College Announces Faculty Turnover

Sue Krosnick and Lynda Henkowitz

An announcement of faculty turnover for the academic year 1970-71 revealed that 42 new positions are open in the educational system. The positions are due to the retirement and resignation of faculty members. The Department of Sociology, which has had the largest turnover, has been expanded by one faculty member. Four new professors have been added to the staff.

Mrs. J. Alan Winter, Associate Professor of Sociology, comes to Connecticut College after teaching at the University of Michigan, Rutgers University and Temple University.

Referring to the availability of teaching in a small college, he observed the problems he observed in the large university structure.

"In small liberal arts students are students are short-changing," he asserted, "because large universities tend to place great emphasis on producing doctoral candidates." The college, he continued, "faculties members at a large institution function to function and must be promoted to strive. Good teaching is simply not the major emphasis of the curriculum. The focus is on faculty research."

Mrs. Gorga, who has recently graduated at work at Yale, has joined the department as an assistant professor.

Green, who was a teaching fellow at Union Theological Seminary, says that he is challenged by the prospect of facing under-graduate level classes. The students are all members of the club in their particular field, he said, "whereas teaching students who have yet committed themselves to any particular field is extremely challenging." Among the changes in student-teacher relationships within the college is the realization that it is difficult for the average student to break out of the syndrome of "right answer," which is often inoculated by the high school experience.

Mrs. Beth Hannah, Assistant Professor of Sociology, will resign at the end of the year to devote herself first year at Con to supervising the senior student teacher program at Education Department.

After teaching English at the University of Connecticut, Mrs. Hannah turned to her work in developing a program to deal with the education of gifted elements.

Mrs. Hannah described the College as "a special seminar for the gifted child" and, as a result of her study, her inclination to show approval or disapproval of the educational system.

"I want them to express freely what they felt," she said. "I want them to, to sense what I might believe to be true,"

Mr. Arthur C. Ferrari has joined the Sociology staff as an Assistant Professor. He stated that (Continued on Page 6, Col. 2)

Application Figures Rise; Enrollment Approaches 1500

by Mary Ann Sill

Connecticut College, as a result of its turn toward coeducation, is enrolling a major that more small liberal arts colleges are now experiencing. The rising costs of private education are forcing many students to attend state universities, and the result has been a decline in the number of applications to private schools. Connecticut College, however, has received more applications than one year ago, and Miss May A. Nelson, Assistant Director of Admissions, believes this is a direct result of coeducation. Flexible program elements, more courses and a new commitment to full financial aid are among the added benefits.

This year's freshman class is comprised of 91 women and 82 men. An additional 47 students have joined the College enrollment to a record 1500.

Since the group of applicants was large (1461) applications were received for the Class of 1974, the College was able to maintain its selectivity. 42% of all women applicants comprised the freshman class. The students, an assertion that the female percentage will be cut, at least temporarily, until full coeducation is attained.

The geographical distribution of students is the Class of 1974 is nearly identical to that of the students class. In both instances, 31 states are represented; the largest groups from the East and the Middle Atlantic States.

Miss Nelson also said that the three foreign students in the freshman class are "foreign emigres," and the students are living abroad. The College was not able to admit any students because of a lack of scholarship funds.

The College has received a greater amount of applications now than one year ago, and the College hopes the present standard of selectivity can be maintained.
Letters

May Strike Energies
Last Through Summer

by Jay Levin

From June to August a group of student volunteers attempted to continue the spirit of the May Strike in a Summer Community Action Center located in the Viral (1969) co-op dorms. The objective of the group was to maintain and expand the close, Student-New London community feeling that resulted from student efforts in the spring. The planners attempted to show that Connecticut College students were willing to sacrifice their vacation time to work in community projects, thus dispelling an impression that the strike was motivated by adolescents playing at being adults and wanting to "skip work." Rather, the group showed that the Strike was motivated by individuals who felt a responsibility to effect a lasting change.

The full success of SCAC was limited only by the lack of personnel and not by any lack of purpose or scope. The small number of people participating was partly due to the late time that planning had begun for the Center-in-May. Most students had made their final travel plans weeks before. The community work or travel and therefore could not take part. The Center for Community Action Center, participants agreed that general student interest is strong, especially in December; lists were held for those who would like to join the New London community must be widely circulated, and a small volunteer personnel toward the dorm should be made by those who state their intention to participate in the Center's activities.

An evaluation of the first summer indicates that important precedents were set. Students will work in the New London community included Model Cities, Day Care Centers, Joe Duffy's campaign for the Senate, and help in establishing a Food Store.

Also, the president of VSA as a student-run, student-paid for, student-student-managed dormitory outside of the school year established. The students involved in SCAC were involved in many new time jobs besides their projects in the community to pay their weekly dorm rent and to provide their own food. These students undoubtedly worked hard to do it intently to see that SCAC succeeded in the endeavor. As said by nar. Embe '73, "First time jobs, Second time jobs, and gratitude is certainly owed them."

The Center's activities received support from prominent individuals in the New London community. Last June, a halftime-page editorial statement against Nixon's actions was published in the New London Day and signed by fifty highly respected professionals, clergymen, businessmen and politicians in the community. Later, approximately half of these men gave contributions of five dollars and more to support SCAC. An even greater group of these men stated their desire to expand connections with the college in the future. Efforts are currently being initiated for discussions between students and local government.

A book will soon be published which poses the central question. "The purposes of the May Strike were motivated by adolescence, dispersion of an impression that the strike was motivated by adolescents playing at being adults and wanting to "skip work." Rather, the group showed that the Strike was motivated by individuals who felt a responsibility to effect a lasting change.

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Judiciary Board Creates New Role

by Peggy McIver

The Judiciary Board, established by the revised Student Charter of 1970, replaces the Harvard Board of Judges as the student-appointed group with authority over the student code of honor.

Anne Kemm, head of Judiciary Board, sees the problems that the Student Council should have been able to handle. "Rules are dead. The Harvard Board worked but we are out of that void. The social code of honor is now in the process of being replaced by a student code of honor."

The new social code, according to Anne, will be promulgated through a long process of evaluation.

First of all, the board will formulate a tentative set of rules. These rules will then be presented informally before the housefellows, who will be encouraged to discuss the differences of the rules as they stand.

The revised code will then be voted on by the Student Assembly. Finally, the social code will be put before the faculty of the Infirmary and rotating deans. The complete set of rules will then be called in ordinary undergraduate rounds, "only," Anne remarked, "when they are really in a bind."

The board also plans to handle cases on campus. Complications are inevitable, however, because the board cannot make a ruling that conflicts with state law.

Anne is hopeful that these problems can be settled on a dormant level and that people will advise their housefellows of their troubles before seeking out the board.

Another function of the board is to point people toward College. Walled by a problem and who do not know where to turn for a solution. If the problem cannot be handled by a dean, the board feels that it can be an intermediary between the student and the administration.

The last function of the Judiciary Board is to sit in review of cases involving violations of the social code or academic regulations. Cases involving plagiarism and the like, for instance, can be handled by the board. The purpose of the court, according to Anne, is "to get people to realize they feel he has been treated fairly and offers the court a chance to sit in review of the board's decision."

Anne is anxious to point out that the court was considered to be a counter court by any stretch of the imagination. The students have come into a dorm and dragged a student out of it. We ask the student to come if we hear from the house. We then ask if there are any cases that involve the board and we hope that the student realizes it is in his best interests to say they don't exist."

As far as the differences between the non-deference Honor Court and the Judiciary Board, Anne sees the difference as one of style. According to Anne, when the board makes a decision this year, it tried to make it known that they are non-sectarian in format. "We may not be able to handle a public whose right it is to be naive about them. Must every water river exist in order to understand that what happened to be good on the screen actually wasn't, because it didn't correspond to the printed page? This is a dubious and un rewarding train of thought."

It is my feeling that everyone experiences the absurd, or rather both "Catch-22", a movie, and "Catch-22" as film is undoubtedly superb. Its appeal is universal. Nickol's film is a satire that can perhaps brush you with the insanity of a bomber pilot and find its place in the Second World War. Both imply so much more than I can adequately write. It is a funny film, the more so, but that is Nickol's style. He is so good, so inventive, so quite tangible. While you are being tortured, the nuclear power plant heating.

"Catch-22" is a film that is big, but also a small film. It is a film that you will be puzzled by the weeks after you have seen, not for what it did, but for what it didn't. The subsequent reviews are comprised of lavish expectations and high-minded dreams. Let's face it, no matter how much attention is paid to the second time does not carry the impact as when it was first released. It is regrettable that people such as Goodwin would keep their doubts upon a public whose right it is to be naive about them. Must every water river exist in order to understand that what happened to be good on the screen actually wasn't, because it didn't correspond to the printed page? This is a dubious and un rewarding train of thought."

We are very aware of the attention to the problem of drugs on campus. Complications are inevitable, however, because the board cannot make a ruling that conflicts with state law. The students read a questionnaire distributed to parents of seniors such as Arkin, who question the construction of a nuclear power plant. A first and second nuclear power plant. A first and second nuclear power plant.

The world premiere of a Jazz Liturgy "The Last Trip" will be given at college on October 10th. The performer, composer of the liturgy, will conduct and lead the performance. The liturgy is based on the jazz liturgy. The performance will be given by the Paul Knopf Trio, and the Harkness Chapel Choir. The liturgy is entitled "A Jazz Paraphrase of Luke 15". It is a parody of the familiar Parable of the Prodigal Son, The Lost Son, and others. In previous years Mr. Knopf has presented other jazz liturgies at the College. "A Jazz Liturgy on the Road to Emmaus" and "A Jazz Liturgy on the Road to Emmaus". The performer, composer of the liturgy, will conduct and lead the performance. The liturgy is based on the jazz liturgy. The performance will be given by the Paul Knopf Trio, and the Harkness Chapel Choir. The liturgy is entitled "A Jazz Paraphrase of Luke 15". It is a parody of the familiar Parable of the Prodigal Son, The Lost Son, and others. In previous years Mr. Knopf has presented other jazz liturgies at the College.

Students Testify Before AEC Nuclear Power Plant Hearing

by Allen Carroll

On September 16, a small group of Connecticut College students attended a hearing by the Atomic Energy Commission concerning the application of Millstone Point, a small atomic power plant which has been built, and will soon go into operation.

Several citizens' groups testified before three members of the Connecticut College community who had been appointed to be the official Connecticut observer to hear the talks of the AEC. According to Anne Kemm, who attended the hearing, the AEC officials in charge of the hearing were "very accessible."

A major concern of the board that night was the problem of being disturbed by the questionnaire distributed to parents of undergraduates this past summer by the College. The nature of the form was such that it seemed to question the ability of Connecticut College students to cope with 24-hour pollution.

It's important," Anne emphasized, "that we show them that we can handle our own problems. We think they put us under a fallure."

The board is also turning its attention to the political situation on campus. Complications are inevitable, however, because the board cannot make a ruling that conflicts with state law.

Edward G. Preble, a 1967 graduate of Wesleyan University, has been appointed a member of admissions at Connecticut College.

He is the second man to join the Connecticut admissions staff since the college coeducational in 1969. Timothy B. Evans, also an alumnus of Wesleyan where he earned his Master of Arts in Teaching degree, became associate director of admissions at Connecticut after serving in the admissions office at Case Western Reserve University, Cleveland.

Preble recently completed a two year tour of duty with the U.S. Army and earlier served as a Peace Corps volunteer in the Philippines and Cyprus. Connecticut College he will interview applicants for admission and will spend considerable time in the field talking with students at high schools throughout the county.

News Notes

"(Continued from Page 2, Col. 5)"

see Dean Cobb promptly; all members of the board should report to the Giorne in order to make a decision. The board has asked students to give us their best efforts."

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Theater Institute Sponsors Lectures

The National Theater Institute has invited Connecticut College faculty and students to attend the first hour lecture portion of the seminar course for Institute students. "Great Plays in Modern Productions." These will meet each Monday evening during this semester at 7:30 p.m. in Olive Lecture Hall of Cummings Arts Center. The seminar is taught by Thomas Adkins, a professional theater director and actor who is now a full-time faculty member at NTI. During the semester he will bring in leading theater professionals to lecture to the class. He expects to have critics, directors, actors and producers. Three Conn students were accepted for this intensive theater seminar and are living full time at the NTI which is located on the grounds of the Eugene O'Neill Memorial Theatre in Waterford. The students are: Ted Chappin '72, Celia Halstead '72 and Hendy Crouser '71. About 15 other Conn students are commuting to the O'Neill Theater to take one of the Institute courses for credit. Enrolled in the Institute this semester are 22 undergraduates from 19 colleges: Amherst, Bloomfield, Bowdoin, Brandeis, Bridgewater, Connecticut, Dartmouth, Drake, Gallaudet, Goddard, Mount Holyoke, National Technical Institute for the Deaf, Smith, Vassar, Wesleyan, Wheaton, Williams and Wellesley.

Dean Cobb's office has just received the announcement of the National Science Foundation Graduate Fellowships for the academic year 1971-72. Fellowships are offered for advanced study in the basic and applied sciences, certain social sciences, and in the history and/or philosophy of science. Approximately 2,000 Fellowships will be awarded.

The basic 12-month stipend will be $2,400 for first year level. Applicants may request awards of one or two fellowship years for the academic year 1971-72. The deadline for application is January 20. Those interested in working with the League of Women Voters in New London are all available. All interested in the above-mentioned projects are asked to contact the respective coordinators as soon as possible. There will be another meeting held on October 5 to which all are urged to come.

The point was made, however, that in order for any of these projects to come to fruition, student union-man power will be needed.

Cupid Covers Co-ed Course of Model Major in Matrimony

(Continued from Page 1, Col. 3) One of the most exciting elements that emerged from the recent 22 meeting of Conn's Political Action Committee was the possibility of forming a coalition between the students at Conn and the labor unions in New London. Among the aims of the Boilermakers Union in New London is to pool both student and labor forces, an effective voter registration drive could be as successful as a well-executed Duffey campaign. In addition, "We could change the misconceptions we have about each other," he stated. Mr. Williams continued by emphasizing his desire to see such a coalition extended beyond the coming Nov. elections. Such a joining of forces would provide not only meaningful interaction for the participants, but also the maintenance of such a force could help insure a valuable political potential for further influencing the New London community. All those interested in working on this project may contact Joy Levin or Mr. Williams himself, at 737-5120.

Julie Sgarzi, President of the Student Government, pointed out that the committee's purpose is to help make community and political resources available to the students. The possibilities suggested for working together are numerous.

Due to the service men's enthu-

image
Local Center Explores New Learning Concepts

by L. Renkoff

There is an exciting new educational center operating in Boston, the Drop-In Learning Center. Located in the former parlor house of the First Congregational Church at 161 Federal Street, the center has been open since summer.

It was founded by a group of people interested in offering the people of New London a different approach to education, one outside the formal public school system. Nancy Scheibner, from the Upward Bound program joined Frank Polanski, a member of the Comprehensive Youth Services Program, to start this center as a summer tutoring program.

They were joined by Bill Hager, a VISTA volunteer, Mrs. Cathleen Thomas, a community member and Mrs. Gordon Palmer, a member of the Second Congregational Church. These persons form the operating nucleus of the program.

The center is now used by fifty children on a regular basis from two o'clock in the afternoon until ten in the evening. During the brief New London teachers' strike, it remained open all day long, from 9 a.m. to 10:00 p.m. At that time, the organizers of the center viewed the strike as an opportunity to introduce a novel form of education to all the children, parents and teachers of New London. They still stand ready to fill the gap should the teachers carry out a threat to strike again if a contract settlement is not reached.

The program was intentionally planned to have a lack of structure. Based on the observation that not every child is interested in the same thing at the same time and that the majority of the children in a class, the program at the center is not one of "anti-snobbery," according to Alice Hertz, instructor of Child Development at Connecticut State College and an advisor to the center. Mrs. Hertz explained that the center's educational philosophy is to offer each child individually, basic needs. "When a child enters the center each day, he decides what he would like to do. As child or group of children develop an interest in some field, an adult will try to direct that interest. A typical example is the way several young children recently learned the concepts of fractions. An adult began to play the piano, and several children expressed an interest to learn to play the piano. The volunteer proceeded to give lessons and, within the musical context, explained whole, half, quarter, and eighth notes. Through their work at the piano, the children perceived the meaning of fractions in a very concrete application.

A second equally important means of directing the attention of the children is through the use of adult models. An adult comes to the center, literally herself, and begins to perform a skill such as reading, knitting, sewing, or cooking, thus creating the children's curiosity. Mrs. Hertz explained that this has a "blurring picture of the adult role. The children see what adults do, they talk adult models, and they are dependent upon their peers." She also pointed out that the center is to show children what adults do, not talk adult models, and they are dependent upon their peers.

TheDrop-In Learning Center is used by 100 people of New London and neighboring towns. Nancy Scheibner, "I believe that the United States SHOULD continue to support the educational programs not allowed in public schools, giving them programs to frustrated public school teachers who want to try innovative ideas. The New London program is also open to all teachers who want to demonstrate to them the many possibilities of education outside of the existing system. The program, in the words of Nancy Scheibner, "suggests the basic concepts of what it means to learn- we make no assumptions."

The center continues to provide a valid alternative to our existing system of public education- it continues, "no so much under a blackboard". Anyone interested in the New London Drop-In Learning Center can call Nancy Scheibner at 462-6415.

Excerpts

(Continued from Page 4, Col. 5)

Yes No
1. Do you believe in a defensive war? 90 10
2. Do you believe that the United States SHOULD keep out of the European war at any price? 63 37
3. Do you believe that we CAN keep out of the European war? 68 32
4. Do you favor the repeal of the Embargo Act? 67 33
5. Do you favor UNION NOW? 65 35
6. Do you agree that social pressure should be applied to a man who refuses to fight for his country? 100
7. Do you believe that human nature makes war inevitable? 49 51
8. Should the United States enter the war if the allies were on the verge of defeat? 40 62
9. Should the United States concentrate her energies on home problems only? 33 67

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2. Famine
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Mr. Edward J. Conn, Assistant Professor of Religion
Mr. Scott Warren, Assistant Professor of Botany
Mr. L. T. W. Willen, Assistant Professor of English
Mr. Diane P. Baleski, Assistant Professor of English
Mr. Franklin Reave, Lecturer in English
Mr. Paul A. Allen, Instructor in English
Mr. Philip A. Aitkenhouse, Instructor in Music and Director of Choral Activities

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day evening in the office. Previous contributors with con-
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cerning required courses, Turner stated, "I think it should be strongly advised that students take a wide variety of courses. However, I don't think we should stifle knowledge down people's throats, for virtually, you can not.

Mr. Turner feels that it might be of value to the future develop-
ment of the university to "build research and development depart-
ments into college structures, such as the ones that are common to modern industrial organizations." Such experimentation, he believes, is important to society in general.

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Mr. Donald D. Schneider, Assistant Professor of Art
Mrs. Patricia Y. Sollenberger, Visiting Assistant Professor of Chemistry
Mr. Ivan A. Sternak, Assistant Professor of Religion
Mr. R. Scott Warren, Assistant Professor of Botany
Mrs. Celia T. W. Willen, Assistant Professor of English

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Mr. Edward J. Conn, Assistant Professor of Religion
Mr. Scott Warren, Assistant Professor of Botany
Mr. L. T. W. Willen, Assistant Professor of English
Mr. Diane P. Baleski, Assistant Professor of English
Mr. Franklin Reave, Lecturer in English
Mr. Paul A. Allen, Instructor in English
Mr. Philip A. Aitkenhouse, Instructor in Music and Director of Choral Activities
Mrs. Barbara L. Baldwin, Instructor in Psychology
Mrs. Nancy F. Hall, Instructor in Physical Education
Mr. James Gerard, Instructor in English
Mrs. Penny Chapin Halls, Instructor in Sociology
Mr. J. Mark Spyker, Instructor in English
Mrs. Sheryl Yeary, Instructor in Psychology
Miss Antonette Blum, Instructor in French (part time)
Mrs. Renate A. Seitz, Instructor in German (part time)
Miss Michelle Gustin, Assistant in French and Counselor in the French Center

Mrs. Margaret Ciben, Assistant in Mathematics (part time)
Mr. James Clooser, Assistant in Dance (part time)
Miss Susan Fitzgerald, Assistant in Dance (part time)
Mrs. Milair C. Sheppard, Assistant in German (part time)
Mr. Gus Solomon, Jr., Assistant in Dance (part time)
Mrs. Janet G. Chisholm, Teacher in the Nursery School
Miss Susan Mathes, Graduate Teaching Assistant in Psy-
chology (part time)
Miss Brenda McDyco, Graduate Teaching Assistant in Psy-
chology (part time)
Mr. Leonard Retter, Graduate Teaching Assistant in Psy-
chology (part time)
Mr. Elliot D. Wald, Graduate Teaching Assistant in Psy-
chology (part time)
Miss Elizabeth R. Emenson, '71, Undergraduate Assistant in Mathematics (part time)
Miss Beverly J. Errede, '71, Undergraduate Assistant in Chemistry (part time)
Miss Ruth L. Harris, '71, Under-
graduate Teaching Assistant in Psychology (part time)
Miss Debra J. Tuscania, Under-
graduate Teaching Assistant in Psychology (part time)