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Satyagraha

CONNECTICUT COLLEGE



Vol. 53, No. 16

NEW LONDON, CONNECTICUT

Tuesday, November 11, 1969

Professor Heads Area Draft Education Ctte.

by Nancy Watkins

Professor Otello Desiderato (chairman, psychology department) became a member of the Committee for Draft Education two years ago, and is now chairman of this active, non-violent organization.

He gave his personal motive for joining: "I'm doing this because I reached a point where I was terribly, terribly upset about the war and about my not doing anything.

"I view counseling as a way to get people to think of their rights as citizens, of what their obligations may be to their country, to question their acceptance of the country's laws. Draft counseling is for me an instrument for increasing social-political awareness."

The committee has two main functions. First, they educate people about the current draft Law — the draft system, how it works, its defects, its "justness."

Secondly, the members give information to anyone interested. They counsel those who are already in the service as well as those who are trying to stay out.

Peacetime Draft New

"We get requests for counseling from men who have developed conscientious objections to being in and participating in the military actions.

"This country has a long tradition of not having a draft. The peacetime draft started after the Korean War, so it's very new.

"We hope discussions will lead to other questions: why do we have the draft at all? Why are we in this war?"

The committee hopes to get to the high schools and ghettos as well as to the college students, who know the alternatives and know where to get ready help.

Mr. Desiderato stressed that people can safely refuse to enlist. For example, one of the committee members, Steve Johnston, refused to take the final step two years ago, and has not since been inducted.

As an organization, the members do not counsel outright resistance to the law. They are free to act individually, of course, and do provide any requested information.

Distribute Draft Literature

"We want to get information to the high school students, so they might invite us in to talk. High schools often have Army-Navy recruiters, but never promoters for not-joining, recruiters for peace," Mr. Desiderato stated.

One idea, from committee member Reverend Barrie Shep-

herd, is to place a poster of a conscientious objector outside the Post Office, alongside the pro-military displays.

One monthly activity is the "Early Morning Show," appropriately named after the 5:30 am hour. Committee members go to the men who are waiting to be bussed to New Haven to take the military physical. They distribute literature on the draft and law and alternatives.

Counseling Offered

Each month, 50 to 75 letters are sent to newly classified 1-A's by Mrs. Donna Hetzel, publicity chairman. The 1-A's are called by phone and informed of the open help offered by the committee.

The committee was founded by Reverend Burdick, "a life-long pacifist," according to Mr. Desiderato. Other members include attorneys, teachers in the local area as well as from Conn College, and town citizens of all ages.

The committee is not formally affiliated with any other group, though "as individuals several helped plan the canvassing for the last Moratorium and for November 14, 15, and 16," Mr. Desiderato stated.

Faculty Favors Student Self-Scheduling of Final Exams

by Barbara Skolnik

The faculty voted to accept a proposal permitting students to schedule their own final examinations. The proposal will go into effect this semester.

Two reports from ad hoc committees were presented to the faculty at this meeting. They were concerned with student representation on faculty committees and faculty grievance procedures.

In addition, the faculty strongly voted against observing or endorsing as a group the November Moratorium against the war in Vietnam. Although the faculty had voted to endorse the October 15 Moratorium, many faculty members believed that the November Moratorium would be of a different nature than the October one and therefore, did not warrant faculty sanction, explained President Charles E. Shain.

Accept Self-Scheduling

The proposal for self-scheduling of final examinations which was submitted to the faculty by the Instruction Committee was originally formulated by the Stu-

dent-Faculty Academic Committee.

The plan calls for a trial period of one year, specifically 1969-70, in which "students would schedule their own final examinations at the end of first and second semesters."

This new system of administering final examinations necessitates a revision in the College calendar. Although there is no change in the review period, January 5-7, the examination period itself will be reduced from ten to six days.

This shortened examination period results in an extended semester break from Wed., Jan. 14 to Tues., Jan. 20 which will be followed by a ten day Special Studies Period.

The Review Period for final examinations at the end of second semester will be shortened from six to three days which will result in an examination period beginning on Thurs., May 21 and ending on Tues., May 26. Graduation exercises are still planned for Sun. June 7.

The shortened examination

and review periods were instituted in order to give the faculty adequate time to grade the examination.

The original proposal for self-scheduling of final examinations had specified that in courses or sections in which there are more than 40 students, the final examination must be taken during the first four days of the examination period. This qualification was eliminated from the final plan adopted by the faculty.

The remaining provisions of the plan were accepted as originally proposed. The plan calls for three examination periods per day except Sunday when only two times are offered, the pre-scheduling of examinations requiring audio-visual aids, and the requirement that examinations be distributed from and returned to designated academic buildings where all examinations must be taken.

Students Present At Faculty Meeting

The presentation of the report from the Ad Hoc Committee on Student Representation on Faculty Committees took the form of a question and answer period. Student members of the committee were present during this period and answered most of the questions that faculty members asked the committee.

Before the question and answer period began, Miss Eveline Omwake, chairman of the committee, explained the reasoning behind the committee's final recommendations. She stated that the committee had discussed many different plans and that the members had decided that the most important aspect of student-faculty relationships is the principle of student representation.

Miss Omwake explained that the committee advocates a parity of students and faculty on all committees except three. The exceptions are the Advisory, Administration, and Instruction committees because of the way in which these committees are structured.

According to Miss Omwake, the questions from the faculty were mostly for information purposes. The inquiries centered around the basic question "why do students want to be on these faculty committees?"

"Some of the questioning that took place is what I had hoped would take place in the Open Forums and in a way it did except there was such sporadic student and faculty attendance during these Forums," commented Miss Omwake.

Miss Omwake also stated that she thought the students adequately answered the questions as to the committee's rationale for proposing student representation on faculty committees.

Faculty to Vote Dec. 3

Following the question and answer period, students were requested to leave. Since the matter of student representation (Continued to Page 3, Col. 1, 2, 3)

REVIEW

William Burdick Conducts Master Class In Representative Renaissance Dance

by Anne Hammel

The recreation of European court dances from the Renaissance period is the interest and profession of Mr. William Burdick. In the lecture-demonstration on Thursday night, students were exposed to dance styles which previously were unfamiliar.

The pavanne, galliard, branle, allemande, sarabande, bourree, volta, minuet and gigue are names of dances that the reader recognizes, perhaps through musical works. In studying these dance styles, Mr. Burdick gathered music, literature, paintings, manuals published by the court dance masters and costumes of the period between 1450 and 1850 (at about which time court dancing became ballet).

His research burdens are lightened by the fact that such important people as Queen Victoria and Louis XIV were dancers; and any-

thing the monarchs did was written and painted about.

As early as the 15th century, dance steps were being described and notated next to their musical accompaniment, since the dances were quite simple, and were easily recorded.

Court dancing was a highly social affair. Famous characters such as Romeo and Juliet met at such occasions. These affairs followed strict etiquette including rules for taking off one's hat, making an entrance, and for the position in which a girl held her hands indicating whether she was able, available, or willing to dance.

The dance movement was also constricted. Why, we ask, did the lady do nothing more than step, extend her hand, and charmingly smile? Probably because she was strapped up in a corset, a forty-pound jeweled gown with twelve petticoats, and prepared to faint.

The repetition and simplicity of most of the dance forms did not annoy the dancer who found a meaning in all the formalities or was engaged in an interesting conversation with his or her partner.

Court dancing progressed however. In general, one can say that it became more sweeping and gay, the dancer's body became more involved, and more complicated rhythms were used. The end of court dancing came in the 19th century, when it grew to be ballet as the king and his court were overthrown.

I couldn't be intrigued by the actual dance movement (only by the anecdotes concerning them). Knowing the historical context of a dance is important, but so is the recreation of the elegant, yet flirtatious, proud and graceful atmosphere in which the dance was danced. Essential to every performed artwork is that it has an "aura" about it. Without this audiences become bored because they are not certain of the artist's involvement or commitment. I felt that the performers on Thursday were not getting any enjoyment from their dancing. The audience, therefore could not attach or relate themselves to the dancing. The court dances seemed a part of the irrelevant past.

Special Studies Committee

Anyone who has a proposal for a seminar and hasn't sent in a form or been contacted, please submit the proposal to Box 1312 on Wed., Nov. 12.



Two dancers perform movements from the Renaissance period. photo by hookaylo

Come See the Daytop Drama Club in

"CHANGES"

Directed by Julia McMillan

Entire Drama Performed by Recovered Drug Addicts

Palmer Auditorium
Nov. 17, 18, 19—matinee & evening performances.

Time & place of ticket sales to be announced

Editorials . . .

Come Up And See Us

It has come to our attention that several students have voiced discontent with *Satyagraha*.

This, in itself, does not disappoint us, since we expect, and indeed welcome, articulated disagreement. Unfortunately, only rarely is this disagreement honestly expressed to the editorial staff of *Satyagraha*. Instead, we hear only third-hand generalized and ill-defined grumblings. The criticism that does come to us directly very seldom centers on issues; rather, it merely expresses generalized discontent with the "tone" of the newspaper. We encourage anyone who would like to talk to us personally to come into the office and do so.

It is not as if we don't provide channels of communication for dissenting opinion. Every letter to the editor is printed. In addition, the "Controversy" column is "open to all students for the expression of views directly concerned with issues discussed in *Satyagraha*." This column was announced in the February 11, 1969 issue of *Conn Census* and again in the October 7, 1969 issue of *Satyagraha*. It appears also in this issue. And the "Controversy" column has been used only once.

Either use the "Controversy" column or come in to talk to us — but stop bitching from the sidelines.

Ah, For The Forties

Bubbles and Bunny were on their way to the corner malt shop for a soda after an enjoyable class on "Motherhood and the Family." When they ran into their good friend Buddy, a lithe, red-headed youth, he asked them to come for a spin in his brand new powder blue coupe. And they rode around joyously until the dusk.

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.

Letters to the Editor . . .

To the College Community:

Once again the Senior Class presents that unfortunate thing called **melodrama**—this year on Wednesday, November 12 at 8:30—and it is my duty, as director, to ask you please not to throw perishable, heavy objects or soap packets; the people on stage and in the first row are perishable too. Also we in the melodrama have to clean up afterwards and we'd all appreciate a little loving kindness from you—there in the audience—just paper, please! But we'd also appreciate an audience—so please come—laugh if you want, walk out if you have to, only throw paper and a good time will be had by all. . .

in peace
Pauline Schwede '70

To the Editor:

Many thanks for printing my encyclical to the administration. The content of my message was correctly printed but there appears to have been an error as to my affiliation (also in calling Professor Havens, Hanes). I am not in the French Department as you stated but in Psychology. Encouraged by your presentation, however, I presented my candidature to the French Department. But, although I demonstrated a flawless ability to conjugate "avoir" in the present tense, I did not receive an appointment. They claimed that since I was not French I could not qualify; thus, to quote Shakespeare, am I "hoisted on my own petard".

Bernard I. Murstein
Professor of Psychology

Dear Editors:

In a letter to the editors last week, Mary Simone criticized Senator McCarthy's speech for its lack of "specific proposals, and went on to point out that the Senator, as a national leader, has an obligation to complement his theory for reform with an active commitment to principle.

I cannot deny that the Senator "glossed over" solutions to the crises besetting our nation. However, considering the general theme of his address, specific proposals were not in order at that time.

Moreover, to relieve any doubts skeptics might have regarding the Senator's willingness or ability to propose specific solutions, I would suggest that they refer to his detailed position papers which were released during his primary campaign.

In fact, as I read through the texts of speeches made throughout the campaign, especially those addressing the urban crisis and enumerating concrete proposals for reform in that area, I cannot help but feel that Miss Simone's criticisms are unfounded.

As the Senator pointed out, though, in a speech delivered during the Wisconsin primary, "There is no failure of understanding or knowledge. Dozens of reports and studies tell the story with grim clarity.

What we do have is a failure of will and purpose. . . " Programs for reform abound, and as the Senator pointed out to us, these programs are successful only when the nation is willing to commit itself to principle.

At this point, I must also take issue with Miss Simone's accusation that the Senator lacks a commitment to principle.

When he declared his candidacy for the presidency, he placed an equal share of the burden of leadership on each and every individual to commit himself to the issues.

His dream of forming a consti-

tuency of conscience in the nation saw its fulfillment on a small scale, when previously inexperienced volunteers discovered that they could indeed perform the complex tasks of organizing a campaign.

As the Senator commented to me following his speech, "Must I continue to reiterate the issues of my campaign to convince skeptics that I am still committed to those issues?"

I think not for those who discovered the potential for leadership within themselves and have carried the ball so to speak in becoming active in politics within their own states and within the nation as well.

Senator McCarthy has provided for us, an incentive to involve ourselves in politics. If this were the only tangible result of his own commitment to principle, it would be enough.

Christine Howells '71
Letter to the Editor:

The recent letter of Miss Hayes reminds me of Barry Goldwater for the presidency in 1964. Mr. Goldwater got carried away during one speech and, if memory serves correct, said that he would straighten out the North Vietnamese with some atomic bombs. Shocked, a newspaper reporter asked Goldwater's staff whether he understood Goldwater accurately. With a sneer, Goldwater's aide retorted angrily, "Listen to what he means, not what he says."

"The gist" of the Afro-American letter to the administration may have meant "enrichment" to Miss Hayes but to me it meant something else. It meant that the Afro-American society was unaware that for four years the administration had been trying to get black instructors to come to Connecticut College without success because the ones contacted wouldn't come.

Their letter also meant that they were rather immature and frustrated and needed not a black instructor but a black therapist or maybe even a white one. For anyone to take their letter seriously would signify to me either a powerful guilt complex or a certain fear or timidity which doubtless would be rationalized as liberalism.

For myself, I have lived for 40 years without letting the color of a person's skin affect my attitude toward him or my opinion as to whether he was qualified to teach a course, and I resent the divisive efforts of those who confuse legitimate aspirations with bratish behavior.

There is one more point I would make about Miss Hayes' letter in response to my own. Her letter is heavy handed. It betrays an inability to stand off a bit from oneself and say perhaps our aspirations were legitimate but weren't our demands and threats to administration a bit childish? I hope that this sense of perspective is only dormant and that 10 years from now Miss Hayes might look at the Afro-American society's letter and chuckle just a bit. It would be a saving grace.

Bernard I. Murstein
Professor of Psychology

To the Editors:

I am sincerely pleased to find that in the midst of profound discussion on

- 1) student voice at faculty meetings
- 2) the right of the knowledgeable student to select the faculty members present at these meetings

- 3) The War
- 4) The Moratorium
- 5) The Military-Industrial Complex (which incidently, contributes to the presence of most of us here in this grand institution of higher learning)

6) ETCETERA, ET CETERA, ET CETERA, there still remains on this campus a small element of levity, relaxation, competition and, in short, fun for the hell of it. This is what I've been looking for and I found it on page 3 column 5, last four lines, in the November 4, 1969 issue of *Satyagraha*. So bless you, Tim Napier, I salute you! At the risk of using the wistful word, if I will say that if I were editor you'd have made the front page.

Jane Gilbert '71

To the Editors:

The People's moratoriums are ultimatums to our government. They demand an end to the war and withdrawal from Vietnam lock stock and barrel. Our boys first, of course, and soon, not 2 or 3 years from now.

They won't wait for Theiu and Ky to tell us when. They want to stop the annual waste of 30 billions of our needed-at-home tax dollars now used to save the corrupt gang who exploit and oppress their own people. They see no threat to the U.S. in Vietnam or Asia. They don't want another Korea. They don't want to disrupt or sacrifice the lives of our young men to police the world or to make it in our image. They want to recapture the respect of the world and regard Nixon's remark about losing a war ridiculous.

Join the moratoriums and tell Congress that they who control the national purse strings alone have the responsibility and capability to protect and save our country—perhaps even SAVE THE WORLD.

Benj. Redmond
New York, N. Y.

College To Send Letter To Nixon

A group of faculty members who oppose President Nixon's Vietnam have drafted an open letter to the President. Copies of the letter are posted in each dormitory for the students, and in the post office for the faculty and administration. Reverend J. Barrie Shepherd and Mr. Otello Desiderato, professor of psychology, urge all students, faculty and administration members who share their opposition to the President's policy to sign the letter promptly. The letter reads:

"We the undersigned of Connecticut College wish to make public our rejection of Pres. Nixon's Vietnam policy, and our support of the aims of the November Vietnam Moratorium."


Dean Cobb announced Tuesday that the College has named three students Danfort Graduate Fellowship nominees. They are Nancy Florida (Philosophy), Laura Nash (History), and Diane Wassman (History). Danfort Graduate Fellowships provide financial aid to outstanding college seniors who intend to enter the college teaching profession.

The Student-Faculty Academic Committee meeting on Monday, Nov. 10, was scheduled to finish its discussion of field work and to begin, if time permits, an examination of the present grading system.


Member
Eligible
Press

Satyagraha


Established 1916



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FACULTY (Continued from Page 1, Col. 5)

on faculty committees is a policy decision, a month must elapse between the presentation of the proposal, and the vote. This vote will be taken at the Wed., Dec. 3 faculty meeting.

The Ad Hoc Committee was created by the faculty last March when no satisfactory decision was reached concerning student participation on the Advisory Committee. At that time it was suggested by Lester Reiss, assistant professor of philosophy, that an ad hoc committee of students and faculty be formed to discuss in a comprehensive manner "the presence of students as voting members of all standing and special committees of the faculty."

The committee has held a number of open forums, since its creation, including four this year. The forums were concerned with the issues of student participation in general and student representation on the Instruction Committee and at Faculty meetings.

The faculty members of the committee are Miss Eveline Omwake, chairman of the Child Development department, Miss Alice Johnson, associate dean of the College, Thomas Havens, assistant professor of history, Lester Reiss, and James Williston, assistant professor of French.

The student members are: Susan Crocker, LeMarion Hayes, Mardy McCreary, Katie See, and Nancy Topping.

Grievance Procedure Reviewed
The faculty also received a report from its Summer Ad Hoc Committee on the question of faculty grievance procedures and existing and possible remedies.

The report centered on three main issues: appointment, termination of appointments, and promotions; conflicts between department chairmen and members of departments over various academic and administrative matters; and conflicts between the faculty and administration regarding general college policy.

Recommendations included such changes as the chairman consulting with all tenured members of the department regarding recommendations for appointments, terminations and granting of tenure and allowing tenured members, who disagree with the chairman's recommendations, to file a minority opinion.

In addition, chairmen will be required to report the opinions of the Student Advisory Committee on such matters. And, faculty who have been recommended for termination shall have the right to present their own cases in writing to the Advisory Committee and the President before a final deci-

sion is made.

Recommend Rotating Chairmen

The report called for a rotating chairmanship of departments where any full time member of a department, regardless of rank or tenure is eligible. The term of each appointment chairmanship made by the President should not exceed three years although a department member may be re-appointed.

The report gave the Committee on College Development the power to investigate matters of conflict between the faculty and administration.

The report also recommended the establishment of a Good Offices Committee which would "help individuals who believe, for whatever reason, that they are not being treated fairly in a College matter."

The Ad Hoc Summer Committee consists of seven members: Michael A. Burlingame, instructor in history, F. Edward Craz, Rosemary Park professor of history, Philip H. Jordan, Jr., dean of faculty, Mrs. Sabine Jordan, instructor in German, Hamilton A. Mathes, associate professor Italian, Peter J. Seng, associate professor of English, and Eugene K. TeHennepe, assistant professor of philosophy.

Hale Leaves Conn Bookstore To Take Hathaway Position

by Susann Elliott

Mr. Robert D. Hale is leaving his present position as manager of the Connecticut College Bookshop to become the managing director of Hathaway House, a co-operative bookshop in Wellesley, Massachusetts. Mr. Hale will assume his new position on January 1, 1970.

When Mr. Hale came to Connecticut College eight years ago, the bookstore was just a big, empty gymnasium. He has worked with the students ever since to build the bookstore to its present size.

Mr. Hale was instrumental in obtaining the extension of the store, the charge system, and the 5% student discount. He said, "The very first conversation I had with Mr. Shain when I came was over the student discount. I'm very glad it was accomplished before I left."

Mr. Hale considered the Hathaway House position to be a flattering and attractive offer—too good to turn down. He is interested in books more than merchandise and the Hathaway House is one of the finest bookstores in the East.

Transition needed

Mr. Hale said that he had no complaint about his salary at

Conn. He said that the benefits are excellent and it is a very good place to work. "There are maddening things about it, but we are all going through a difficult period."

Mr. Hale has had frequent offers of other jobs during his eight years at Conn. He didn't consider leaving until the last few weeks, but he feels his decision to be the best for himself and his family.

Mr. Hale has been very involved in Conn and feels strongly about his future. He said, "One of the reasons I hate to leave Connecticut College is because of the really great support I have had here from students and faculty."

Sorenson Speaks Against Apathy

by Val Fletcher

On Sunday, Nov. 16, the Revitalization Corps will hold its annual rally in New York.

Members of the Corps will stage a March Against Apathy to encourage involvement in community affairs.

At the rally after the march, Theodore Sorenson, prominent author and former Presidential advisor, will speak.

The Connecticut College chapter and students from the New London High School will travel together to New York to participate.

Anyone interested in joining the rally may contact Mary Ingoldsby in Harkness.

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R. Havens Concert Characterized By Casual Atmosphere

by Gail Herbert

On October 31st, folksinger and rhythm guitarist, Richie Havens, performed at Philharmonic Hall, in New York City.

Mr. Havens has a very distinctive style that can make the familiar songs of the Beatles or Bob Dylan sound original. He has a range of sound and style that ranges from soft, melodic folk to a penetrating and driving blues.

Richie Havens's voice which is enhanced by a slight lisp, was very pleasing, and it blended quite well with his guitar accompaniment.

Between songs, Havens would philosophize with the audience. His thoughts rambled although he occasionally made a few profound remarks.

At times all he could do was sigh, shake his head and say, "Unbelievable."

Among the selections he sang were "High Flying Bird", "Strawberry Fields Forever", and "Handsome Johnny". One song that he did extremely well was "Motherless Child".

Richie Havens was accompanied by a folk guitarist, an electric guitarist, and a bongo player. These players helped to create the driving rhythm which is the Havens' speciality.

Although the concert was held in Philharmonic Hall, the atmosphere that was created was one of an intimate living room get together. The audience which was made up of people mostly under the age of 25, responded to Mr. Havens with excitement, and what seemed to be a form of love.

News Notes

On Thurs., Nov. 13 at 6:45 there will be a meeting of the Yale Ski Club in the Windham living room. Interested students may contact Barbara Bush in Windham, post office box 149.

Hunter College is presenting a Contemporary and Avant-Garde music series on Nov. 9, Feb. 8 and Mar. 22. For further information call 535-5350 or write to Hunter College, 695 Park Avenue, New York.

The NAACP Legal Defense and Education Fund was founded to finance legal action against school segregation. The Fund is now badly in need of donations. Contributions may be sent to: The "Committee of 100", P.O. Box 3278, New York, N.Y. 10008.

As a result of offerings donated during Sunday Services at Harkness Chapel, the Chapel was able to donate \$108.12 to the Committee of Responsibility, which serves war-injured Vietnamese children, and \$63.90 to the American Friends Service Committee.

THE LEADER OF THE PACK (An Epic of Our Times)



The Peace Corps now offers an upper division undergraduate education with Peace Corps preparation. Interested students may write to: Dr. John Crandall, Director, Peace Corps/Crandall Degree Program, State University College At Brockport, Brockport, New York, 14420.

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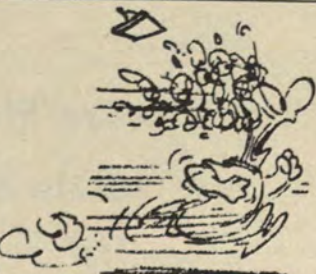
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