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The views expressed in this paper are solely those of the author.

# Satyagraha

## CONNECTICUT COLLEGE



Vol. 53, No. 15

NEW LONDON, CONNECTICUT

Tuesday, November 4, 1969

## Conn Nominates Coeds For Watson Fellowship

## Open Forum Debates Student "Voice" At Faculty Meetings

by Lee Mills

Melanie Dreisbach, Mimi Griswold, Katie See and Diane Wassman have been named candidates for the Thomas J. Watson Fellowship, announced Mrs. Jewell Cobb, dean of the college, on Tuesday.

They are among 100 candidates chosen by twenty five participating institutions. The Watson Foundation will choose 55 final recipients, following personal interviews by Foundation representatives.

The Watson Foundation, initiated in 1968-1969, is a program intended to enable college graduates of outstanding promise to engage in an initial postgraduate year of independent study and travel abroad.

A candidate's proposed program should enable the recipient to pursue a program toward which he already has a personal orientation or conversely, to explore an alternative area of potential interest.

If awarded the Fellowship, candidates have planned to pursue very different areas of study. Melanie Dreisbach will continue her study of a painting by Lucas Cranach the Elder, a 16th century German artist. Melanie first became interested in the painting "The Foundation of Youth" in an art history course last year, in which she undertook a study of the religious significance of the painting. Melanie hopes to reinterpret the painting.

Mimi Griswold will research a photographic study of particular hand movements as a culturally patterned means of non-verbal communication, and tentatively go to France, Spain, Italy, Japan and perhaps India.

Katie See will conduct a study of the nature of prejudice comparing the religious prejudice in Northern Ireland, tribal prejudice in Biafra and Nigeria and racial prejudice in the United States in order to find the mechanisms for overcoming the causes of prejudice.

Diane Wassman's proposal involves the choreographic problem of filling space as opposed to the artist's problem of filling space, using dance forms and art forms.

Founded as a charitable trust in 1961 by Mrs. Thomas J. Watson in honor of her late husband, the Foundation is administered in cooperation with 25 other colleges, including Amherst, Wesleyan, Johns Hopkins, Middlebury and Oberlin.

The Foundation provides grants of \$6,000 for single students and \$8,000 for married students.

At Connecticut College, the selection committee consisted of Susan Crocker '70, Kathy Doar '70, Dean Cobb, Mr. Edward Cranz, professor of history, Mr. Philip Goldberg, associate professor of psychology, and Mr. William Meredith, professor of English.

The committee selected the four candidates from among twenty-one applicants.

Dean Cobb pointed out that the inclusion of students on the selection committee is unusual. Last year, only two of the participating 25 colleges included students on their selection committees.

Dean Cobb stressed that the applicants' academic records were of small importance compared to the originality and significance of their proposals.

(Continued on Page 3, Col. 1)

by Patricia Strong

The Ad Hoc Committee on Student Representation on Faculty Committees met for an informal discussion on Thursday, Oct. 30.

The open discussion dealt with the question of student representation at faculty meetings.

The Committee has already submitted its report on student representation on faculty committees. This report will be presented to House Of Representatives on Wednesday, Nov. 5. It will be presented to the faculty at its November meeting, for a vote in December.

The issue of open faculty meetings is a new question, which the committee believes merits discussion.

Mr. Edward Cranz, professor of history, opened the discussion with the statement that the students' voice should be heard, but that they should not be allowed to vote.

Later in the discussion, Barbara Keshen '70 argued that student representatives in faculty meetings should be permanent voting members equal to the faculty.

Mrs. Jewell Cobb, dean of the college, felt that students should be allowed to attend meetings in order to become "enlightened members of the community." She felt that attending faculty meetings would be a valuable educational experience for students.



Mrs. Sabine Jordan participates in Ad Hoc Open Forum.

—photo by hookalay

Miss Eveline Omwake, professor of child development, clarified the discussion by pointing out that two questions were really being discussed instead of one.

The first question was one of whether students should elect representatives to represent their opinions at faculty meetings.

The second question dealt with the ideas of an open meeting, where anyone who was interested could attend.

Various faculty members and students then gave their opinions on the two issues. Barbara Keshen said that she felt it should be "a right not a privilege" for students to be represented on all committees and at faculty meetings since the issues being discussed directly affect the students' academic lives.

Mrs. Sabine Jordan, instructor in German, commented that the student has a "cross-reference" of the College; he knows the College better than the faculty in a general way. She also stated that students should have elected representatives with no voting power.

Mr. Philip Jordan, associate professor of history, argued that the most effective way for students to have their opinion represented to the faculty would be through an advisory committee. Mr. Jordan also recommended that the agenda be published before faculty meetings and also that the minutes of the meeting be published.

Miss Camille Hanlon, assistant professor of child development, suggested that a solution to the problem might be a super-ordinate body comprising faculty, students and trustees.

Others who spoke at the discussion reflected basically the view that student opinion should be represented.

### Ctte. Evaluates Suggestions For Special Studies

by Susann Elliott

The Special Studies Committee met on Wednesday, October 29, to begin evaluation of the suggestions made by students and faculty in response to a recent questionnaire. The committee also discussed feasible methods of conducting the Special Studies Period this January.

Student response to the questionnaire ran high—about 75% of each dorm returned the forms. At the time of the meeting, about 32 faculty members had responded. Miss Gertrude McKeon, chairman of the committee, said that another letter will be directed to all faculty members and those students who have volunteered suggestions.

The committee noted that student suggestions for the Special Studies period seem to be in line (Continued on Page 3, Col. 3)

### REVIEW

## Mozart, Ibert and Soloist Highlight Romantic Program Of Dorian Quintet

by Michael Ware

The Dorian Quintet appeared with Pianist Donald Currier as the premiere group in this season's Artist Series, in Palmer Auditorium Tues. October 28.

Of all possible chamber group combinations, a flute, oboe, clarinet, bassoon, and french horn make up one of the most sonorous ensembles.

The Dorian Quintet has captured this particular phase and presented a program of mostly romantic music which lends itself to that unique quality of the group.

The first piece was an extreme-

ly fine opening number in the fact that it presented the group unobtrusively as individuals while still using much of each instrument's range and color. Besides this, it introduced the group's single musical purpose as an entity.

Karl Kraber, the flutist, introduced the piece, "Kvintet" by Carl Nielsen, as a "chestnut" of the woodwind repertoire; but he referred only to its age and the fact that Nielsen wrote after the romantic period was supposedly finished.

The quality of the work dispelled any doubts about its relevance to that period. The opening

movement was lyric, as was the whole work, but the emphasis here was on a concerted sound and the subtle pairing of instruments. The most noticeable was the oboe with the flute clinging tenaciously to it as to make it sound like one instrument. This precision is one of the prerequisites to becoming a fine chamber group.

The horn had the smallest part in the middle movement and when used, was only a foundation. Perhaps this was in Nielsen's mind for when scored, the horn was given beautiful melodic fragments. The final movement solidified the piece in the repertoire with a deep moving Praeludium that melted to a theme and eleven variations.

The oboist took up his English horn and dropped the tone of the group to a fuller level. If this were not enough to work on, Nielsen introduced his last theme with incredible sweetness and the variations were so diverse and interesting that it revitalized this form, so often thought of as being boring and academic.

Stravinsky's "Pastorale", written when the composer was twenty-six, definitely showed a romantic spirit, uttering a melody and augmenting it simply, in tasteful (Continued on Page 5, Col. 1)



Dorian Quintet performs in Palmer Auditorium as part of the Artist Series. —photo by york

### Canvassing

Tonight at 7 p.m. in Plant living room, there will be an organizational meeting for anyone interested in canvassing in the New London community to distribute fact sheets on the war in Vietnam.

### Agenda

At its October 27 meeting, The Student-Faculty Academic Committee voted to publicize future agendas and whenever possible, minutes of the meetings.

This week the committee was scheduled to discuss field work. Mrs. Margaret Kahler, Director of Community Affairs, was invited to participate, and the committee hoped to examine the possibility of receiving credit for any field work.



# Ad Hoc Proposes Student Representation

The Ad Hoc Committee on Student Representation on Faculty Committees will present to the faculty on Wed., Nov. 5 their final report. The proposal was formulated after much discussion among the committee members themselves, and

after a series of five open forum discussions involving both students and faculty. Committee agreement on the proposal was unanimous.

## Statement by the Chairman of the Committee:

It is the consensus of the Ad Hoc Committee that acceptance of the principle of student participation in faculty committee activity is of great importance to Connecticut College at this time. Our proposed plan is simple and clear-cut: equal numbers of students and faculty as voting members of the Standing and Special Committees as listed below.

It is possible that after a few years of following this plan, the balance in numbers of students and faculty might shift according to the differing functions of the committees. Vassar College, for instance, has some committees with more students than faculty and vice versa.

Our Committee holds the following view of the role of the students in this phase of the development of a changing relationship between students and faculty where academic policy is concerned: The Student Representatives will share in the process of recommending measures to the Body of the Faculty for their action, rather than in competing for the decision-making power.

It is obvious that there will be problems for the Faculty in the mechanics of setting up the committees, scheduling meetings and orienting the students to the nature of the work. Once the committees are formed, there may be some difficulties in arriving at a consensus in their various deliberations.

For the students, there may be problems around involving sufficient numbers of students in the nominating and election procedures so as to assure a reflection of broad as well as deep student concern and interest. Students are likely to find some of the committees more appealing than others which could give rise to difficulties for students, as there now are for faculty, in finding enough individuals who are willing to serve and able to commit the required

At the November 5th meeting of the Faculty the Ad Hoc Committee on student representation on faculty committees will recommend and move that students be elected in equal number to Faculty to serve on committees as follows:

1. Administration: The Ad Hoc Committee recommends that student members attend meetings at which matters of academic procedures and general college policy are discussed but not those devoted to action on students' academic standing.
2. Admissions: This committee already has student representation. However, it is assumed that should there be a procedure for student election these committee members would be elected according to established procedures for student membership on faculty committees.
3. Ceremonies: Ad Hoc Committee recommends student participation in planning of all ceremonies.
4. Convocation: Ad Hoc Committee recommends student membership on this committee.
5. Graduate Studies: Ad Hoc Committee recommends that the graduate students should themselves be consulted. It was the consensus of our committee that it would be in keeping with the spirit of our proposal that they have representation.
6. Instruction: A new proposal.
7. Interdepartmental Majors: The Ad Hoc Committee recommends student membership on this committee.
8. Library: Ad Hoc Committee recommends student membership on this committee.
9. Nominations: Ad Hoc Committee recommends that students have their own nominating committee for nomination of student members and that the Student Nominating Committee and the Faculty Nominating Committee meet together to clarify and confirm purposes and functions of specific committees.
10. Schedule: The Ad Hoc Committee recommends student membership.

amount of time.

Many individuals from the Faculty and the Student Body have brought to our attention the variety of problems which could arise. Nevertheless, our committee in supporting the principle, views "problems" as conditions to be dealt with as they arise rather than as reasons why this new plan should not be adopted.

Much consideration has been given to the question of parity. We deem this as essential in the light of the students' wish to come together with faculty as partners in the work. Otherwise they may serve merely as individuals available to express student opinion on issues of mutual student and faculty interest when the faculty members of the committee consider student contribution appropriate. In order to make certain that students serve in a responsible and effective way, it is important to avoid any suggestion of "tokenism" or effort to "keep the students happy".

As a member of the Faculty, I would like to add the following comment: Since joining the Connecticut College Faculty in 1965, there has been a considerable amount of internal change, even though these changes have been arrived at slowly and have not been especially dramatic in nature. It seems to me that the faculty committee structure has changed the least of our various systems. However, it could be said that we have already completed an initial phase in establishing the Student-Faculty Academic Committee and in voting to include students on the Admissions Committee. Along with the development of the new committees on Special Studies and Inter-Departmental Majors various Faculty Members serving on these committees have reported positive reactions to the contribution of the students. To stop, at this point, would make our committee structure indeed archaic.

11. Special Studies: The Ad Hoc Committee recommends equal numbers of students and faculty since parity does not now exist.
12. College Council: As it stands.

## Special Committees

1. Advisory: Ad Hoc Committee recommends that the President of the College consult with the individual departmental advisory committees on questions of appointments, promotion, and termination of appointment.
2. College Development: The Committee recommends student membership on this committee.
3. Community Fund and Services: The Ad Hoc Committee recommends student membership on faculty committees rather than separate faculty and student committees.
4. Faculty Discussions: Ad Hoc Committee recommends student membership on this committee.
5. Monographs: Ad Hoc Committee recommends student membership, such members to attend meetings at which a student's work might be under consideration and when the chairman of the committee considers that their contributions would be helpful.

## New Proposal

1. Instruction: Proposed: That both the Student-Faculty Academic Committee and the Instruction Committee as they currently stand be abolished.
2. That a College Academic Committee composed of a parity of faculty and students be established to assume the previously held functions and powers of the Student-Faculty Academic Committee and the Instruction Committee.
3. That the body of the College Academic Committee be comprised of a voting membership of twelve, including six elected faculty representatives and six elected students representing the sophomore, junior and senior classes.

## Special Studies (Continued from Page 1, Col. 5)

with those of the faculty. Proposals include a three-part seminar in self-awareness (with a T-group), seminars on violence, psycholinguistics, the state of the American university, and the formation of the metal complexion.

Photography and metal workshops have been suggested, among others. There appears to be a wide range of possibilities in Special Studies topics.

### Clubs to Present Programs

The committee is presently considering having seminars and directed readings scheduled in the morning. Workshops and speakers would be set up in the afternoon, with discussions and films in the evening. This plan is tentative, however.

Saber and Spur, the Schwiffs, and the Conn Chords have offered programs during the Special Studies period. The language clubs are planning to offer dinners for language students. Theater One, Afro-Am, and the orchestra are also considering proposals.

The committee's faculty members are Miss Gertrude McKeon, Mr. Michael Burlingame, Mr. Kent Smith, and Mr. David Fenton. Student representatives are Peggy Wade, Barb Kane, Valerie Staples, Claudia Reese, Mary Graff, and Gail Mittendorf.

The aim of the committee is to make this ten-day period a productive experience for both facul-

ty and students. The committee is making every effort to pursue areas of interest to the students in fulfilling their goal.

It must be emphasized that the Special Studies Committee is still very much involved in the planning stages. It would welcome suggestions from all members of the college community.

## NEWS NOTES

Since the new college I.D. cards do not show the student's birthdate, students who need proof of age should obtain a Connecticut State Majority Card.

This can be obtained through the Town Clerk's Office in New London. Students should bring a 1" by 1½" full face picture and proof of age.

The Senior members of the Psychology Dept. Advisory Ctte. have been announced. They are:

Nancy Gilbert, Gail Pheterson, Randy Robinson and Barbara Soule.

The two white student members of the Black Faculty Ad Hoc Committee have been appointed by Katie See, Pres. of College Council. They are Betsy Frawley '72 and Mary Alice Shephard '71. Congratulations are in order to Tim Napier who recently won Larrabee Houses Ping Pong Tournament.

## Ad Hoc Committee Proposes Student Nominating Ctte.

The Ad Hoc Committee on Student Representation on faculty committees has proposed that a Student Committee on Nominations be established.

The duties of this committee shall be:

- a. To recommend to the student body, for vote, the student members of student-faculty standing committees, and of such special committees as the students or faculty may request.
- b. To meet jointly with the faculty committee on nominations to receive suggestions regarding the operation of the committee system. This shall include the receipt of requests for the formation of new committees. The process of election shall be as follows:
  - a. The committee on nominations shall consist of five students elected from their respective classes (one freshman, two sophomores, two juniors and the President of Student Government, ex officio.
  - b. The committee will be elected in February and will begin their service in March.
  - c. Elections will be carried out in the same manner and at the same time as class elections.

### Election Procedure for Committees:

The nominations committee is responsible for directing the elections of students to student-faculty committees through the House Presidents:

1. The nominations committee will present a slate of candidates for each office on the last Tuesday in April.
2. Within one week after distribution of these nomination lists, any 10 students may nominate additional persons for any committee and candidates may withdraw.
3. At the end of that week, the nominations committee will draw up a final ballot, which is distributed through the House Presidents.
4. Elections will take place in the dormitories on the first Thursday in May. The candidates who receive the highest number of votes will win the election.

## WATSON (Continued from Page 1, Col. 2)



College nominates four students for Watson Fellowships. Melanie Dreisbach, Mimi Griswold, and Katie See shown above. Diane Wassman —photo by hookaylo not shown.

In December, representatives of the Watson Foundation will interview the candidates prior to announcement of awards on March 15, 1970.

At the mutual agreement of an individual recipient of a grant and the Foundation, a fellowship may be renewed for a second year within a period of approximately six years after the initial grant. It is anticipated that, in the

years ahead, current and former Watson fellows will be invited to attend brief, informal conferences devoted to subjects of international relevance, sponsored by the Foundation.

This is the second year that the Fellowship Program has been in existence; however, this is the first time that Connecticut College has participated.

# Revised Academic Calendar Recommended For 1970-1971

The Student-Faculty Academic Committee believes the proposed calendar to be more compatible with the academic interests of both the students and faculty for the following reasons:

1. By beginning classes earlier in September, students and faculty will be available earlier in the spring for summer employment at a time when the job market is open. As most summer jobs terminate by Labor Day, students and faculty are able to return at this earlier date.

2. The proposed calendar has an instruction period of 63 class days (as opposed to 65 under the 1969-70 calendar). Please note, however, that generally the instruction period will be longer than 63 days as in September, 1970, Labor Day Falls on the latest date possible, September 7th.

3. Having one's examinations before Christmas allows the student to be examined while the material is still fresh in his mind. (This is especially important for language students.) Such a system might also alleviate deadline pressures on faculty if grades did not have to be submitted until the end of the Christmas recess.

4. In light of the new campus job policy, an extended period of vacation would allow the student to supplement her earnings with a short term job.

5. Student opinion is divided as to whether a longer or shorter Special Studies Period is desired. Under the proposed system with

## PROPOSED ACADEMIC CALENDAR FOR 1970-1971

|                  |   |
|------------------|---|
| 1970             |   |
| <b>September</b> |   |
| 5 Saturday       | Freshmen arrive   |
| 8 Tuesday        | Freshmen register. Registration for Master's Candidates   |
| 9 Wednesday      | Sophomores, Juniors, and Seniors return. Opening Assembly |
| 10 Thursday      | First Semester Classes begin                              |
| <b>November</b>  |   |
| 25 Wednesday     | Thanksgiving Recess begins at Noon.                       |
| 29 Sunday        | Thanksgiving Recess ends 11:30 P.M.                       |
| <b>December</b>  |   |
| 10 Thursday      | First Semester Classes end. All Papers Due                |
| 11-13 Fri.-Sun.  | Exam Review Period  |
| 14-22 Mon.-Tue.  | Midyear Examinations. Christmas Recess begins.            |
| 1971             |   |
| <b>January</b>   |   |
| 17 Sunday        | Christmas Recess ends 11:30 P.M.                          |
| 18-26 Mon.-Tue.  | Special Studies Period                                    |
| 27 Wednesday     | Second Semester Classes begin                             |
| <b>March</b>     |   |
| 26 Friday        | Spring Recess begins at Noon.                             |
| <b>April</b>     |   |
| 11 Sunday        | Spring Recess ends 11:30 P.M.                             |
| <b>May</b>       |   |
| 7 Friday         | All Papers Due. Second Semester Classes end.              |
| 8-10 Sat.-Mon.   | Exam Review Period  |
| 11-19 Tue.-Wed.  | Second Semester Examination Period                        |
| 23 Sunday        | Commencement  |

Special Studies immediately following Christmas vacation, the student would have the choice of coming back to a short Special Studies Period or of beginning during the extended Christmas vacation a more specialized project to be continued during the Special

Studies Period.

6. Please note that the spring recess dates are flexible and should be made to coincide with the Wesleyan calendar.

7. This proposal would be facilitated by the adoption of the proposal for self-scheduled exams.

## Academic Committee Presents Proposal For Self-Scheduling Of Examinations

The following proposal for self-scheduling of examinations was formulated using the system adopted by Mount Holyoke College as a guideline. The Student Faculty Academic Committee proposes that:

1. On the last day of classes, each student will receive examination registration cards in each of her courses. These cards are to be presented to the registrar on the occasion on which the student elects to take the final examination.

2. The student may report to the Office of the Registrar at one of three times, each examination day when she will exchange the registration card for the final examination.

- A. Between 8:00-8:30 A.M.
- B. Between 1:00-1:30 P.M.
- C. Between 7:00-7:30 P.M.

3. The student may take the examination at any location she

wishes, with the understanding that all classrooms normally utilized will be at her disposal if she so chooses.

4. All examinations must be completed, placed in a sealed envelope, and returned to the Office of the Registrar within a three hour period.

5. All examinations requiring audi-visual aids may be pre-scheduled by the instructor during the first four days of the examination period.

6. All students must complete their last examination no later than 10:30 P.M. of the last examination date (Jan. 15).

The Student-Faculty Academic Committee has found that the matter of self-scheduling of examinations is of primary concern to the individual student. The proposed system is designed to alleviate tension. For this reason, a system allowing for three possible examination times was established to provide a more flexible structure.

The Office of the Registrar has informed the Student-Faculty Academic Committee that due to the recent curriculum revisions, a more flexible system is now both desirable and preferable. The Registrar, however, requested that the examination period be shortened by two days in order to aid the faculty member who may find difficulty in grading the examinations over the extended period.

The proposed system would allow for an extended Intersession this year. The brevity of the present Intersession was one of the most consistent sources of complaint among students. Early in the second semester, both faculty and students will be given an opportunity for evaluation of the system.

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## Revitalization Corps Active In New London



Members of Revitalization Corps paint New London Community Service Center. -photo by hookaylo

by Val Fletcher

During the past two weeks, members of the Revitalization Corps, along with several high school students, have been painting the New London Community Services center.

This center, located at 1000 Bank St., will officially open on Nov. 1 to provide a halfway house for twelve reformed drug addicts. As a secondary purpose, the center will also provide a day-care service for the neighboring area.

The administration of Halfway House is handled by the Southeastern Council on Alcoholism and Drug Dependence. The Revitalization Corps and several high school students volunteered to do the necessary painting of Halfway House for this organization.

The volunteer painters were: Larry Lewis, president of the Class of '70, Matt Zuckerman, Dave Weller, and Tom Lynicus, who attend the New London High School.

From the Conn chapter of the Revitalization Corps were: Helen Crispe '72, Barbara Ainslie '72, Patricia Reum '72, Susan Sanderson '73, Barbara McLean '72, and Mary Ingoldsby '72.

For their next project, the Revitalization Corps is sponsoring a

service led by Rev. Barrie Shepherd on Wed. Nov. 19, in Harkness Chapel at 7:30 P.M.

The purposes of the service are 1) to commemorate the assassination of President John F. Kennedy six years ago; and 2) to collect food for needy families in the New London area for Thanksgiving.

Students who attend the service are urged to place canned foods on the altar and to contribute money to the collection plate to buy Thanksgiving turkeys.

The Corps is also publicizing the drama "Changes", which will be presented by the Daytop Drama Club.

The play is jointly sponsored by the Southeastern Council on Alcoholism and Drug Dependence and by the Connecticut College Department of Community Affairs. It will be performed entirely by reformed drug addicts in Palmer Auditorium on Nov. 17, 18, and 19 at 7:30 in the evening.

Anyone wishing to work on these projects and anyone who has other ideas which would promote understanding and involvement in the community may contact Mary Ingoldsby '72 in Harkness.

**LETTERS**  
(Continued from Page 2, Col. 5)  
U.S. Treasuries. As a suggestion, why not invite a parent with a good clean record to sit in on the Committee? After all, until we reform the Establishment, private colleges may have to double their tuition to keep financially afloat and it is mostly the parents that foot the bills.

Richard H. Goodwin  
Department of Botany  
(Continued on Page 6, Col. 1)

Students wishing to apply for Fulbright-Hays Full Grants, Fulbright-Hays travel grants or foreign grants offered by foreign governments or universities should consult with their major advisers regarding their proposal before submitting applications to Dean Jewell Cobb by the Nov. 25 deadline.

## Guess Who's Coming To Elmore's

The **CLOD CLOG** by Olof Daughters

**Elmore Shoe Shop**  
State Street

Review

# Rock Concerts Come To Conn This Winter

by Gail Herbert

This college year is being brightened by the advent of rock concerts on campus. Last Friday night, the first indoor concert was held in Palmer Auditorium.

The evening started off slowly with a New London group called Baxter. They played songs from the Beatles and from Simon and Garfunkel, as well as some of their own compositions. Among their selections were "World of Fantasy" and "Marianne."

As musicians Baxter had a good feel for their instruments. The songs with vocal accompaniment were weaker because of the lack of quality of the soloist's voice.

Behind the band projectors flashed a light show on the back-up screen. The colors oozed and pulsed to the rhythm of the music, creating an experience of sight and sound for the audience.

After an intermission, folk-singer and guitarist Rob Buchanan performed. He had a pleasing and sonorous voice that went very well with his choice of songs. Rob sang songs with which the audience was familiar, such as "Sisters

of Mercy" and "Get Together."

For a change of pace, the next group was a blues band. The group, Room Full of Blues, was very good and sounded quite professional. The lead singer put his excellent voice to its best use when he sang "I Smell Trouble" and "Ain't No Big Tail On You Babe."

The band was composed of a pianist, two guitarists, a drummer and a member who played both the saxophone and the harmonica. All the performers played their instruments with skill, and the sound produced was true blues.

The last group to play was Happy Sorrows. After having some problems with their equipment, they warmed into their music and produced a heavy rock sound. Again a light show was projected behind the musicians, and the stage became a collage of sound, rhythm and color.

Although the concert was four hours long, most of the audience stayed until the very end. It was well attended and well received, and it promised to be the beginning of a successful winter of concerts.

# Biological Warfare Talks Probe Numerous Problems

by Sue Kronick

As part of a nationwide effort to initiate response toward the stockpiling of biological and chemical warfare weapons, Shanti, the college's religious organization, sponsored two noontime discussions on Fri., Oct. 24.

This National Communication Day was the project of a college affiliate group of the United Nations, involving 500 colleges and universities. The discussions here were led by Gordon S. Christiansen, professor of chemistry and Robert S. De Santo, associate professor of zoology.

The college affiliate group hoped that this project would arouse public sentiment on chemical and biological warfare because President Nixon and Secretary of Defense Laird are reevaluating their policy on this issue. The U.S. college affiliate group hoped to influence national policy through this effort.

Last July, the United Kingdom submitted a proposal at the Geneva Disarmament Conference to ban the use of all biological warfare weapons. This proposal was tabled, hopefully to be re-



Students participate in the discussion of biological warfare. —photo by hookaylo

viewed at another time. However, this is, allegedly, one of the aspects that Nixon and Laird are examining.

The discussion here served to clarify the questions and misconceptions of the students. Mr. De Santo said that many of the problems arise from the interrelationship between the military and scientific research. He explained that often, if a scientist wishes to

be at the forefront of new scientific research, he must turn to the monetary resources of a government laboratory.

Government funding involves, inevitably, the military classification of findings. Thus, if a scientist, working under the auspices of the federal government, stumbles upon something that might be militarily useful, he must submit the results of his research to the government.

Consequently, the scientist, whose profession is theoretically objective, must make a moral decision—to work, or not to work, for the government or an affiliated corporation.

Mr. Christiansen believes that the public's primary concern over defense weapons should rest with the desire to eliminate nuclear weapons.

The student attendance at these discussions was poor. Mr. De Santo emphasized that the elimination of nuclear or biological and chemical warfare weapons will depend upon the persistent effort on the part of the citizenry to make its feelings known to the federal government.

DORIAN (Continued from Page 1, Col. 4)

respect for the moving harmony.

"Choros No. 2" for flute and clarinet by Villa-Lobos gave us a sample of his highly melismatic style of melody as shown to a greater extent in a later work "Bachianas Brasileiras No. 6" for flute and bassoon. In the former work, a balance is struck between this melody treatment and the rhythmic pattern being set, and syncopated to.

Eugene Bozza's "Scherzo" opus 48 was an effect piece. As aptly as I can describe, it was like a rising and falling wind, playfully sweeping up and down the scale.

These three small works described to the audience as three of the group's favorite numbers, brought us to intermission.

The Mozart Quintet in E flat, K. 452, omitted the flute and added a piano played by Mr. Currier.

It was supposed to be the highlight of the evening and Mr.

Currier did give a sensitive performance, but the rest of the ensemble seemed somewhat frayed at times. It avoided the obvious result of only one rehearsal, a lack of communication, but the piece's difficulty wore on the musicians a bit and though several spots were pleasing, the work as a whole suffered.

Mozart wrote a good deal of romanticism into this work and these sections the Dorian Quintet did sensitively.

The final work was the most universal in its appeal, Jane Taylor, the bassoonist told us. She implied that it even worked in the deep reaches of Africa. "Trois Pieces Breves" by Jacques Ibert did have this appeal. It didn't state too awfully much, but it touched enough of familiarity and originality to be really solid.

The Andante was particularly notable in that it didn't give in to excess development. Ibert completed the material and in not overstating, made this petite composition end very soon after it began.

The final movement again was just predictable enough to make the listener feel at home; yet the melodies here, on which a chamber group so often depends, were lifted to a higher level, making the music brighter and not letting the evening's program regress.

"Scherzo" from Wright's Quintet in E minor was played as an encore. It was a relentless little piece built on a quick tapping like repetition. It was extremely light and tonal, however, and was fitting as a final word.

The subtlety of chamber music attracts the hard core musi-

cian. Its advantages are many, not the least of which was voiced by Miss Taylor following the performance when she commented that in a large orchestra, a musician was at the mercy of a conductor; whereas individual interpretation is inherent in a chamber group.

The repertoire is so demanding for both composer and virtuoso that a half-hearted musical program is hardly likely; and the product, even if only given a passing glance by the listener, is at least remembered as being unique, if not down right intriguing.

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# Letters to the Editor . . .

(Continued from Page 4, Col. 4)

To the Editors:

At the Afro-American discussion concerning our Open Letter to the Administration, Katie See expressed a sense of confusion as to whether our proposal implied if there could be any understanding between blacks and whites. After reading Mr. Murstein's letter, which is the epitome of absurdity in its attempt to make a point, and then, reading Satyagraha's rather lengthy report which failed to clearly present our position, one is forced to conclude that perhaps understanding and communication between the races are impossible (that is, if Connecticut College is any reflection of the larger community).

The opinion expressed by Mr. Murstein reflects that of a large percentage of the Connecticut College community who charge that our position is clearly anti-intellectual. However, those who hold this view have obviously missed the point. Why would we advocate a position which negates our very presence at this institution? If our supposition were that all knowledge is impossible without direct experience, would we be here studying courses, 98 per cent of which have no direct relationship to our own experiences or heritage?

To Mr. Murstein and others who are so engrossed in the rhetoric of the proposal that they have failed to comprehend its essence, it is my opinion that the gist of the proposal is enrichment.

Mr. Meredith and Dean Jordan expressed the difficulty in finding qualified black professors to fill the positions in question; yet, how many white professors have concentrated in the areas of black history and literature to the extent that they could be called authorities? If you think that finding qualified blacks in these areas is a difficult task, finding qualified whites is an even more difficult one. LeMarian Hayes '71

To the Editors:

I am writing to comment on the discussion of the proposal of the Afro-American Society, at the open meeting of October 20.

It seems to me first of all that the meeting evidenced substantial agreement that the College ought to make vigorous efforts to attract qualified black instructors; I hope that the College will succeed in these efforts. My concern, however, is that some of the arguments advanced during the meeting may threaten the very existence of the College by their misunderstanding of its function in today's world.

The College is not a church; it is not a political party; it is not a branch of the government. The essential function of the College is to create and foster a public domain of language, thought and knowledge—a domain within which different religions, different cultures, different ways of life can speak to one another in openness and freedom.

How this came to be so in the West is a long story, one which can be traced either in terms of the development of science and scholarship or in terms of the development of the state and society. In the first case, we see the emergence of a type of knowledge independent not only of religious and political control but independent also of the religious and political commitments of those who pursue it. Disciplines have been created where the questions asked are those on which public agreement can be reached and to which a public answer can be given, even in a pluralist and multiple society. Physics, for example, inherited much from the Greeks, but it rejected the Greek questions about Being and turned, instead, to the operational comparison and measurement of phenomena. History inherited much from the Jews and the Christians, but it rejected any attempt to

write a single history of the one people of God; it turned instead to the writing of a public history which can, and must, be accepted not only by Jew or Christian but also by atheist.

Likewise, in our society we have rejected the total Greek solution of the polis, where the political good is identified with the human good; and we have abandoned any definition of ourselves as a single city of God. Our public society is limited and secular—not an end in itself but finally a means to the flourishing in freedom of many groups and individuals with different absolutes and with different ultimate ends.

But even such an open and multiple society must have some public domain of language, thought and knowledge. It is clear that in the modern West neither a creed nor a universally imposed party doctrine can provide this and that we must somehow construct it through the kind of knowledge exemplified by modern science or history.

Hence we live in a society

which not only should tolerate without fear colleges and universities dedicated to this knowledge; it is also a society which must demand these colleges and universities and cannot long exist without them.

At this point, I think that a little reflection will show that in such a college in such a society it is as foolish to argue that only whites can teach white history as it is to argue that only a Nazi can teach Nazism as to argue that only a Jew can teach the Old Testament. All these arguments involve a college in what is for it the one "sin against the Holy Ghost," the one unforgivable sin, which is the denial of its essential function in creating and preserving the public domain of thought and knowl-

edge. This is the college's unique contribution, the necessary corrective against any easy drift toward totalitarianism, whether by the many or by the few.

Finally, if I may use language not entirely native to me, to help students "relate" to this public domain is one of the crucial and difficult tasks in teaching, especially in history and the social sciences. At a deeper level, I would suggest that unless we become "relevant" to such a public domain of language, thought and knowledge, then our colleges and our societies, both dedicated to an enlargement of human freedom beyond what has ever before been attempted, cannot long survive.

F. Edward Craz, Prof. of History

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