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Satyagraha

CONNECTICUT COLLEGE



Vol. 54, No. 1

NEW LONDON, CONNECTICUT

Tuesday, September 29, 1970



photo by oppenheimer

Harvard's Professor Reisman Proposes Educational Bank

by Lynda Herskowitz

Representatives from Connecticut's 19 private colleges and universities met on September 11 with state legislators on the Connecticut College campus to plea for state funds to ease their increasing financial crisis.

Rev. William C. McInnis, S.J., President of Fairfield University, gave the opening address of the meeting of the CCIC (Connecticut Conference of Independent Colleges) asking state support to insure that private colleges will not be forced to expand enrollment to meet financial deficits.

Rev. McInnis characterized the past decade as one of great physical growth in higher education, and warned that "pure emphasis on physical growth can erode diversity, and accelerates the trend toward sameness" in higher education.

He asserted that it is more expensive for an institution to remain individualistic, and warned that future educational requirements call for "more kinds, not more" education for Connecticut students.

"If growth characterizes public institutions," Rev. McInnis said, "then private institutions will play an important role in the quality of education in the future."

Establishing the tone of the conference, he called on the legislators, many of whom face election in November, to fund private institutions along with public ones, to promote diversity.

Dr. Ward S. Curran, lecturer in Corporation and Finance Investments at Trinity College, described the common financial plight of private institutions: "The costs of educating students are more than tuition income, leaving a gap which must be filled by other sources."

To raise tuition costs sharply, Dr. Curran said, would likely result in a drop in applications. Another alternative to ease the financial deficit would be to increase enrollments without a proportionate increase in faculty, resulting in a high student-faculty ratio and a deterioration in the quality of education.

Dr. David Reisman, Henry Ford II Professor of Social Sciences at Harvard University, and author of numerous books and articles, including *The Lonely*

Crowd told the 200 participants in the conference, that public universities have found private colleges to be models of freedom and autonomy—qualities which "depend on financial viability. Private colleges, he added, also had the option of controlling the influx of enrollees.

Citing the University of Wisconsin's enrollment of 40,000 students, which he characterized as "cancerous," Reisman contended that the huge size of the university has had "deliterious consequences" and may be related to the outbreak of violence occurring there recently.

The enormous increase in the size of public institutions, Reisman asserted, has led to the establishment of sub-colleges within the large public university—"to create the private style."

The steady increase in tuition costs and faculty salaries, he contended, has brought about a new attitude on the part of both students and faculty—the belief that there is no justifiable scarcity.

The most dramatic case, he said, was the strike by Sarah Lawrence students after a \$200 increase in tuition. The students also demanded the admission of more disadvantaged students, smaller classes, and counseling and psychiatric services.

"The only way that higher education can fulfill the growing expectations of students is to ask students to pay for the freight," he said, and called the tuition strike "the most ominous sign for the future of higher education."

"I do not believe we will get out of the dilemma without asking the young to help pay for their education," Reisman added.

As a possible alternative to the present system of financing college educations, (parents or scholarships,) Dr. Reisman proposed an "Educational Opportunity Bank."

He explained that the bank would be national in scope, and would be a source of money from which any prospective student could take a loan. The student

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Application Figures Rise; Enrollment Approaches 1500

by Mary Ann Sill

Connecticut College, as a result of its turn toward coeducation, is escaping a major problem that most 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. Conn, however, has received more applications now than one year ago, and Miss May A. Nelson, Assistant Director of Admissions, believes this is a direct result of coeducation. Flexible programs, interdepartmental majors, and exchange programs are also contributing factors, she added.

This year's freshman class is composed of 434 students; 352 women and 82 men. An additional transfer group of 47 students raises the total College enrollment to a record 1500.

Since the group of applicants was large (1463 applications were received for the Class of 1974),

the College was able to maintain its selectivity. 42% of all men and 27% of all women applicants comprise the freshman class. Miss Nelson asserted that the female percentage will be cut, at least temporarily, until full coeducation is attained.

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

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

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

College Announces Faculty Turnover

Sue Kronick and Lynda Herskowitz

An announcement of faculty turnover for the academic year 1970-71 revealed that 42 new members, 27 of whom are full time, have been added to the teaching staff, to replace 53 open positions resulting from retirements, resignations and concluding appointments.

The Department of Sociology, which has the largest turnover, has been expanded by one faculty member. Four new professors have been added to the staff.

Mr. 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 advantage of teaching in a small college he cited the problems he observed in the large university structure.

"Undergraduate, liberal arts students are short-changed," he asserted, "because large universities tend to place great emphasis on producing doctoral candidates. 'In addition,' he continued, 'faculty members at a large institution who are anxious to be promoted must strive to publish. Good teaching is simply not the criterion for promotion. The focus is on faculty research.'"

Mr. Garrett D. Green, having recently completed graduate work at Yale, has joined the department of Religion as an assistant professor.

Green, who was a teaching fellow at Union Theological Semi-

nary, says that he is challenged by the prospect of facing undergraduate level classes.

"Graduate students are already members of the club in their particular field," he said, "whereas teaching students who have not yet committed themselves to any particular field is extremely challenging."

In a discussion of student-teacher relationships within the classroom, Mr. Green said that it is difficult for the average student to break out of the syndrome of the "right answer", which is often inculcated by the high school experience.

Mrs. Beth Hannah, Assistant Professor of Education will devote her first year at Conn to supervising the senior student teacher program of the Education Department.

After teaching English at the University of Connecticut, Mrs. Hannah turned to the problem of developing a program to deal with the education of gifted elementary students in Monterey, Calif.

Mrs. Hannah described the difficulty in conducting the special seminar for the gifted children. "I had to learn to suppress my inclination to show approval or disapproval of the children's ideas," she said. "I wanted them to express freely what they felt, without the pressures of trying to sense what I might believe to be the right answer."

Mr. Arthur C. Ferrari has joined the Sociology staff as an Assistant Professor. He stated that

(Continued on Page 4, Col. 3)

THE FOLLOWING STUDENT REPRESENTATIVES HAVE BEEN ELECTED TO STUDENT-FACULTY COMMITTEES:

Ceremonies	Joseph Srednici '73
Betsy Collier '71	Administration
Helene Whittaker '72	Nancy Patrick '71
Shelia Wadsworth '71	Peggy Wade '71
Schedule	JoAnn Giordano '72
Lisa Emerson '71	Barbara Johnson '72
Dede Jackson '71	Michael Baird '73
Mary Maloney '73	Mary Cerreto '73
Marcy Philips '72	Admissions
Faculty Discussions	Heidi Winter '71
Beverly Clark '71	Marita Quinn '72
Vicky Emery '73	Aries Arditi '73
Elen Glassburn '72	College Development
Academic Policy Committee	Janie Davis '71
Josie Mooney '71	Robbie Finley '71
Peter Vickery '72	Chris Howells '71
Student-Faculty Academic Comm.	Joan Byrne '72
LeMarian Hayes '71	Cynthia Haines '72
Nancy Topping '71	Amy Savage '72
Nancy Burnett '72	Convocations
Lillah McCarthy '72	Lois Olcott '71
Marydale DeBor '73	Nancy Cloase '72
Jay Levin '73	Maddy Kessler '72
Library	Molly Cheek '73
Janie Terry '71	Interdepartmental Majors
Donna Radcliffe '72	Ann Tillotson '71
Connie Shaffer '72	Mandy Williams '71
Joan Fuller '73	Hedda Ashkenas '72
	Barbara McLean '72

Satyagraha has many positions with immediate openings. The position's of Assistant News Editor, Assistant Feature Editor, and Fine Arts Editor are open and interviews can be arranged through either Pat Strong, box 1068 campus extension 505; or Michael Ware, box 1893 campus extension 506. The positions of Subscription Editor, and Circulation Editor are also open. The Business and Advertising staff has need of assistantships. Beyond this, and of wider importance, contributing writers come solely from student support and all those interested in writing for the newspaper as well as applying for editorships should contact the above mentioned or should meet with the present staff tonight at Club Night or Thursday evening in the Satyagraha office, first floor Crozier Williams.

What We Have Learned

What is the legacy of May? As we start a new academic year, the question in many minds is, Where do we go from here? Now that the emotional impact of the May Strike has subsided, we are left with questions which require deep reflection. President Shain made a comment in his Convocation speech which poses the central question. "The purposes and needs that colleges should be best fitted to serve are always, in the end, the disinterested, intellectual ones. American colleges at their best have always had to struggle to make this point against the other idols that keep appearing in the American market place."

Were the ideals of the May Strike merely more idols in the American market place or were they indicative of a change in the purposes and needs of colleges? Will a reassertion of academic values necessarily have to mean a retreat from political involvement?

As President Shain concluded, "We have not yet planned the kind of instruction that achieves an overall impact on the campus instead of a splintered impact of individual teachers on individual students." It is the legacy of May that an overall impact, both educational and political, was achieved without precedent.

We must now reconcile the facts of May with our previous concepts of education.

A Workable Plan

President Shain's address last spring focused on the increasing financial crisis plaguing this campus and indicated that the forecast shows that it will probably get much worse in the near future.

President Shain isn't the only one who's worried. A few weeks ago, representatives from the 19 private institutions of higher learning, who comprise the Connecticut Conference of Independent Colleges, met on this campus with state legislators to present their common plight.

They asked for state funds to ease the increasing gap between tuition and operating costs.

David Reisman, addressing the conference in its afternoon session, expressed the opinion that "the only way that higher education can fulfill the growing expectations of students is to ask students to pay for the freight."

Indicating that inflationary operating costs and inevitable faculty salary increases have required colleges to raise tuition or face expansion, he suggested the establishment of an "Educational Opportunity Bank."

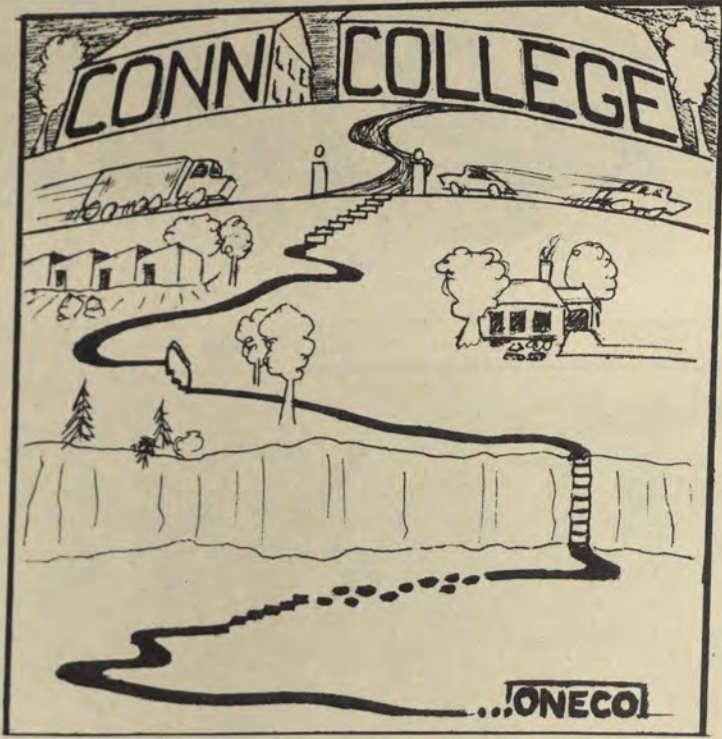
The bank would be national in scope (he didn't explain the source of the initial funds) and would be available to any student who wanted to take out a loan for college, regardless of his financial status.

The student would be free to cross state lines to attend a private or public institution, and after being established in a career, would pay the loan at rates determined on the same basis as income tax.

Mr. Reisman, who has long been a proponent of this plan, has encountered opposition from state legislatures, Congress and leaders of private colleges.

Obviously, such a plan would not alleviate all of the financial problems of private institutions. But it is a constructive step toward easing the colleges' responsibility to provide scholarships for those students who would not otherwise be able to pay the cost of high tuition.

We are aware that this plan has circulated among educators and lawmakers before and has been quietly put to rest. We urge that the dialogue about the feasibility of the Educational Opportunity Bank be re-opened.



graphic by carroll

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 Vinal cooperative dorm. The objective of the group was to maintain and expand the closer student-New London community feeling that resulted from student efforts in the spring. The volunteers 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 revolution and wanting to "skip school." Rather, they hoped to show 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 a lack of personnel and not by any lack of purpose or elan. The small number of people participating was due mostly to the late time that planning was begun for the Center—mid-May. Most students had already made plans for summer work or travel and therefore could not take part. In the formulation of plans for future Community Action Centers, participants agreed that planning must start earlier, perhaps in December; lists of paying and volunteer jobs in the New London community must be widely circulated; and a small obligatory payment toward the lease of the dorm should be made by those persons who state their intention to participate in the Center's activities.

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

Also, the precedent of Vinal as a student-run, student-paid-for, and student-maintained dormitory outside of the school year was established. The students involved in SCAC worked on various part-time jobs besides their projects in the community to pay their weekly dorm rent and to provide their own food. Three students undeniably worked the most consistently to see that SCAC succeeded to the extent that it did: Nancy Burnett '72, Ceil Halstead '72, and Joan Weisberg '71, and gratitude is certainly owed them.

The Center's activities received support from prominent members of the New London community. Last June, a half-page testimonial statement against Nixon's actions in Indochina 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 community and its projects in the future. (Efforts are currently being initiated for discussions between students and labor groups.)

Jay Levin '73, a SCAC participant asserted, "Both the Strike and the Summer Community Action Center showed the tremendous potential that there is, both on the campus and in New London, for change and development of thoughts and feelings and mobilizing people for action. The changes need to be made; all that needs to be done is to make them."

The first meeting of House of Rep. was held in the Student Government Room on Wednesday, September 23rd. A general framework for this year's goals was discussed. Other topics included work on non-credit seminars and individual dorm activities.

Student government will start work on a revised charter designed to give the structure of the government and will consider specific by-laws that are subject to revision. A book will soon be published that will include this constitution as well as statements concerning student government in general and a policy statement by Judicial Board.

Meetings are held every Wednesday at 6:30 p.m. in the Student Government Room and are always open. Students are urged to come with any questions or suggestions they might have.

Letters

Ed. Note: This letter is in response to President Shain's communication with the parents and alumnae concerning the strike of last May.

To the Editors:

Your letter of May 11, 1970 came as a great disappointment to me. In it you said that on May 5 the college community acted as a political entity. As an alumna, I had considered myself a peripheral member of that community, but I find the vision of Connecticut College in the posture of a political entity abhorrent. I reject my alma mater in this stance.

More important to me, however, is the content of the three-plank resolution adopted. As a presumably well-educated United States citizen, I reject the resolution as unreasonable, impractical, and even absurd.

I have supported the college in spirit as well as through the contribution of a modest sum to the Annual Alumnae Giving Program each year since my graduation. If the May 5 resolutions truly represent the views of a student and faculty majority, as you suggest, you force me to withdraw my spiritual support. Concomitantly, I must withdraw my financial support.

If the check for my 1969-70 donation has not been cashed, please return it to me. If it has been cashed, please send me a check in the same amount as a refund.

Susan Eckert Lynch '62

News Notes

Transportation is available for the High Holiday observances of Rosh Hashana and Yom Kippur. Sign up sheets are posted on the Hillel bulletin board in the Post Office. Also, a "Home Away From Home" may be arranged through Hillel.

A file on Israeli Work-Study-Kibbutz programs will be set up in Room 218 in Cro and a display of some of the Hillel material will be on hand at Club Nite. The Hillel office is now located behind the Chapel Library.

* * *

At the opening assembly September 10, Nancy S. Voye was named an Irene Nye Scholar. The annual award is for members of the sophomore class who have earned the highest academic record during their freshman year. The award, \$100, will be given to her high school in Warwick, Rhode Island where it will be used primarily for the purchase of library books.

* * *

The Danforth Graduate Fellowships for college teaching careers are open to those students who have a serious interest in college teaching as a career and who plan to study for a Ph.D. Interested students should check the bulletin boards in Fanning and

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Satyagraha

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CONTROVERSY

In order to encourage dialogue between Satyagraha and its readers, the newspaper last year established a column "Controversy," which is again open to all students for the expression of views directly concerned with issues discussed in Satyagraha.

Because of limited space, the editorial board must reserve the right to select the column to be printed each week. Students wishing to submit such articles should bring them to the Satyagraha office in person no later than 9:30 on Wednesday nights.

Faculty members are also encouraged to submit articles to Satyagraha, especially those which supplement the normal range of topics covered in the newspapers. Topics related to a faculty member's academic discipline, book reviews, essays, would be most appropriate.

Again, because of limited space, the editorial board will select the article to be printed each week if more than one is submitted. Articles may be mailed to Satyagraha, Box 1351 by Tuesday afternoon or brought to the Satyagraha office by Wednesday night at 9:30.

Judiciary Board Creates New Role

by Peggy McIver

The Judiciary Board, established by the revised Student Charter of 1970, replaces the Honor Court this year as the upholder of the student code of honor.

Anne Kennison, head of Judiciary Board sees the problems that the newly-created body faces as formidable. "Rules are dead. The Honor Court died and we came out of that void. The social code of honor is now in the process of being rewritten."

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 preliminary rules will then be presented informally before the housefellows, who will be encouraged to discuss the efficacy of the rules as they stand.

The revised rules will then be voted upon by the Student Assembly. Finally, the social code will be presented before the College Council, which consists of the Administration, some members of the faculty and the student government.

After the code has been mulled over by these various groups, the Judiciary Board plans to distribute mimeographed copies in order to initiate discussion among the students themselves.

Backing the authority of the board is the Advisory Council, which includes the staff of the Infirmary and rotating deans. The council is not expected to be called in under ordinary circumstances, "only," Anne remarked, "when we are really in a bind." Also, once a week, Dean Watson meets with the board to review problems and plot the new course of action.

Anne sees the role of the Judiciary Board in terms of three functions: as a mediator, as an advisory body and as a body of legal review.

As a mediator, the board serves as a "go-between" for quarrelling factions within a dorm. "Not," Anne hastened to add, "that we expect to see a dorm split down the middle."

A major concern of the board this year is parietals. Anne admits to being disturbed by the questionnaire distributed to parents of

undergraduates this past summer by a concerned parents' group.

The nature of the form was such that it seemed to question the ability of Connecticut College students to cope with 24-hour parietals.

"It's important," Anne emphasized, "that we show them that we are working on the parietals situation. It's disheartening that they think parietals have been a failure."

The board is also turning its attention to the problem of drugs 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 dorm level and that people will advise their housefellows of their troubles before seeking out the Judiciary Board.

Another function of the board is to assist people who are bewildered by a problem and who do not know where to turn for a solution. If the problem would be best handled by a dean, the board acts as an intermediary between the student and the administration.

The last function of the Judiciary Board is to sit in review before cases involving violation of the social code or academic regulations. Cases involving plagiarism and cheating, for instance, are handled by the board. The purpose of the court, asserted Anne, is to give the student recourse if he feels that he has been treated unfairly.

Anne was anxious to point out that the court was not to be considered a criminal court by any stretch of the imagination.

"We don't have the power to come into a dorm and drag a student out if we think he's guilty of a violation. We ask the student to come if we hear from the faculty that there is a problem and we hope that the student realizes it's in his best interests to come."

As far as the differences between the now-defunct Honor Court and the Judiciary Board, Anne sees the difference as one of emphasis.

According to Anne, when Katie See rewrote the constitution last year, she tried to make the



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

He is the second man to join the admissions staff since the former college for women became coeducational in 1969. Timothy B. Evers, 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 had served as a Peace Corps volunteer in the Philippines and Ceylon. At Connecticut College he will interview applicants for admission and will spend considerable time in the field talking with students at high schools throughout the country.

News Notes

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see Dean Cobb promptly; all applicants must take the GRE given on October 24 (application must reach ETS no later than October 9). Connecticut College may nominate three candidates. Nominations close November 1st.

* * *

The French Club will present two feature films Wednesday, September 30 at 7:30 p.m. in Oliva Hall. The films are "Le Ballon Rouge" (The Red Balloon) and "Le Soleil dans L'Oeil." An admission fee of \$1.00 will be charged.

"Catch-22" as Film Shows Cohesiveness

by Michael Ware

Some criticism of Mike Nichols and his movie *Catch-22* has centered not on what the movie was, but on what it wasn't. Michael Goodwin, writing in *Rolling Stone Magazine*, indicts the film for not making him laugh enough. Others, in the light of the book, were not able to chortle as heartily at the movie. Some say that besides that, Nichols had the audacity to leave out some of the best parts of the Heller novel. Rarely can a reviewer clear his head to write when his mind is filled with nagging complaints about what he's seen, not for what it did do, but for what it didn't do. The subsequent reviews are comprised of dashed expectations and blighted dreams. Let's face it, no matter how well told, a joke heard for the second time does not carry the impact as when it was first related. It is regrettable that persons such as Goodwin would heap their doubts upon a public whose right it is to be naive about them. Must every viewer read the book 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 unrewarding train of thought.

It is my feeling that everyone should experience *Catch-22*, or rather both "Catch-22's", preferably the movie first. Heller's novel is undoubtedly superb. Its appeal is universal. Nichols' film is also just as notable. Both brush you with the insanity of a bomber squadron and its place in the Second World War. Both imply so much, and are really so very funny. The film is more subdued, but that is Nichols' style. He molded the film into something quite tangible. While you are watching the occurrences, they seem less lunatic than they appear to be in afterthought.

Alan Arkin is the fulcrum and he is impressive. Talk of Elliott

Gould as this year's best actor becomes nonsense in the light of Arkin's performance. He, like the film, strikes deeply into both intellect and emotion. And for Mr. Goodwin and friends, he is very funny. His paranoia over each mission as bombardier is classic. His deep concern for his own sanity is to say the least, moving. In having Arkin, Nichols had a start toward a good film.

The rest of the acting crew is equally good. Art Garfunkel is better than expected, Orson Welles has lost nothing. Voight, Newhart, Perkins, Balsam, and the rest, all fine actors of different times and places, come together as the professionals they are. Their contribution should be well noted.

Contrary to the impression of sketchiness the film gives, it is actually very cohesive. This cohesiveness however, depends on the viewer's openness and ability to flow with the stream of consciousness—a stream of consciousness best suited to a first viewing. At times, the impact of this stream is frightening. Arkin reacts beautifully to the film's few moments of shock. Nichols has accented Arkin, making him acutely alone. Further than that, he has prepared the audience for these moments by use of flashbacks that relate the same sequence, but move ahead slightly at each insertion. This progression, making itself more and more understood, impresses the viewer with the inescapable reality of the war. It is the nature of Heller's concept of the absurd, that while Yossarian (Arkin) is amused by and in fact is part of the insanity around him, he is also terrified by it.

The one change Nichols made that added so much to the film was his beginning the action with the knifing of Captain Yossarian. In the book, Yossarian narrowly

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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 construction of the second Millstone Point nuclear power plant.

The hearings were held to review an application by Northeast Utilities and affiliated companies for a permit to build the second Millstone plant. A first and smaller atomic power plant has been built, and will soon go into operation.

Several citizens' groups testified before three members of the Commission. Some citizens complained of inadequate time to prepare an organized opposition to the granting of the permit, since the hearings were held on relatively short notice. In answer to this, the board agreed to hold another session of the hearing on September 30.

The Connecticut College students who attended the hearing were Allen Carroll '73, Rob Hernandez '74, Chris Howells '71, Mike Ware '72, and Nancy Watkins '72. The students read a statement of their views before the board. The statement is as

follows:

"I am speaking in behalf of students at Connecticut College who question the construction of a second nuclear power plant at Millstone Point. Many environmentalists and nuclear scientists have raised questions about possible adverse side-effects of nuclear power. It is our belief that these questions have not been satisfactorily answered.

We therefore urge that the construction of the second Millstone Point plant be delayed until the following steps are taken:

1. The problem of thermal pollution of the Niantic estuary should be thoroughly studied, and, if necessary, cooling equipment should be installed. The 900,000 gallons of water heated 25°F that the two plants will release into the estuary every minute are likely to result in some degree of damage to the aquatic life of the area.

2. A completely safe and reliable method should be developed for the disposal of radioactive waste. Present methods are inadequate and potentially dangerous.

3. A method should be put into use for less wasteful consumption of nuclear fuel. We

recommend a breeder reactor be used at Millstone Point, since Uranium resources, like those of fossil fuels, are not infinite.

4. The questions that still remain concerning the dangers of nuclear pollution should be fully answered. The possible cumulative effect of the waste released into the air and water by the 21 nuclear power plants under construction or in use in the Northeast should be carefully considered.

In addition, we believe that the effects on the environment of the first Millstone Point plant should be thoroughly studied over a period of time before a construction permit is granted for the second plant. The permit would be granted only after this study is reviewed by the Atomic Energy Commission.

We are very aware of the alarming rise in the demand for electricity. But it is our sincere belief that stringent demands for public safety and environmental quality must be considered first. A blind and headlong rush to meet a skyrocketing demand will only result in larger and more difficult problems."



The world premiere of a Jazz Liturgy "The Last Trip" will be given at college worship on Sunday, October 10. Paul Knopf, composer of the liturgy, will conduct and lead the performance from the piano. Also participating will be vocalist Sheila Jordan, the Paul Knopf Trio, and the Harkness Chapel Choir.

"The Last Trip" is subtitled "A Jazz Paraphrase of Luke 15", and is built around themes from Chapter 15 of St. Luke's gospel, including the stories of The Prodigal Son, The Lost Son, and others. In previous years Mr. Knopf has pre-

sented other compositions in the chapel: "A Jazz Liturgy on the Psalms"; and "The Faith of a Radical—a Tribute to A.J. Muste", based on texts from the Old Testament prophets.

Knopf is a well-known composer in jazz circles. According to Feather's *Encyclopedia of Jazz*, Knopf "creates and performs in an eccentric and provocative style". He has recorded two albums, "Enigma of a Day", and "The Outcast".

The service will be held at 11:00 a.m. and will be non-sectarian in format.



photo by oppenheimer

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 Oliva Lecture Hall of Cummings Arts Center.

The seminar is taught by J. 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, designers, actors and producers.

Three Conn students were ac-

cepted for this intensive theater semester and are living full time at the NTI which is located on the grounds of the Eugene O'Neill Memorial Theater in Waterford. The students are: Ted Chapin '72, Celia Halstead '72 and Heidi Crosier '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, Wellesley, Wheaton, Williams and Wesleyan.

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 2,600 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 a tenure of 9 or 12 months for the first year.

Application deadline is November 30. See Dean Cobb for further information.

There is
no reality
except
in action

Jean Paul Sartre

CCIC Conference

(Continued from Page 1, Col. 3)

could attend whatever institution he wished, public or private and would pay back the loan over the course of his life—paying on the same basis as income tax, according to earning power.

"If one went to an expensive college and becomes a social worker," Reisman said, smiling, "one's education would be subsidized by those who struck it rich as surgeons or sociologists."

"Since the very poor would also eventually pay back the loan, they would feel more like customers than producers," he added.

Much of his discussion focused on what he considers misplaced emphasis on the value of the small classroom.

"Students need to learn in diverse sizes and settings," he asserted. "We tend to have big classes for underclassmen, when they need the most help, and small classes later on," when students can work more independently.

Dr. Reisman cited the case of the course he directs at Harvard. "I asked the students in my large lecture course what size they would like their sectioned classes to be. All the students insisted on not more than six to twelve per section. I tried to convince them that it is much wiser to have a larger class than 12."

"I told them three students won't come; three haven't done the reading, and two are stoned."

Reisman also criticized the one-to-one tutorial system as "in most cases wasteful. They give students an extraordinary opportunity to talk past the don," he added.

The problem in large classes is primarily managerial, he said. The professor must avoid the monopolization of class time "by the over-articulate."

Referring to the financial crises faced by higher education, Dr. Reisman said that "the situation will hit the great universities with high cost operation, and they will suffer no less than private colleges. The junior colleges who spend \$900 per student are less threatened by the future than the excellent idiosyncratic colleges."

Referring to the new open-admissions policy at the City College of New York, (guaranteeing every high school graduate in New York City a place in the university), Dr. Reisman said, "The aim is to get more Black and Spanish speaking young people into the university. Statistics will show that the grade-point average for admission has dropped. But there is a much larger proportion of new students who would have gone to private, non-selective schools. The unseen consequence is that the affluent inept are now going to CCNY."

Reisman characterized the open admission system as
(Continued on Page 6, Col. 1)

Committees Begin Political Actions

by Sue Kronick

One of the most exciting elements that emerged from the Sept. 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.

Lionel Williams of the Boilermakers Union in New London stressed that by pooling both student and labor forces, an effective voter registration drive could be enacted as well as a successful 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 Jay Levin or Mr. Williams himself, at 739-8342 or 445-1120.

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

Due to the servicemen's enthusiasm for last spring's GI coffeehouse, it is hoped that the project can be continued this year. There is a possibility that space might be available for rent in New London. Those interested in the coffeehouse should contact George Stevens.

Another opportunity for political action is the coming National Peace Petition Week, Oct. 3-10. This week is sponsored by the National Petition Committee under the National Coalition for a Responsible Congress. During this week canvassers will be needed to circulate petitions urging Congress take action to end U.S. involvement in Indo-China. In addition, people will be asked, if they so desire, to give 50¢ to sponsor a national media campaign supporting this goal.

A portion of the money col-

lected will be saved in order to form a permanent National Anti-War Committee. 30% of the funds will be donated to campaigns of the local peace candidates. Mr. and Mrs. Burlingame, along with Trink Anderson, will try to reunite the forces that collected the 6,000 signatures for the strike petition last spring. Persons wishing to participate in this project are asked to contact Trink Anderson at Hamilton or Box 27.

There are other opportunities for action. This Nov. a referendum will appear on the Connecticut ballot for lowering the state's voting age to 18. Those interested in helping this pass are asked to contact Mary Ingoldsby. Those interested in participating in the Duffey campaign should contact Mr. Mikaliaen or Mr. Daughan. All wishing to work for the Goodell campaign are asked to contact Julie Sgarzi. Persons interested in working with Draft Counseling should reach the Rev. J. Barrie Shepard.

It was suggested that a speakers bureau be formed in order that groups of students might be able to talk with community groups of all types concerning political and community affairs. All those who desire to participate in this project should contact Barb Seltzer.

In addition, it was suggested that perhaps a big-brother or big-sister arrangement with the children of New London might be a future ambition. The Office of Community Affairs will be able to work with those interested in such a project or any other feasible idea. Those wishing to participate in organizing an on-campus film, speaker or debate series are asked to contact Carol Feinstein or Julie Sgarzi. Opportunities for registering students as voters and 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 Oct. 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 and, hopefully, student-union man-power will be needed.

From time to time, for the sake of historical perspective Satyagraha wishes to present various excerpts from previous issues. Our files contain the issues dating back as far as 1916, and it would be an understatement to say there is a wealth of material. Any persons interested in viewing past issues may do so at Palmer library.

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(Continued on Page 5, Col. 1)

Local Center Explores New Learning Concepts

by L. Resnikoff

There is an exciting new educational center operating in New London, the Drop-In Learning Center. Located in the former parish house of the Second 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 existing formal public school system. Nancy Scheibner, from the Upward Bound program, joined Frank Polixxi, 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. Cathren 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 4:00 a.m. until 10:00 p.m. At that time, the organizers of the center viewed the strike as an opportunity to introduce this 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 as the majority of the children in a class, the program at the center

is one of "semi-spontaneity", according to Mrs. Donna Hetzel, instructor of Child Development at Connecticut College and an advisor to the center. Mrs. Hetzel explained that the aim of the center's educational philosophy is "to develop each child individually to meet his needs." When a child enters the Center each day, he decides what he would like to do. As the 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 concept 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 and equally important means of directing the attention of the children is through the use of adult models. An adult comes to the center, stations himself, and begins to perform a skill such as reading, knitting, sewing, or sawing, thus arousing the children's curiosity. Mrs. Hetzel explained that children have a "bizarre picture of the adult role. They do not see what adults do, they lack adult models, and thus are dependent upon their peers." Thus one important aim of the center is to show children what adults do, necessarily requiring adults to volunteer their services to work with the children. Any person, with any type of skill is needed and welcomed at the center.

The center's current free use of their building will expire on October 15. Nancy Scheibner and Mrs. Thomas have already incorporated the center and plan to continue its operation. They expect to continue leasing the building from the church at a nominal fee and hope to receive continued financial backing from the Comprehensive Youth Service, part of the Connecticut State Resources Agency. They have also applied for additional funding from the United Church of Christ and will solicit funds from private sources within the community.

The New London Drop-In Learning Center is one of several such centers operating in the United States as an applicative of the much discussed alternatives to traditional educational theory. The South Boston storefronts are operated by Jonathan Kozol, author of *Death at an Early Age*. There he hopes to experiment with educational programs not allowed in public schools, gearing his programs towards frustrated public school teachers who want to try innovative ideas. The New London program is also open to all teachers, to demonstrate to them the many possibilities of education outside of the existing system. The program, in the words of Nancy Scheibner, "questions the basic concepts of what it means to learn—we make no assumptions."

"These centers hope to provide a valid alternative to our existing system of education," she continued, "which are so much under attack these days."

Anyone interested in the New London Drop-In Learning Center can call Nancy Scheibner at 442-6415.



RCOBB

Excerpts (Continued from Page 4, Col. 5)

It must also be remembered however that during 1940 there was a great deal of thought given to the emerging World War. Therefore we would like to reprint a War Poll taken on campus and printed in the January 10 issue of Connecticut College's Conn Census.

	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?	66	34
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?	48	52
9. Should the United States concentrate her energies on home problems only?	33	67

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Judiciary Board
(Continued from Page 3, Col. 2)

court more than just a "babysitter." The idea was to make the body more "dynamic", more flexible, able to do more than merely slap the hands of errant students.

The Judiciary Board plays a less formal role than its predecessor "It is more of a mediator now," Anne continued. "We don't see problems as necessarily right or wrong, black or white."

One of the first projects on campus that the board will tackle this year is a session on plagiarism. On September 30, two members of the board will go to every dorm to talk to freshmen about the problems of plagiarism and inform them about the proper way to give credit to an author in a footnote.

Members of the Judiciary Board are elected in February. Senior members are Cara Tascarella and Lucy Van Voorhees. Deirdre Russell and Helene Whitaker are junior representatives, while sophomores sitting on the board are Wendy Wade and Val Fletcher.

On Tuesday, September 29 Judiciary Board will begin its office hours. The time is 7:00 to 8:00 p.m. every Tuesday night. The purpose for this open hour is for students to come in and talk about, or ask about, residential, academic or other problems found at Conn. A member of the Board will be there. We welcome all students, or any other people here at Conn to come in.

CCIC Conference
(Continued from Page 4, Col. 3)

"counterfeit nurturance." "The black student entering college is helped by his white cousin, and resents the fact of having to be helped. We don't have people with the skills to help. We still know little about the consequences of bringing all these new students in."

Dr. Reisman stared reflectively at his notes. "I'm surprised that more private colleges haven't gone bankrupt and folded," he said. "It's a tribute to the heroism of the people in charge."

There will be a meeting for Satyagraha contributors Thursday evening in the office. Previous contributors with continuing interest are most welcome.

Catch-22
(Continued from Page 3, Col. 5)

escaped the knifing. This violent act throws the audience into Heller's wonderland, and Nichols is a wise creator to use such an arrangement. It propels his ideas from a gun barrel, alerting all of us to watch what is to come.

Some may tell you that a "movie version" is the best way to depict a novel on the screen. Nichols has transformed what could have been a polite compliment to a good book into a true artistic achievement.

Faculty Turnover
(Continued from Page 1, Col. 5)

the atmosphere most conducive to learning exists when students "are not so concerned with the external facets of learning, such as grades, required papers and the ability to feed back facts." When asked about his feelings concerning required courses, Ferrari stated, "I think it should be strongly advised that students take a wide variety of courses. However, I don't think we should shove knowledge down peoples' throats, for virtually, you can not."

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

The following list represents the new members of the Connecticut College faculty:

Mr. Christian Gellinek, Professor of German and Chairman of the Department
Miss June M. Patterson, Associate Professor of Child Development
Mr. J. Alan Winter, Associate Professor of Sociology
Mr. George E. Cunningham, Associate Professor of History (part time)
Mrs. Patricia B. Brauner, Assistant Professor of Music and Music Librarian
Mr. Arthur C. Ferrari, Assistant Professor of Sociology
Mr. Garrett D. Green, Assistant Professor of Religion
Mrs. Beth Hannah, Assistant Professor of Education
Mr. Henry T.K. Kuo, Assistant Professor of Chinese
Mr. Antonio Morillo, Assistant Professor of Spanish
Mr. Roelof Oostingh, Assistant Professor of Sociology
Miss Joan Ringelheim, Assistant Professor of Philosophy
Mr. Donald D. Schneider, Assistant Professor of Art

The Connecticut College Concert Series has announced its four concerts for this academic year. These will include Young Uk Kim, violinist; Lili Kraus, pianist; The Philadelphia Orchestra under the direction of Eugene Ormandy; and in the opening concert, The Hartford Symphony Orchestra, Arthur Winograd conductor, playing an all Beethoven program. There are a limited number of seats available for the series.

The Connecticut College Artist Series will present four concerts this year of the chamber ensemble variety. The Boatwright-Pleasants Trio will give the first concert this season followed by the Czech String Quartet; Miquel Rubio, guitarist; and the New York Chamber Soloists.

Because of the great popularity of the Concert Series it usually sells out at regular cost. The Artist Series, however, has a great many excellent seats available at a student rate of 6 or 8 dollars. In the light of skyrocketing artist's fees it is at the very least, incredible that students can hear four concerts of high quality chamber music at a cost of 2 dollars or less for each concert.

Further information may be obtained in Fanning Hall, room 111.

- Mrs. Paula Y. Sollenberger, Visiting Assistant Professor of Chemistry
- Mr. Ivan A. Strenski, Assistant Professor of Religion
- Mr. R. Scott Warren, Assistant Professor of Botany
- Mrs. Celia T.W. Willen, Assistant Professor of English
- Mrs. Diane P. Balestri, Assistant Professor of English (part time)
- Mr. Franklin Reeve, Lecturer in English
- Mr. James A. Allan, Instructor in English
- Mr. Paul L. Althouse, Instructor in Music and Director of Choral Activities
- Miss Barbara L. Baldrige, Instructor in Psychology
- Miss Nancy Franklin, Instructor in Physical Education
- Mrs. Janet Gezari, Instructor in English
- Mrs. Penny Chapin Hills, Instructor in Sociology
- Mr. J. Mark Speyer, Instructor in English
- Miss Sheryl Yeary, Instructor in Physical Education
- Miss Antoinette Blum, Instructor in French (part time)
- Mrs. Renate A. Seitz, Instructor in German (part time)
- Miss Michele Gustin, Assistant in French and Counselor in the French Corridor
- Mrs. Margaret Cibes, Assistant in Mathematics (part time)
- Mr. James Clouser, Assistant in Dance (part time)
- Miss Susan Fitzgerald, Assistant in Dance (part time)
- Mrs. Mhairi C.M. Sheperd, Assistant in German (part time)
- Mr. Gus Solomons, Jr., Assistant in Dance (part time)
- Mrs. Janet G. Chrisholm, Teacher in the Nursery School
- Miss Susan Mathes, Graduate Teaching Assistant in Psychology (part time)
- Miss Brenda McEvoy, Graduate Teaching Assistant in Psychology (part time)
- Mr. Leonard Reiter, Graduate Teaching Assistant in Psychology (part time)
- Mr. Elliott D. Wald, Graduate Teaching Assistant in Psychology (part time)
- Miss Elisabeth B. Emerson, '71, Undergraduate Assistant in Mathematics (part time)
- Miss Beverly J. Errede, '71, Undergraduate Assistant in Chemistry (part time)
- Miss Ruth L. Harris, '71, Undergraduate Teaching Assistant in Psychology (part time)
- Miss Cara J. Tascarella, Undergraduate Teaching Assistant in Psychology (part time)

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