White, Sally
 Whitney, Annette
 Wilkens, Linda
 Williams, Barbara
 Williams, Estelle
 Williams, Tena
 Wilmot, Sandra
 Young, Martha
 Zucker, Valerie

Beck, Susan
 Draper, Sara
 Feeney, Susan
 Firestone, Carole
 Fischer, Margaret
 Hackenberger, Margaret
 Hagberg, Dorothy
 Harris, Ruth
 Higgins, Mary
 Kahn, Barbara
 Katz, Susan
 Maxwell, Anne
 McCarthy, Kathleen
 McLean, Gloria
 Parker, Cynthia
 Reynolds, Ronna
 Scott, Susan
 Securo, Phyllis
 Sgarzi, Julie
 Stein, Patricia
 Tagliavento, Joyce
 Terry, Jane

GROUP III (3.00 - 3.49)

Abbate, Diane
 Anderson, Judith
 Andresko, Marilyn
 Anschuetz, Susan
 Armen, Elizabeth
 Ballinger, Barbara
 Bernard, Bette
 Bezis, Cheryl
 Bigelow, Gloria
 Borkin, Judith
 Boyer, Wendy
 Breg, Elizabeth
 Burks, Margaret
 Cannon, Patricia
 Carter, Candice
 Christie, Jeanne
 Danzger, Barbara
 Del Favero, Lucia
 Demeter, Ildiko
 Dern, Judith
 Dickinson, Barbara
 Dreyfus, Janet
 Dyess, Eugenia
 Elliott, Jane
 Emerson, Elizabeth
 Epstein, Randy
 Errede, Beverly
 Fineberg, Barbara
 Finkel, Deborah
 Finley, Roberta
 Gittleman, Ann-Louise
 Glassman, Judith
 Gomez, Consuelo
 Goodrich, Virginia
 Harris, Lynn
 Hartmann, Margot
 Hayes, LaMarian
 Heldman, Judy
 Henderson, Lucia
 Herskowitz, Lynda
 Hirschhorn, Susan
 Holton, Darcie
 Hughes, Nancy
 Hyde, Andrea
 Isenberg, JoAnne
 Jackson, Dorothy
 Josephs, Mary
 Joyce, Judie
 Kendrick, Helen
 Kennison, Anne
 Kim, Jean-Hyo
 Kline, Marlene
 Korim, Reva
 Krauss, Pamela
 Lahr, Barbara
 LePage, Paulette
 Lewis, Alisa
 Liddle, Gretchen
 Linas, Anne
 Locher, Valerie
 Lowlicht, Nan
 Marshall, Jennifer
 Martin, Janice
 Mason, Merrill
 McGregor, Laurie
 McQuade, Francine
 Miller, Doreen
 Newmaker, Marica
 Nolan, Amy
 Olcott, Lois
 O'Rourke, Patricia
 Parker, Charlotte
 Parker, Susan
 Pedicino, Nancy
 Peet, Melodie
 Peterson, Kathleen
 Piazza, Donna
 Pond, Deborah
 Post, Jennifer
 Ramo, Alice
 Regula, Christine
 Richmond, Leslie

Nancy Kay Florida, Regina Anne O'Brien, Susan Ellen Palay and Diane Elizabeth Wassman, all seniors, were named Winthrop Scholars at opening convocation. These students were chosen to receive this distinction on the basis of their early election to Phi Beta Kappa after only three years of college study. Andrea M. Bond was named the new Irene Nye Scholar for achieving the highest academic average in last year's freshman class of 418 students.

Rosenberg, Joan
 Ryan, Wendy
 Schiavone, Michele
 Schmidt, Mary
 Seltzer, Barbara
 Shellman, Feay
 Shepherd, Bonnie
 Shorkey, Dinae
 Simsarian, Linda
 Speed, Leslie
 Sullivan, Linda
 Swartz, Carolyn
 Swayne, Terry
 Sze, An-Ming
 Talbott, Wendy
 Topping, Nancy
 Van Voorhees, Lucy
 Vater, Carol
 Walton, Alice
 Warner, Sandra
 Welsh, Sharon
 Whitney, Pamela
 Wilson, Kathleen
 Winters, Pamela

Bergin, Mary
 Brassard, Jane
 Brown, Penelope
 Close, Nancy
 Coad, Gail
 Comstock, Becky
 Cooper, Barbara
 Dalessio, Nancy
 Dickson, Deborah
 DiStefano, Deborah
 DuBrul, Karen
 Duggan, Patricia
 Emery, Susan
 Emslie, Margaret
 Falor, Julia
 Farmer, Randye
 Finbury, Elaine
 Fisher, Margaret
 Frawley, Betsy
 Gagan, Sara
 Gerrish, Merrily
 Giordano, JoAnn
 Goodman, Sherry
 Gorog, Robin
 Gorse, Lynn
 Gould, Sandell
 Govoni, Carol
 Grieser, Barbara
 Grube, Barbara
 Haines, Cynthia
 Handly, Patricia
 Hatch, Dorothy
 Helpert, Holli
 Hewes, Nancy
 Hurwitz, Rhona
 Johnson, Sarah
 Jones, Carmen
 Jones, Maureen
 Kaull, Nancy
 Kinnard, Susan
 Kip, Isabel
 Kruschwitz, Katherine
 Kurash, Cheryl
 Landers, Roxane
 Lawrence, Susan
 Lee, Linda
 Lefren, Erika
 MacCoun, Nancy
 Markowitz, Enid
 Marshall, Nancy
 Martens, Deborah
 Mathieu, Deborah
 McLean, Barbara
 Merian, Susan

Meyer, Jodie
 Miller, Lynne
 Mills, Priscilla
 Olcott, Jessica
 Ouimet, Nancy
 Pierson, Deborah
 Podnek, Linda
 Porcelan, Nadine
 Porto, Jayne
 Rafal, Mary
 Rice, Robin
 Ritter, Ruth
 Riznik, Lynn
 Rockwell, Anne
 Schwartz, Elizabeth
 Shaffer, Constance
 Silverman, Linda
 Silverstein, Zona
 Smith, Judy
 Smith, Lois
 Strong, Patricia
 Swope, Mary
 Thoma, Patricia
 Thompson, Lydia
 Thorson, Candace
 Torrey, Carolyn
 Urbanetti, Deborah
 Vine, Patricia
 Wadsworth, Mary
 Ward, Jennifer
 Waxman, Marjorie
 Wedberg, Robin
 Welles, Catherine
 Westlund, Shelley
 Whittaker, Helene
 Williams, Margaret
 Wilsey, Pamela
 Wolf, Susan
 Zaccheo, Barbara

CLASS OF 1972

GROUP I (3.75 - 4.00)

Bond, Andrea
 Bongiovanni, Gail
 Cooper, Kathleen
 DeNofa, Beverly
 Farrell, Mary-Elaine
 Fenwick, Valerie
 Goldstein, Mary
 Harrington, Paula
 Hogeman, Jane
 Kuethe, Christine
 Kyle, Nancy
 Lee, Carol
 McNamara, Nancy
 Paul, Shauna
 Towne, Ava

GROUP II (3.50 - 3.74)

Cannelli, Corinne
 Christie, Mary
 Davis, Victoria
 Dematatis, Virginia
 Eldredge, Judith
 Fleming, Barbara
 Kraus, Mady
 Lane, Nancy
 Lightbown, Susan
 Lopatto, Anne
 Mabey, Nancy
 Magee, Alison
 Merian, Susan
 Mitnik, Stacie
 Platner, Sharon
 Ruddeforth, Karen
 Sheldon, Ann
 Styer, Martha
 Tousignant, Ann

GROUP III (3.00 - 3.49)

Abrams, Joanne
 Acosta, Orquidia
 Ainslie, Barbara
 Alfano, Beverly
 Anderson, Carolyn
 Anderson, Reggie
 Appel, Susan
 Ashton, Patricia
 Baker, Bonnie
 Barash, Faith
 Barker, Jean
 Berg, Christine

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Jean Paul Sartre

DARE

SANTINI (Continued from Page 3, Col. 3)

superintendent to that of a plant manager in an automobile factory. "There is someone that designs the assembling process, someone else designs the machinery, someone else assembles it, and someone else inspects it, but we don't expect the plant manager to do all these jobs. Therefore why does the public expect the superintendent to accomplish everything?"

Although he describes himself as once a dreamer, Santini still is enthusiastic about establishing the ideal task force that would study in depth the educational system in each city. According to Santini, present reports simply rehash old information.

His plan would call for a complete reordering of priorities such that education would receive the attention of all the country's resources. But, more importantly, there would be a commitment from the local, state and federal governments to implement a realistic strategy mapped out by the special task forces "regardless of cost."

Santini explained that instead of the government subsidizing physicists, space scientists and defense operations, it would subsidize members of the task forces: sociologists, anthropologists, educators and other social scientists.

Needed Institutional Promise

As superintendent of New Haven public schools, Santini failed in an attempt to initiate such a project because of lack of financial support from public and

private organizations. "Individuals offer their services, but there was no institutional support."

In reference to Conn's Department of Education, Santini was hesitant to express too many grandiose plans, such as urban education programs, for fear of producing rising expectations among the students.

Although he believed that Conn was too small an institution to make a significant dent in the field of education, Santini hoped that this department will assist students in understanding society and its educational system, and will encourage them to do something most relevant.

"The problem is that we don't have enough brain power in America. To be a good educator you have to have heart and brains. Too often other fields of study are more attractive to those who have "brains."

"The students at Conn have the brains and the heart, and I want to impress upon them the need for improving public education."

Miss, Floods

(Continued from Page 3, Col. 5)

this choking sand come from? If only the townspeople could find it in their hearts to comprehend reality."

Needs Personal Items

According to Bill what is needed most is personal items such as soap, toothpaste, sanitary (Continued on Page 7, Col. 1)

Book Review

by Barbara Keshen

In *The Last Temptation of Christ* Nikos Kazantzakis depicts the character and struggle of Jesus Christ in a way wholly relevant to the concerned youth of today.

Kazantzakis does not pretend to historical or Biblical accuracy; yet his interpretation of Jesus the man and Jesus the social activist is valid and valuable.

The young man Jesus is described as a youth deeply concerned with his relation to the world around him. He is torn between the selfish desire for his own personal happiness and pleasure and the obligation he feels to the socially oppressed peoples of his era.

This struggle is not unlike the one facing the middle class American youth of today. We are all tempted to pursue courses that will result in our own immediate gratification.

These courses by nature and intention deny the social responsibilities most of us feel towards those people with fewer advantages than we are afforded.

Jesus resolves this very real conflict and makes a total commitment to the poor. The existential predicament that presents itself to him now is the same one confronting us today in the twentieth century: reform or revolution?, nonviolent action or violent reaction?

Jesus' first commitment, as is true again with today's youth, is to nonviolence. The initial words of his ministry, as recorded by Kazantzak's, are "Love one another—" the cry escaped from his very bowels—"love one another!"

But the situation in the first century parallels precisely that of the twentieth. Love is smothered by hate. Non-violence is answered with violence. Concern cannot contend with complacency. Complacency corrupts; and corruption kills.

In the end Jesus' dream of a nonviolent reformation and a victory of the loving is violently shattered. He resigns himself to the realization that peaceful reformation is doomed and that violent revolution is the only viable alternative.

"This world, he reflected, must be destroyed right down to its roots if the new world is to be planted. The old Law must be torn down, and it is I who shall tear it down."

So Jesus, defeated and disillusioned adopts in desperation a doctrine of destruction.

The pathos Jesus' decision evokes in twentieth century middle-class American youth is personal and poignant; for those of us who make a commitment to society are fighting still His cause.

Nonviolent reform born of love was a dream deferred in the first century and is a dream deferred in the twentieth century. The struggles, the compromises, the conflicts, the defeats are the same then as now.

Kazantzakis' message is poignant and pertinent: Unreinforced love sours and decays. Reform is a myth. Revolution is a must.



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You've Come A Long Way

by Barbara Skolnik

Connecticut College has come a long way since 1924 when chaperons were required for all women after 10 p.m. and only choir music could be played in the

announced by the college administration on the methods of handling student disorders.

Most members of the college community believed that any

faculty and administration.

Student interest in gaining direct participation in the academics took several directions.

First, students, both on their own and in conjunction with a segment of the faculty, sought to broaden their interests in the world outside Connecticut College by sponsoring an unusually high number of teach-ins which included such issues as Vietnam, ABM, Biafra and the Grape Boycott.

Other students worked as tutors in the neighboring communities, or worked on major weekend projects such as Conn-Quest, Black Womanhood Weekend, and Religious Fellowship Weekend in order to make education more relevant to world events.

Want Say In Education

Second, students asked for a say in their formal education. This led to a major controversy on student participation in areas which have been traditionally faculty controlled.

Some success was achieved when students obtained access to such committees as the admissions committee, special studies committee which plans a 10-day independent study period, the student-faculty academic committee which submits proposals to a closed faculty instruction committee, and the newly formed student-trustee committee.

Student representation on these committees has resulted in the present pass-fail system, more flexible scheduling of examinations, the initiation of student planned interdepartmental majors, special studies period, new and relevant courses, and abolishment of over-restrictive academic requirements.

But students still desire even more drastic alterations in the present system.

For example, students want a more extensive pass-fail system, revision of the present comprehensive examination system, more courses which are relevant to today's problems, self-scheduling of examinations, and a role in the termination, hiring and promotion of the professors that teach them.

Many believe that increased participation of students in the initial decision-making process in the academic sphere of the College would give students an opportunity to design a more relevant

and unique academic program for themselves.

Favor Student-Faculty Ctte.

Some students and faculty favor a comprehensive system of student-faculty committees as a solution to the problem of "student responsibility with participation." They advocate giving students legitimized representation either through a vote or other formal mechanisms on the present faculty committees.

Their main argument is that students are a significant judge of a professor's ability to teach and should have some say in what they are being taught.

This group states that there is now no legitimate mechanism by which students can express their opinions on a professor's status or course selections. Usually students do not even know of a professor's dismissal until after the steps have been taken.

Another group of students and faculty favor a more moderate approach—a continuation of the present system of closed faculty committees with parallel but separate student advisory committees.

This group basically considers the judgment of faculty on course offerings a professional matter to be handled by faculty members with advice from students.

They recognize that in order for students to evaluate a professor they must have access to all personnel and documents associated with the matter. This involves many confidential statements which they believe do not belong in students' hands.

Students Work With Dept.

One step in this direction has already been taken by establishing student departmental advisory committees which will transmit to

(Continued on Page 7, Col. 1)



Students help out in the community.

dormitories on Sunday.

Since then, the college has initiated changes which have affected both the academic and social atmosphere of the campus. But, as in most colleges and universities across the nation, there still remains much dissatisfaction in the present higher educational system.

In keeping with this harbinger of change, student challenges to the existing college system reached new heights during the past year. Underlying the challenge is the belief of many students that they are being unjustly held responsible for the final product of their four years in school when they have little control over social and academic matters which affect them.

Their major theme is "student responsibility with participation."

Used Non-Activist Tools

In attempting to express their wants, Connecticut College students have not used the activist methods so often associated with student protesting by the public. Demonstrations, sit-ins, occupation of buildings and strikes were practically non-existent tools of the students.

This was pointedly illustrated by the almost unanimous rejection by the entire college community of a formal statement

statement on the subject of student disorders was not applicable to a unique campus as theirs which had been able to handle student wants in the past without major disturbances.

Instead, students sought to accomplish their goal of "student responsibility with participation" by means of discussions, ad hoc committees of students, faculty, and administration, and by using existing channel of communication even though they are often slow and ineffective.

Much frustration resulted from this choice of methods, but not any more than would be expected when one chooses to use established channels of communication which tend to resist change.

Changes in Social Sphere

The greatest changes occurred in the social sphere of the college. Students were given complete control over hours in which they may have visitors in their rooms, curfews were abolished, and liquor regulations were relaxed. Violators of the modernized social code were placed in the hands of the students themselves under the jurisdiction of the student court.

In sharp contrast, academic affairs have not been treated in the same manner. Curriculum and evaluation of professors still remain primarily in the hands of the



Students speak with military recruiters. —photo by Kane

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You've Come A Long Way

(Continued from Page 6, Col. 5)

the department faculties the student point of view on staff appointments, curriculum and other matters of common interest. But students are still not given a definite vote or representation on these matters.

Towards the end of last year an ad hoc committee of students, faculty and administration was appointed to comprehensively study the entire question of student representation on faculty committees.

The committee has been working during the summer and will submit a report to the president of the college at the beginning of the school year.

Most students believe that the change which has come about in the past year has been good, but they want assurance that this change will not end. They seek to establish a mechanism within the present decision-making process to allow for continual change, and in doing so they hope to establish

more effective lines of communication which will allow for equal expression of the views of all sectors of the college community.

The student's ultimate goal is to form a true community govern-

ment at Connecticut College where responsibility means active and direct participation and where education is "relevant" to those being educated.



Students write letters to Congressmen concerning ABM.

—photo by Kane

Miss. Floods

(Continued from Page 5, Col. 4)

napkins, blankets and children's items.

In the destroyed towns are people referred to as "grave-diggers" who are selling bars of soap for \$2.50 each and glasses of water for \$1.00. Even when the federal funds come through, they will be used to rebuild the towns and not for the personal needs of the people.

Boxes will be set up in each dormitory so that everyone can help contribute. According to Kate Fowler, who is organizing a Mississippi Flood drive on campus, if every student on this campus would donate a bar or two of soap it would be a tremendous help.

Anyone who would like further information on what they can do to help or is interested in assisting in collecting items is asked to contact Kate in Lazrus or Box 1354.

According to Kate money should not be sent directly but

instead should be given to the New London Red Cross which would then buy supplies and ship them down.

"Please, if you possibly can send these people some personal items, I know they'd be eternally grateful for they're just coming out the animal existence they've been leading since the flood."

PATRICK HENRY

"Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death!" *Speech in Virginia Convention, St. John's Episcopal Church, Richmond, Virginia*
(March 23, 1775)

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