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Satyagraha

CONNECTICUT COLLEGE



Vol. 53, No. 18

NEW LONDON, CONNECTICUT

Tuesday, December 9, 1969

Ctte. Seeks More Individual Study

At a recent meeting, the Student-Faculty Academic Committee discussed the nature and purpose of the Individual Study program.

It is the feeling of the committee that the perspective of the program has been broadened in recent years. Individual study has been expanded in practice to include various types of fieldwork, such as the community and clinical work undertaken by Sociology and Psychology majors.

The concept of the Individual Study, as broadened in practice, now allows students to pursue a variety of educational innovations within its present structure and should be made accessible to more students.

The Student-Faculty Academic Committee, therefore, submits and suggests the following to be considered by each Departmental Advisory Committee. The Student-Faculty Academic Committee recommends:

1. That the present requirement of a grade point average of "B" within the proposed field for individual study be changed to a "C" (2.00) average. Permission of the department would still be required.

2. That certain types of field work and community service experiences be regarded by the appropriate departments as acceptable within the scope of the Individual Study.

Through the initiative of the Departmental Advisory Committees, with assistance from the College Office of Community Affairs, it would be possible to compile a listing of various projects available during a semester. The concept of field work can encompass a broad area and could be applicable to many majors.

3. That alternative methods of integration or reporting other than written work be encouraged when appropriate and made known to students.

It was the feeling of the committee that some independent projects lend themselves to such means of culmination as an oral report to the Department and that many students are unaware that written work is not required for independent study.

4. That the Individual Study may be elected as more than a single course per semester.

A student may justifiably wish to devote a greater amount of

time than that of a single course to one project and should have the opportunity to do so.

5. That the Departments explore available summer internships and consider issuing credit for such internships, if properly reported on.

6. That all Departments consider revising the course description of the Individual Study in the Catalogue to make known the broader scope of opportunities for field work and projects available to all majors.

7. That the approval of all specific proposals and the consideration of the number of Individual Study candidates that can be handled will remain with the individual Departments.

The members of the Student-Faculty Academic Committee are: Patricia Bernstein '70, Pamela Brooks '70, Mrs. Jewel Cobb, Dean of the College, Vicki Hatcher '72, Mr. Philip Jordan, Dean of the Faculty and Associate Professor of History, Lillah McCarthy '72, Mrs. Jeanne Prokesch, Associate Professor of Chemistry and Zoology.

Also Julie Sgarzi '71, Mr. Robert Stearns, Instructor in Economics, Nancy Topping '71, Miss Bernice Wheeler, Professor of Zoology, Mr. James Baird, Professor of English, Amy Nolan '71 Co-Chairman and Peggy Weinland '70 Co-Chairman.

Faculty Delays Final Vote On Question Of Parity

by Barbara Slolnik

After a long debate on the question of student parity on existing faculty committees, the faculty voted to accept the Ad Hoc Committee's proposal for student representation on faculty committees with an amendment that the individual faculty committees should recommend to the faculty what they consider to be the appropriate makeup of their committees.

At its last meeting of the semester on Wed., Dec. 3, the faculty voted to accept most of the Summer Ad Hoc Committee's recommendations for remedying the faculty grievance procedures.

In addition, the faculty approved the establishment of an interdepartmental major in Russian Studies while it postponed a decision on three other proposals for interdepartmental majors because of technicalities.

Faculty Postpones Final Decision on Student Parity

Although the faculty strongly approved the basic principles of the Report of the Ad Hoc Committee on Student Representation on Faculty Committees by a vote of 76 to 16, it rejected the main principle of student parity on all faculty committees.

The faculty stipulated in an amendment that the individual faculty committees should report to the faculty by its next meeting on Wed., Jan. 7 the number of students that should be elected to its committee. The vote on the amendment was extremely close, 46 to 38.

According to President Shain, the majority of the faculty believed that the question of parity was not appropriate as an overall theory of student membership. Many faculty members indicated that some committees would merit a higher ratio of students to faculty while others a lower ratio.

However, the final decision on the number of students on each faculty committee will be made by the entire faculty on Wed., Jan. 7. President Shain commented that there was no indication that the faculty committees would deny a place to students.

Ad Hoc Report Divided

Before discussion turned to the question of parity, a motion was made to divide the Ad Hoc Report. It was voted to postpone discussion on the Instruction Committee until Wed., Jan. 7.

The original Ad Hoc proposal called for the abolishment of the Student-Faculty Academic and the Instruction Committee. In their place a new College Academic Committee composed of equal numbers of faculty and students would be created.

Both the Ad Hoc Committee and the Student Faculty Academic Committee have agreed to this delay. According to President Shain, the Instruction Committee plans to meet with the Student-Faculty Academic Committee in order to acquaint students with the workings of their Committee.

The faculty also recommended that the present policy of forbidding students access to confidential records of other students should be maintained. Although students on the Admissions Committee will not be allowed to sit in on decisions concerning student applications, they will certainly be allowed to take part in meetings where general policy is made.

In addition, faculty members suggested that individual committees should suggest special qualifications for student members of their respective committees as well as possible terms of office.

Pres. Shain Supports Ad Hoc in Open Letter

Before the meeting, President Shain issued a written statement in support of the Ad Hoc proposal. He began "I am in general agreement with both the means and the ends of the Committee's report... Student representation on Faculty committees seems to me the best way to get open communication on important college policies during these years of swift changes in nearly all things."

President Shain continued, "To some the recommendation of parity in Committee membership will suggest voting, but most of us know that committees don't reach decisions by voting but by arriving through compromise at a general agreement."

While emphasizing that the best expression of student views will come in the newly instituted departmental advisory committees, President Shain concluded that the most complex and cumbersome use of the committee system will be the Instruction Committee.

Student Favor Parity

In contrast to the faculty's hesitation in approving the principle of student parity, the student body voted overwhelmingly (976 to 37) in favor of the Ad Hoc

(Continued on Page 6, Col 1)

Despalatovic Claims Criticism Faces "Crisis" Of Function

by Linda Rosenzweig

Speaking at a German Department lecture Thursday night, Mr. Marijan Despalatovic, instructor in Russian, assessed the crisis facing literary criticism today. "Criticism," he said, "must be more than an examination of literature, for this is a closed circle of exchange."

An approach which encompasses only an examination of the craft of writing is of limited value; criticism must, instead, examine the world of the writer and his approach to the problems of existence, Mr. Despalatovic stated.

The traditional, narrow approach of the critic does literature an injustice. "Literature should be viewed as inseparable from human life," said Mr. Despalatovic.

The following statements are a summary of Mr. Despalatovic's main theses, and are quoted directly:

(1) The very question of the poet's fate and of his work has always been articulated by the manner in which the word tried to explain the problem of existence.

(2) Only a conception of a literature or a poetry determines the role of the writer or the poet in the culture of his birth and as long as that conception remains meaningless, invisible, poorly-defined, the writer and the poet are consigned to the space behind the seven gates.

(3) The politisation of art and, naturally, literature of the kind attempted in 1935 by Walter Benjamin who countered a fascist aestheticisation of politics by a communistic response, forces the writer to become a political being (a notion greatly abhorred by many), willing to place the work in the service of goals defined by a



Mr. Despalatovic initiates discussion following Tuesday's lecture. photo by hookaylo

society which in a ruthless game on the stage of world politics seeks modalities of its survival and its progress.

(4) We are offered today a literature of middle situations, literature of men whose conscience remains clear and unsullied precisely because they have never tried to pursue their fate to the end. We are offered a literature of irresponsible poets who build their fragile, playful, tremulously meaningful shells, and closing eyes to the angry skies permit their fate to be decided outside themselves. Their highest ambition is to become part of the history of literature; they show very little inclination for activity in the history whence their being springs. To believe in literature, in belles lettres is not enough. Its fate is our fate.

(5) Literary criticism will have to become once again more than criticism of literature, more than a creative literary activity whose

inner function is to enrich our sense of literature and facilitate our contacts with it. This attitude fails to realize that the crisis of its subject matter precipitates a crisis of its own meaning.

(6) The fate of the writer, his role and his position, have since the time immemorial been fundamentally determined by his literature, and the fate of literature is a function of its explanation of the problems of existence. When the writer closes his eyes before them, he ceases to be of any meaning to the life we lead, because then we slowly and inexorably become only "peas in a tin," and the only thing that joins us to one another is the tin armor of the world we share.

Critics and masters who cannot analyze a work, or think about it as being rooted in the situation of the existence of contemporary man who lives in this world of crisis, are indeed only merchants

(Continued on Page 7, Col. 1)

Young Dems Seek Greater Role In Future Elections

by Sue Kronick

Chris Howells, '71, President of Conn's Young Democrats, hopes to revitalize the organization in light of the importance of the impending senatorial elections in 1970. As of now, the two Democratic candidates are the incumbent, Senator Dodd, and the Rev. Joseph Duffy.

Reverend Joseph Duffy will speak at Connecticut College on Wed., Dec. 10 at 7:30 p.m. in Main Lounge of Crozier Williams.

Rev. Duffy is chairman of ADA, chairman of the caucus of Connecticut Democrats, spokesman for the state's liberal democratic groups, and former campaigner.

(Continued on Page 6, Col. 3)

President Shain told Satyagraha that he has been informed by the agency which handles the College's investment portfolio, that is, the Trust Department of the Hartford National Bank, that the following stocks are no longer held by the College: General Electric, GCA and AVCO. "I think you are aware that our holdings in Dow Chemical were sold in October. I have been told, by the way, that the Dow Chemical Corp. no longer makes napalm."

The above stocks were sold along with other small holdings including Goodyear Tire, PPG Industries, Corning Fiber Glass, Johnson Services, Rohm and Haas, and Hannah Mining.

Editorials . . .

The Point Is Parity

"A sad tale's best for winter."
The violation of the spirit of the Ad Hoc proposal by the faculty last week is perhaps the saddest tale to be told here this winter.

The essence of the original, unamended proposal lay in its insistence on equal student and faculty representation on standing and special committees of the faculty. What was at stake was the principle of equal student participation in the decision-making processes that affect our educational lives.

Simply stated, the proposal called for parity. Unfortunately, it was exactly this crucial element of the proposal that the faculty chose to delete.

What remains of the proposal after this deletion is a dried and withered version of what was once a virile and healthy proposal. We are disappointed.

On January 7, the faculty will vote upon the recommendations of the faculty committees concerning the number of students to be elected to serve on these committees. By voting for parity, the faculty can restore the original spirit of the proposal.

Save Special Studies!

Last year the faculty voted to implement a Special Studies period on a two-year conditional basis. Doubt about the effectiveness of last year's program has been expressed on all sides. The program must succeed this year if it is to be continued. Registration in a seminar implies a sincere and sustained interest in that seminar. Support Special Studies. Keep vitality alive in the Connecticut College educational experience.

Washington: Nov. 1969

Pennsylvania Ave is a living death march.
I carry a placard
and venerate your name.
Drizzle, dark, and a line of lights
A solemn sanctification of the stillness that shrouds.
Your name is mine and I am you.
Tell me, brother,
is having died for my sins solace enough?

The last issue of *Satyagraha* this semester will be published on Tues., Dec. 16. The newspaper will not resume publication until the beginning of February. Therefore, *Satyagraha* urges that all announcements, letters to the editor, or news items pertaining to subsequent weeks be submitted to *Satyagraha* before 9:00 p.m. tomorrow.

Any items submitted after this time will be printed only as space permits.

Letters to the Editor . . .

Dear Editors:

Last week-end I travelled to New London with some companions to help organize at Connecticut College a chapter of the "Young Americans for Freedom" (YAF), a national student organization dedicated to the defense of America's free institutions, which are currently under strong attack from the revolutionary forces of the old and new Left.

The YAF cell group that has been tentatively organized on your campus is not large and is not, for the moment, soliciting any additional members. Including two faculty members it numbers only seventeen, all very able and dedicated individuals. After organization has been perfected, invitation to membership will be extended to all of those who are interested and deemed suitable.

While YAF believes fervently in dialogue and rational discourse, some local members have expressed deep and highly credible fears of intimidation and persecution at the hands of militants and certain radical faculty members should they step forward to identify themselves and debate their positions. Such is the unhappy state of freedom of expression in our universities today! (Isn't it incredible to think that if Black Panther Bobby Seale were to appear on nearly any campus, he would be hailed a hero and listened to attentively, while the President of the United States would be shouted down and otherwise abused.) Therefore, until a spirit of genuine tolerance and decency prevails at Connecticut College, YAF will remain an underground organization, saying what it must in subtle and sometimes indirect ways. But let me make this very clear: we of YAF will never, under any circumstances, resort to violence or coercion as a method of effecting change or influencing opinion on any college campus.

I understand that an immediate objective of the local YAF will be to focus attention on the policy of Connecticut College authorities

to offer only one-sided and utterly biased political presentations to the students. I am told that one hears, whether from the podium or the pulpit, very little that is not a reflection of the "liberal"—leftish political views of the college Establishment. Local YAF members appear particularly resentful of the fact that the Office of the Chaplaincy is held "captive" by one who is described as an outspoken advocate of the New Left. (Some feel that Mr. Shepherd is merely trying rather desperately and sometimes ridiculously to imitate the notorious chaplain of prestigious Yale, Mr. Wm. Sloane Coffin.) Since Mr. Shepherd enjoys an official position in the college, not to mention the fact that he is meant to be a counselor on matters of a spiritual nature to students, they feel that he is wrong to identify himself so completely with an extreme political position and to devote himself so exclusively to furthering its goals. It goes without saying that there are two sides to this matter of the chaplain's proper role, but the question raised is certainly worthy of some consideration.

You can look forward to hearing in the months ahead a strong new voice on your campus. It will not claim to be the voice of the "silent majority" of students, for YAF is aware, indeed, painfully aware that anti-intellectualism, hysteria, artificial sophistication, and cultural decadence have been embraced by a great many, perhaps even a majority of the young people of this nation. We see this almost hopeless situation as it exists, and we are NOT prepared to abide it.

With all good wishes to you.
(A copy of this letter has been sent to the college president).
Wm. Todd Whittington III
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Boston, Massachusetts.

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To the Editor:
OPEN LETTER TO THE STUDENT-FACULTY ACADEMIC COMMITTEE

After reading over the latest edition of the proposed college calendar, I found that it was just a rehash of the same unresponsive system that we have been living under for the past three years. The Academic Committee has tinkered with the traditional structure and improved it in some ways, but it is time for a radical change in the calendar that will respond to present academic reality rather than patch up a basically out-moded system.

I propose that Connecticut adopt a three-one-four semester system. Under the present proposal, first semester is a hectic, chaotic rush from early September until a few days before Christmas with only a short (very short) for those living any distance from New London) four day breather at Thanksgiving. If this time period encompassed only three courses instead of four, Thanksgiving could be a healthy week long vacation, comparable to Spring vacation second semester. There would be adequate time for review days and exams before Christmas recess.

After Christmas vacation, students could return the first week of January for a month of independent or directed study worth four credits. On an individual basis or in conjunction with other students one could arrange a course of study with the faculty member of his choice. (Faculty members might also initiate seminars that they thought would be particularly interesting). Students might choose to hold regular seminar type meetings or occasional advisory sessions. The course would be terminated with a paper or some other suitable project—not an exam. The final mark would be either Pass or Fail.

The month long course in January would preserve some of the free, unstructured atmosphere of special studies by giving each
(Continued to Page 4, Col. 1)

TOPIC OF CANDOR

Clandestine Conspiracy

by Barbara Keshen

Good morning, reader! Welcome to the ever-continuing editorial series . . . **The Clandestine Catastrophe Concerning the Ad Hoc Proposal Controversy.**

Every week a small, but dedicated, group of valiant editors, working for a humble, but heroic, newspaper, endeavors to clarify and criticize (constructively, of course), the ineffable and the inane.

Last issue, as you may recall, our zealous crew of journalistic wizards tried once again to conjure up a live controversy by breathing the breath of life into the corpse that is the Ad Hoc Proposal. Through the use of magical potions, mystical incantations, brilliant analysis, and subtle propaganda techniques, our tragic heroes tried madly (nay, feverishly) to resuscitate the suffocated subject. But, alas and alack, to no avail.

Our eloquent exponents of truth, justice, and **The American Way**, plead passionately for the faculty and the students to pass the Ad Hoc proposal. (By the way, what is the Ad Hoc proposal?) The students, some moved very nearly to tears, responded empathetically to the inspirational invocation.

However, cloistered within the impenetrable chambers of Oliva Hall, the faculty met last Wednesday to vote on the same proposal. Dazzled and dazed by the pompsity and elegance that surrounded them, these diabolical demons, with blood of bourbon and hearts of mystery mocha, emasculated, castrated, pricked to the core, this mighty monolith of a proposal—thus perpetuating **The Clandestine Catastrophe!** Have they no emotions? no concerns? no cares?

Will these heartless harpies continue to hassle the harried, hampered students? Will parity never assume its proper place as primary priority? Will the Instruction Committee live eternally to inflict evil upon a struggling system? Will the voice of truth, the advocate of righteousness, and the defender of justice be ever silenced and mocked?

Stay tuned till next week to hear the next in this infinite series of the miserable, maudlin, mystery . . . **The Clandestine Catastrophe!**

Parity Is Crucial

by Nancy Topping

It seems to be the additude on this campus that we must move with all deliberate speed toward our goals. I would like, at this point to raise a rhetorical question which may not be acceptable editorial style but which nevertheless deserves an answer. Why does the faculty of our college, consistently persist in interpreting all deliberate speed as not a run, or even a walk, but a deliberate crawl? An opportunity for progressive innovation has been discarded in favor of an inadequate compromise, which has euphemistically been adopted as gradual change.

If anyone is confused about my objective, I am referring to the faculty decision on the Ad Hoc proposal. By striking out the parity clause, and thus distorting the proposal, the whole theory behind it has been destroyed. What we are striving for is not faculty committees with students participating. We are striving for joint student-faculty committees, where students and faculty in equal number will come together to decide the issues which affect the college. Since these issues affect us both equally, it is reasonable to ask that we resolve them in equal number together.


Instead we are told that the cause we are espousing is student power and that in our impatience we do not understand the practical realities that must be considered. If we are impatient, it is only because our education is meaningful to us, and it is in our best interest to achieve our goals while we have the opportunity to enjoy them. To repeat: Our goal is to administer a college government comprised of college committees, of both students and faculty.

The faculty had nothing to lose by trying the system as it was originally proposed. The students have a limited say in determining their academic lives here, but the faculty which has been delegated the authority, refused to share the responsibility with us. Why? Does the faculty doubt our integrity? Do they think us incompetent? Or are they afraid of working together with us? They are doing the students and themselves a great disservice if they do not work with us as equals.

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Community Affairs—New Theme Of Involvement



all photos by hookaylo

Established To Meet Poverty Problems Connecticut Community Affairs Agency

by Erik Sorensen
(second in a series)

In the first article of this series the growth of the militancy among the urban poor was discussed. It was shown how federal programs gave the poor a glimpse of the power that they could yield. Then after the Federal Office of Economic Opportunity showed the poor what could be done in a democracy, the means for realizing these goals were eliminated by budget cuts made by Congress.

It was Connecticut's Department of Community Affairs that stepped in to fill the gap in this state.

The Department of Community Affairs (DCA) was created so that it could approach the problems of Connecticut on several fronts. It was created to work on poverty problems, physical development in the cities and rural towns. The heart of DCA's approach was designed as the Community Development Action Plan (CDAP—pronounced seedap).

CDAP quickly became one of the hottest issues in either local or state level politics. It has been cursed as being as evil as sex education and as being a method for the state to take over and destroy local government.

The DCA program has also been praised by others as being the only chance for local agencies to become strong enough to survive, and as a means of breathing new life into the democracy of local government.

More important than the political opinionizing cited above, has been the reaction of the urban poor to the program. Where it has been understood, the program has been received enthusiastically and warmly. Where city politicians have set it up as a straw man, CDAP has been cursed and damned.

Obviously, there must be something in the CDAP program that disturbs the existing power structure, or there would not have been the vehement kind of attacks that there have.

A surface examination of the CDAP reveals the Community Development Action Plan as being a kind of super city plan. The planning portion of it is rather minor compared to the key concept of the CDAP which lies just below the surface.

Before any planning is done under the CDAP by an individual town or city, a thorough and complete scrutiny of the municipality's strengths and weaknesses in Education, Recreation, Social Services, Culture, Housing, Public Utilities, Public Safety, Transportation, Economic Development, Public Administration, and Interpersonal Communication must be undertaken.

One might say that the scope of the process is comprehensive. Even so, no politician is going to admit where the weaknesses of his administration lies. Besides if a town politico sees his situation as being revealed too harshly under CDAP what is to make him participate in the plan in the first place?

It is in answering the two points above, that the real strengths of the CDAP are revealed. Firstly, it is not a program run by politicians, the general statutes establish the program as one to be conducted with all records as public domain and most importantly one with full and complete representation on a meaningful decision-making level by all segments of the community.

Secondly, no town or city can receive funds from the Department of Community Affairs unless it has begun an approved CDAP program. This means a town would be ineligible for many kinds of assistance on just about every kind of physical redevelopment, economic development, housing program, antipoverty program, and tax relief program offered by the state. That amounts to great sums of money when the \$56.5 million for the period of 1967-1969 and the 76.5 million for 1969 to 1971 that was made available to cities is considered.

The state's seriousness about the program is probably the next question to come to mind. That can be answered in two parts. The requirements are public law. Secondly, at least two programs have been either closed down or threatened with being closed down, for not having adequate citizen participation and too much political control.

More than 50 cities are involved in the CDAP program. New London is one of them. Some of the programs are living on borrowed time, others have become extremely valuable tools for re-enfranchising the poor and restricting the lines of power in a community. The next article in this series will examine New London's, Norwich's, Meriden's and New Haven's CDAP programs. New London will be covered in depth and the inter-relationship between CDAP and Model Cities discussed. There will also be examples of programs placed under suspension, and examples of the poor defeated the city hall in battle for a place on the CDAP program.

Kahler Attempts To Involve College In New London Area

by Laura Resnikoff

In March 1969 Connecticut College established an Office of Community Affairs. The inauguration of this agency was the outgrowth of a recommendation by the summer planning group of 1968.

This committee met to discuss varied aspects of the future development of the college as a coeducational institution in cooperation with the other colleges in the Ten College plan. The members of the group felt that the time had come for the college to reanalyze its position with the community and take concrete action to foster college involvement with the surrounding community.

The result is the Office of Community Affairs whose director is Mrs. Margaret Kahler. Mrs. Kahler, an alumna of Wheaton College, earned her M.Ed. degree in personnel administration from Pennsylvania State College, where she worked as a member of the dean of women staff for three years.

After moving to New London, Mrs. Kahler became the executive director of Winthrop Community Service, a multi-service center which ran the gamut of programs from a child development center to an elderly service center, all funded by state and federal fi-

nancing under the anti-poverty program. Mrs. Kahler left the Winthrop Center after sixteen months to head the Conn office.

The aim of the office, as defined by Mrs. Kahler, is to provide a liaison between the College and the community. The College community, no longer an ivory tower, has an obligation to its municipality to provide help with the nitty-gritty of reality, academic expertise, and an open forum for discussion between the college and community.

These three areas of College concern are presently all being developed and utilized by both the College and urban communities. During this present academic year sixteen Conn girls are working on the winter Head Start program in nearby towns.

Some two hundred girls are tutoring children in academic subjects at the request of the Spanish-American club and the New London school system. One-half of these girls were placed through the Service League.

Thirty-one more girls are tutoring at the Winthrop Housing Complex and are without assured means of transportation, but always succeed in arriving at the established time.

Many Conn students and faculty aid the New London City



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LETTERS (Continued from Page 2, Col. 5)

student the opportunity to pursue his current interest with the added advantage of faculty guidance. By giving students the initiative, the college would greatly enhance the educational opportunities found here. The aim of this institution should not be to pack as much information into each student as four years will allow, but to give him the tools and desire to go on studying independently after graduation. By forcing each student to plan and carry out his own program of study, this school would be giving him the most valuable educational training possible.

At the end of January (or the beginning of February, depending on the calendar), there would be a brief, Thursday through Saturday, opportunity to register and prepare for second semester which would be a traditional four course semester.

Although there are several problems involved with this calendar, including the difficulty of scheduling classes first semester, it solves some of the major problems inherent in the present proposal. First of all, it makes what promises to be an unrewarding, hectic first semester less crowded by reducing the course load to three rather than four, and providing an adequate vacation in the middle. Secondly, the three-one-

four system deals with the large question mark presently labeled Special Studies. By lengthening this period to a month and giving it a course's credit, it provides the opportunity for Special Studies to become an exciting and valuable experience, a level which it cannot possibly achieve in nine days.

A three-one-four system would be much more responsive to the needs and aspirations of this community. I hope that its initiation will receive serious consideration.
Lois L. Olcott '71

Dear Editors:

I have been gratified by the enthusiastic response of members of the college community to the recent additions of new and attractive books and posters to the Chapel Library-Lounge.

However I have one small request to make. Would those of your readers who, in their enthusiasm, "borrowed" many of these books and posters without signing them out, please return them to the Chapel before the Christmas vacation... in the true Christmas spirit of course!

Peace,
Rev. J. Barrie Shepherd
Chaplain

P.S. In the same spirit, perhaps someone might return the micro-

phone to the chapel pulpit and lecturn.

To the Editor:

Fellow students of the United States:

Will you join with us in helping this nation to know that millions of college students are loyal, concerned, positive Americans who with dignity and courage commit themselves as individuals to FAITH in our great nation, its people, and its leader?

Our "PROJECT FAITH" movement calls upon students of all political persuasion to rededicate themselves to the principles which have made this the greatest country in the world. We do not believe WAR to be the solution to the problems facing humanity! We recognize that our society has problems which must be solved, reforms which must be effected, improvements which must be made; therefore "PROJECT FAITH" calls upon individuals to commit themselves to contributing to the continued improvements of our society. As individuals reaffirm and rededicate themselves to this nation and its goals, progress can continue.

We reject NEGATIVISM because NEGATIVISM offers no solutions! NEGATIVISM divides and destroys! NEGATIVISM depletes energy which should be expended in creative constructive endeavors!

Join with us by forming "PROJECT FAITH" groups on your campus. Any organization or individual who will carry this "torch" on your campus please contact immediately:

Mary Lynn Whitcomb
Paul Hendrichsen
"PROJECT FAITH"
Beeman Hall
Ball State University
Muncie, Indiana 47306

To the Editors:

Recent national events prompt this open letter. It will be sent to college student bodies, and contains a suggestion for them to consider in their future peace activities.

Several serious attempts to stifle dissent have recently occurred. Many of our finest statesmen who work steadfastly to end the war and support the moratorium have been deluged with hate mail; Agnew has received a two to one vote of acclaim after his call for stifling the dissent in our T.V. news media; peaceful students marching in bodies of hundreds of thousands in the cause of bringing our troops home, are reviled by pseudo-patriots hiding behind a blinded flag-waving front.

These are all unreasonable reactions which must be viewed with some alarm when we recall the end result of stifled dissent in those "Heil Hitler" days.

A division has been developing as a result of this war. There are those who believe that we have absolutely no business fighting in Vietnam; opposed are those who believe that, right or wrong, we should back our administration in Vietnam, honor our fighting there, and honor whatever commitments have been made to South Vietnam.

In the background exists a complacency at home which gradually comes to accept an ever growing casualty list of our young men—now at 300,000—and increasing at the average rate of more than 100 killed and 600 mutilated each week.

Those statesmen and politically active people who have repeatedly warned against the war in Vietnam, such as: Senators Fulbright, Church, Gore, Hatfield, Ribicoff, Morse, Symington, N.Y. Mayor Lindsay, and Mrs. Corretta King to name but a few, are now again criticized as they support the Vietnam moratorium.

This recent movement by college students in the interests of peace may well be our best hope for bringing the troops home at an early date. It should be remembered that until this past year, both Mr. Nixon and Mr. Agnew followed the hard line of our previous administration and in their own way gave consistently bad advice as to the conduct of the war.

Then quite suddenly they were awakened by a growing popular sentiment against the war and by the consequent quick exit of Mr. McNamara and Mr. Johnson. Realizing that opposition to the war was very real, Mr. Nixon switched quickly to a policy of peace in Vietnam as the first priority of his administration.

Now, after nearly a year in office and a terrible increase in our casualty list, we find ourselves no closer to the type of "honorable peace" he wishes to achieve.

He wants North Vietnam to honor our right to be there and all of the commitments we have made to South Vietnam. Both North Vietnam and her Russian ally have always, as a first principle, flatly rejected these conditions for peace.

It becomes increasingly obvious that we are not at all in the driver's seat from which to dictate the terms of settlement. The real dilemma facing the administration is that our own people no longer wish to honor the blunder of putting our troops there or of honoring what they have been commanded to do there.

The student Vietnam moratorium is a good expression of that growing number who now deplore the war. To reinforce the strength and spirit of the movement, all college student bodies should immediately take a poll to determine exactly how many and what percentage of their enrollment stand ready to boycott all classes if this war does persist, and our troops are not brought home.

Correspondence with this theme in mind should be started now. There are indications that over half of our college students would be willing to make this sacrifice. All steps should be fully publicized, and our troops would likely be home before the critical stage of a nation-wide boycott would ever become necessary.

Several factors should ensure the success of this plan. The truckling character of street marching under heavy police supervision, belittles the cause and often suffers crowd pleasing abuse from pseudo-patriots along the sidelines.

The boycott would not be subject to these actions. Revolutionary and anarchistic groups would have no part to play in the boycott program; neither would property damage or flouting laws of the land.

Finally, the stigma attaching to any administration that might attempt to carry on the war despite a nation-wide student boycott, would lose the support of its electorate. This type of passive resistance could be continued until we, as a nation, admitted our mistake and withdrew all of our troops.

I. Chappell Rose

Beyond the Wall

by Myrna Chandler

This week I would like to deviate the usual form of "Beyond the Wall" to quote a letter to the editor in a recent issue of "The Sophian," the student newspaper of Smith College. The reason for its inclusion should be clear upon reading:

To the Editor:

I have been sitting in the Connector reading Yeats, trying to find a paper topic while entering the pseudo-? talks that go on there. And the question I leave with is not an academic one, e.g. the syntax of "Leda and the Swan," but a more fundamental one. Why study Yeats?

I suppose the question is trivial, and the trivial answer is ready—because I like his poetry. But that answer is too facile for a question which has occurred in all my courses. I can still remember, with difficulty, the (equally naive) reasons for entering Smith which I wrote on my application form. But now, not even those are left.

Some students would say it is the fault of "the system" that I lack direction, and in large measure I agree. In high school, I was ahead of the system, and so could be oblivious to it; now it is ahead of me, and so affects my college experience. However, the radical reforms in curriculum of which one used to hear do not seem to dispute the basic soundness of the system, and even the stronger reforms within the present framework are largely ignored or forgotten (quick, what was/is the Green Proposal?).

To make my education meaningful—I use this word with caution, not as relevant, but as academically coherent—certain reforms will be necessary. One such reform seems to me to be offering courses of valid academic content when there is a demand for them. Where is the course about Nietzsche's philosophy about Camus and Sartre; about Fering-

hetti and Ginsberg; about the Romantic Movement in all literatures? These courses I once considered important; I thought they would help me conceptualize a framework for modern thought.

Another basic change seems to be a change in attitude from what does a Smith diploma mean, to what does a Smith education achieve. The former attitude implies that the piece of paper is all-important: it must be substantiated by major requirements ("What is an English major without Chaucer and Shakespeare?") and field exams ("How can I graduate a student who should have been failing all along?"). The latter implies what I believe the faculty is committed to in practice, though their practice is often hampered by the former theory: concern for the intellectual growth of the individual student.

There are doubtless those who will accuse me of being anti-intellectual, or something equivalent. Let me protest in advance. I seek a deep education, one which will expose me to different cultures and ways of thought, one with both breadth and depth. I object neither to tests nor to papers, and value the teacher's comments above the student's because of his greater realm of knowledge. These students may say, "You should enjoy your subjects for their own sakes; do not worry beyond that, for that is a sufficient end." These are the true intellectual scholars, and their lives may be lived in keeping with such principles. If so, I envy and respect them.

But for the rest of us...

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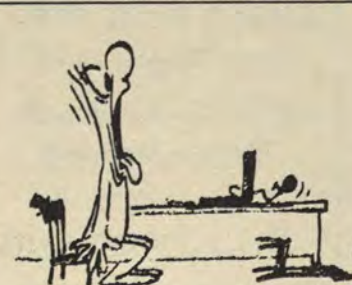


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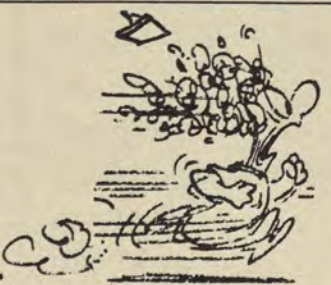
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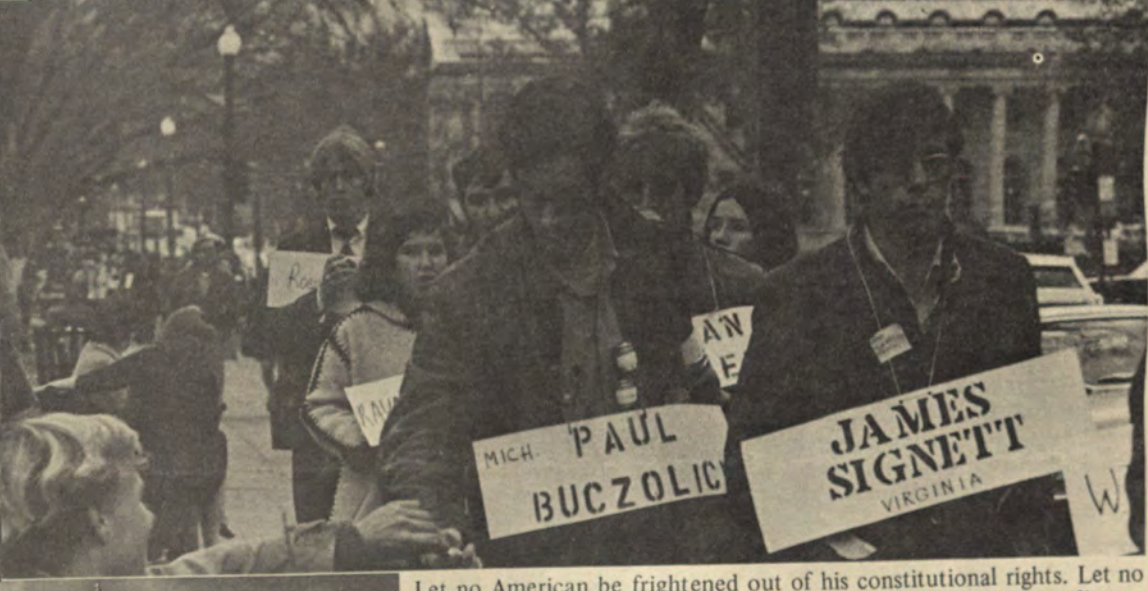
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THE AMERICA WE SEEK
 Remarks by
 Senator George McGovern (D. - S.D.)
 Washington Monument Rally
 New Mobilization Committee to End the War in Vietnam
 Washington, D.C.
 Saturday, November 15, 1969

My Fellow Citizens:
 We meet today because we love America.
 We love America enough to call her to a higher standard.
 We love America enough to call her away from the folly of war to the blessings of peace.
 We meet today because we cherish our flag.
 We would raise the flag out of despair and division to the higher ground of faith and love.
 "In peace," the ancient historian wrote, "children bury their parents; war violates the order of nature and causes parents to bury their children."
 So we are here as American patriots, young and old, to build a country that teaches war no more.
 We meet today to reaffirm those ageless values that gave us birth—"life, liberty, and the pursuit of happiness."
 We meet to declare peace—to put an end to war, not in some distant future, but to end it now.
 We meet to say to young Americans 10,000 miles from this place and to grieving families—American and Vietnamese alike—"we are our brother's keeper."
 We meet today to demonstrate that 40,000 young Americans did not die in vain. We are determined to learn and to act on the bitter lessons purchased by their blood.
 We meet to affirm the claims of conscience and life over the bondage of fear and hate. There is in our hearts a special sorrow for those who die in battle, for those who are scarred and wounded, for those who are held prisoners. But, in a larger sense, we are all prisoners of war. And we long to be free.
 We meet, not in impudence or violence, but in humility and grace.
 What is the America we seek?
 We seek an America with the sense of proportion that inaugurated our Constitution—"to form a more perfect union, establish justice, insure domestic tranquility...and secure the blessings of liberty..."
 That document, with its Bill of Rights 200 years old, should be our constant inspiration—"freedom of religion", "freedom of speech", "freedom of the press"—"the right of the people peaceably to assemble and to petition the government for a redress of grievances."



Let no American be frightened out of his constitutional rights. Let no teacher or student, no preacher or politician, no journalist or television commentator, be silenced by fear.
 Let me put it to you plainly. A dangerous effort is underway to confuse, divide and intimidate the American people and especially our news commentators.
 When the great television networks and a distinguished elder statesman are assaulted by the chief executives of the land, no citizen is safe. Liberty itself is endangered.
 That is not the method of this peaceful assembly and that is not the method that made America.
 So I plead again to every citizen of this great land—and especially to those in television and in the press on whom we depend for information—Do Not Let Them Scare You Into Silence.
 What is the America we seek?
 We seek an America that in the spirit of 1776 permits other nations to determine their own future. We reject the notion that self-determination for others is achieved by the intervention of ourselves.
 What is the America we seek?
 We seek an end to the draft now. We would replace the draft with time-honored American practice of voluntarism. We would replace compulsion with a new call to alternative service because we build a nation that claims our pride and devotion.
 We seek an America that would replace a national budget dominated by war with a budget devoted to the quality of life. We know that the test of our will is not whether we add to the abundance of those who have too much, but whether we provide enough for those who have too little.
 What is the America we seek?
 We seek an American not so concerned with lowering or raising voices, as with speaking the truth.
 We do not make guesses about what the silent majority may be thinking, rather we heed the words of Emerson: "If a single man plant himself on his instincts and there abide, the huge world will come round to him."
 We seek an America that understands the power of gentleness—that would "tame the savageness of man and make gentle the life of the world."
 We say to those who would divide Americans against Americans by appeals to ignorance, passion and fear—"You do your worst, and we will do our best."
 So let me close on that timeless admonition: "Be strong and of good courage; be not afraid; neither be thou dismayed."
 "To everything there is a season and a time to every purpose under the heaven: a time to keep silence, and a time to speak; a time to love, and a time to hate; a time of war, and a time of peace."
 God grant that our efforts here today will help end this time of war and begin a time of peace.

photos by keshen

FACULTY

(Continued from Page 1, Col. 5) Committee's report in a student referendum held before Thanksgiving vacation.

The **Ad Hoc Report** which was presented to the faculty on Wed., Nov. 5 called for the acceptance of the principle of student participation in faculty committee activity. The Committee, under the chairmanship of Miss Eveline Omwake, proposed a plan which called for "equal numbers of students and faculty as voting members of the Standing and Special Committees" as listed in the Report.

Faculty committees affected by the Report were Administration, Admissions, Ceremonies, Convocation, Graduate Studies, Interdepartmental Majors, Library, Schedule, Special Studies, College Development, Community Fund and Services, Faculty Discussions, and Monographs.

The Report also recommended that students establish their own nominating committee for nomination of student members on faculty committees to parallel the existing Faculty Nominating Committee.

In addition the **Ad Hoc Committee** recommended that the President of the College consult with the individual departmental advisory committees on question of appointments, promotion, and termination of appointment. However, the Advisory Committee was not mentioned in the final report to the faculty.

Faculty Revises Grievance Procedures

The faculty also voted favorably on three areas of recommendations of the Summer **Ad Hoc Committee**: 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 approved are:

- Chairmen must consult with all tenured members of department regarding recommendation for appointment, termination of appointment, granting of tenure, or promotion.
- Tenured members, who disagree with the chairman's recommendations, will be allowed to file a minority opinion.
- Chairmen will be required to report the opinions of the Student

Advisory Committee on such matters.

- 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 decision is made.

Approve Rotating Chairmen

- The President should seek the advice of all full-time members of a department when appointing or reappointing a chairman.

- The term of each appointment should not exceed three years.

- Any full-time member of a department, regardless of rank or tenure, is eligible to be appointed.

- Finally the faculty gave the Committee on College Development the power to investigate certain matters of conflict between the Faculty and Administration.

New Interdepartmental Majors Proposed

The Instruction Committee submitted to the faculty proposals for four new interdepartmental majors: Urban Affairs, Asian Studies, American Studies, and Russian Studies. Only the Russian Studies Major was approved by the faculty at this meeting.

Decision on the remaining three proposals was delayed until Jan. 7 because of a technicality. At present there is a 16 hour limit in the number of courses that can be taken in a student's major. However, in the case of these three majors, many faculty members believed that this limit was not appropriate.

New courses approved by the faculty include: Dance Composition, Dance Theory and Style, and Group Dynamics (Sociology)

Faculty Votes To Publish Minutes

The faculty voted to publish minutes of faculty meetings although the minutes will be brief and will not use names in reporting faculty discussions.

In addition, the agenda for all Faculty meetings will be published and in the hands of all faculty members 48 hours before the meeting.

DEMS

(Continued from Page 1, Col. 1) paign director for Senator McCarthy's Connecticut primary in '68.

On the basis of the previous campus support for McCarthy, Ribicoff and Robert Kennedy, and the prevailing sentiment that Rev. Duffy represents a viable alternative to Senator Dodd, Chris said that she was, "anticipating a sizable and enthusiastic response for Duffy."

During the second week in December a questionnaire, which will involve no commitment what-so-ever to the organization, will be distributed to the entire student body with the following two proposals.

The first proposal suggests that the present organization can maintain its status as the Young Democrats. As such, the organization would be free to work for any Democratic candidate in the primary. However, as Young Democrats, the group should take an active interest in all party activities, not only the primary. Registration drives and Democratic Town Committee elections are only some of the many other available activities.

Chris stated that the Young Democrats should take an active part in the campaign as Young Democrats or as another type of organization, such as a chapter of the caucus of Concerned Democrats.

If sufficient interest does not exist for this type of total party activity, the organization cannot legitimately call itself a Young Democrat organization. It should be noted that this type of organization does not preclude support for reform activities within the party itself. It would be possible, for instance, for the Young Democrats to participate in a campaign to revamp the Democratic Town Committee.

The second proposal deemphasizes activity with the New London Democratic party. The proposal suggests more concentration on state-wide reform, such as the senatorial primary and the eighteen year-old vote drive. It also

(Continued on Page 7, Col. 4)

Review

D'Amboise, Hayden Present Ballets by Balanchine



D'Amboise signs autograph after lecture-demonstration. photo by hookaylo-Jacques

by Anne Hammel

Melissa Hayden and Jacques D'Amboise, principal dancers of the New York City Ballet, presented to a full house in Palmer Auditorium on Thurs., Nov. 20th, a program of the "Anatomy of Balanchine's Ballets." George Balanchine, the director-choreographer of the N.Y. City Ballet for some forty years has choreographed *The Nutcracker*, *Firebird*, *Swan Lake* and scores of other ballets.

D'Amboise gave an intelligently planned talk which centered on the *Pas de Deux* form. He spoke on the important elements of movement, intermittently demonstrating them by dancing parts of various *Pas de Deux* with Miss Hayden.

Mr. D'Amboise's energy and sense of humor charmed the audience. At the same time he was teaching them some "dance sensitivity," in a non-academic fashion.

His presentation showed the range of ideas that a dancer must

consider. For instance, D'Amboise touched on a few theatrical aspects of ballet: the entrance and the staging, the creation of a mood or atmosphere, and the historical context of the work.

The couple was working against such limitations as a small stage and lighting failures. Nevertheless, the dancers created the artificial, beautiful world of ballet in "The Black Swan."

The sold-out house was composed mostly of non-student residents of the New London area, an indication of the community's rising interest in dance, perhaps engendered by the school's summer dance program.

Melissa Hayden and Jacques d'Amboise's program was undeniably the most important dance event at the school this year. Both student and local interest in dance is extensive enough to warrant the arrangement of another program of this caliber a Conn.

Student Boycott To End The War?

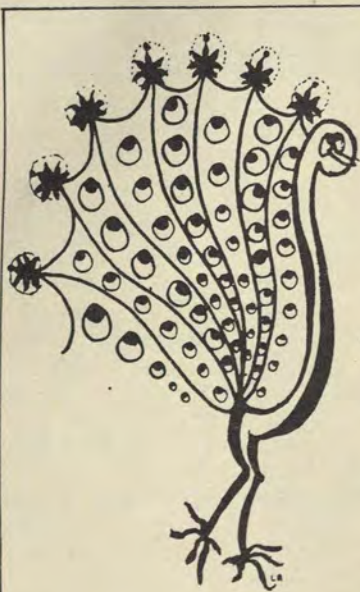
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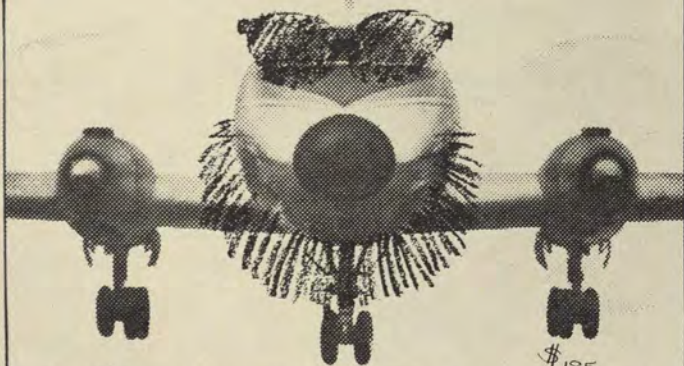
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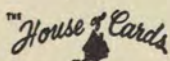
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DESPALATOVIC

(Continued from Page 1, Col. 4) of time, who sail the seas with wax in their ears.

I refuse to believe that this image contains the whole fate of criticism in the culture of today. For, Orpheus is not forgotten, there is still in us his passion to follow the road to the end."

Following this presentation, Mr. Despalatovic stopped, leaned forward on the lecture, smiled and asked the members of the audience for their thoughts.

The discussion turned to an analysis of the value of the narrow approach to literature, and the approach which studies the larger implications of literature. Katie See said that the narrow approach should be a "precondition" to a study of the larger implications. The narrow approach is necessary, but it is not adequate by itself.

Mr. Despalatovic commented that the danger of the narrow approach is that the critic finds his forte, makes this his own special niche, and then works only within that niche. "The death of criticism," he said, "implies the death of literature."

Miss Hanna Hafkesbrink, professor of German, drew a necessary distinction. "Is there not a difference between interpretation, which is the existential approach, the enlivening of experience, and criticism, which is an examination of the craft?"

Mr. Despalatovic answered, "Criticism should be all of these— aesthetic, moral, craft."

Miss Janis Gellinik, assistant professor of German, then asked, "Is there not a value in beauty for its own sake?"

Mr. Despalatovic answered, "A man can sing in times like ours, but if he's not aware of his times, then he must be criminally insane."

Mrs. Sabine Jordan, instructor in German, returned to the discussion of the narrow approach to literature. She stated that critics analyze literature in a detailed manner in order to understand the writer's intentions. If they do not, then an understanding of the larger implications becomes impossible.

"Yes, we must make perfectly clear why we insist on the narrow approach, or it is of no value,"

added Mr. Eugene TeHennepe, assistant professor of philosophy.

"The danger," added Miss Hafkesbrink, "is that the part is offered for the whole." She argued for the passionate assimilation of the narrow and existential approaches to literature.

Mr. Despalatovic concluded, "For a critic to shirk his moral responsibilities is to me unthinkable."

On Sun., Dec. 14 at 7 p.m. a Candlelight service will be held in Harkness Chapel. It will be composed of lessons, carols, and readings by members of the College and the community. Rev. J. Barrie Shepherd will deliver the sermon.

DEMS (Cont'd. from Pg. 6, Col. 3) calls for the formation of a chapter of the caucus of Concerned Democrats. If such a chapter were created, the members would be working for Rev. Duffy. Dean Watson has approved the idea of

remodeling the Young Democrats if this transformation would have the support of the members.

Previous experience indicates that campus Young Democratic organizations exert a minimal influence on the state by virtue of the fact that the student members are not full party members. Chris said that perhaps one of the most frustrating experiences occurred this fall.

Campus Young Democrats were denied admittance to the State Young Democrat Convention of 1969. This was due to the fact that the state organization set the deadline for the applications for delegates a week in advance of the re-opening of many colleges. Consequently, the club presidents received the application material the week they returned to school—a week too late.

"The importance of the '70 primary should not be overlooked. Regardless of the type of organization that is finally decided upon by the student body, all the members will hopefully be active participants in the race," Chris stated.

Interdepartmental Majors: "Program With a Purpose"

by Nancy Watkins

Information for interdepartmental major applicants was sent to the faculty last week by Ernest Schlesinger, chairman of the Committee for Interdepartmental Majors.

Mr. Schlesinger associate professor of mathematics explained that the interdepartmental major is not a major-minor line of study. Rather, it is a major which allows the student to cut across the boundaries of the established major fields.

Thus a student may explore ideas "which demand independent synthesis and evaluation."

The faculty committee deals with applications for student-initiated programs. The proposal should correlate a solid core of courses in one department with advanced study in another, "in terms of a shared concern, common theme or central problem," as stated in the faculty memorandum.

"This study should culminate in an integrative scheme—a seminar, Honors Study, or Individual Study. It is to be a program with a purpose," Mr. Schlesinger stated.

A Statement of Purpose as well as the intended form of the final project are to be included on the application form.

Students and advisors may consult the committee members regarding programs leading to an interdepartmental major. They are Miss Marion Doro, associate professor of government; Mr. Robley Evans, associate professor of English; Mr. Philip Jordan, Jr., dean of Faculty; Mr. Eugene TeHennepe, assistant professor of philosophy; and Mr. Schlesinger.

The committee examines and approves only student proposals. If an inter-major were submitted to the faculty and approved, then it would be entered in the catalogue as an established major.

The Human Ecology major, new this year, is an example.

The choice of correlating fields is left to the student, though Asian Studies and a combination of a foreign language and literature are likely to become strong fields.

Further requirements and instructions are on pages 60-61 of the catalogue. Application forms are available in Room 204-A, Fanning Hall.



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COMM. AFFAIRS
(Cont'd. from Pg. 3 Col. 5)

government with their academic training and devotion to hard work. Some students work on city agencies as the City Planning Board while others contribute to extensions of the city government such as LEGACY, the legal aid society to provide assistance to the indigent; TVCCA, the New London agency which administers anti-poverty funds; and Model Cities, the Johnson administration's program for an all inclusive rebuilding of a certain portion of neglected cities.

The members of the Conn community have especially lent their academic knowledge to the Task Forces of the Model Cities Program, which ascertain the detailed knowledge of specific areas which affect the Model Cities community and make recommendations to the Model City Agency and finally to the City Council.

The Office of Community Affairs has utilized state grants to conduct a summer course in Black History for area teachers. This program has had a definite impact on the social studies curriculum notable in Waterford and Ledyard and is being followed up by periodic evaluations.

Also funded by state grants was a series of conferences on housing and employment. An outgrowth of these community participation programs is the current development of a community based program to train unemployed, unskilled and underemployed youths and adults for job skills orientated to the community job market. This program which will be financed by state, federal and private monies, is part of the Opportunity Industrial Corporation and plans to start operation next year.

The director of the office, Mrs. Kahler, would like to help in the establishment of an academic major in urban affairs, an interdepartmental major which would include field work, possibly as an individual program study.

The office is planning to run the summer teachers' institute again this coming year, and hopes to expand its coverage to the idea of minority culture.

The expressed long range goal of the office is to continue its present course, constantly listening to both students and community. It hopes to maintain its innovative spirit as the youngest office in an ever expanding college community.

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NEWS NOTES

A total of 50 members of the faculty and administration, and 384 students signed the petition posted throughout the college expressing disagreement with President Nixon's Vietnam policy.

The signatures were sent to the White House on Nov. 14.

* * *

Students wishing to correspond with a small group of GIs now serving in Vietnam may write in care of: SP5 John Chaney, 565660048, 25th Admin Co, 25th Infantry Division, APO SF 96225.

* * *

"A Weekend at the Metropolitan" has been planned for college and graduate students on Dec. 19, 20, 21. Participating students will study "New York Painting and Sculpture: 1940-1970".

For further information write to Jack Frizzelle, Dept. of Public Relations, Metropolitan Museum of Art, Fifth Avenue and 82nd St., New York, N.Y. 10028.

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The American-European Student Service helps American students find summer jobs in Europe. For information write: American-European Student Service, Box 34733, FL 9490 Vaduz, Liechtenstein.

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Mrs. Dorothy Riley, former manager of the Johns Hopkins book center, will succeed Mr. Robert D. Hale as manager of the Connecticut College Bookshop. Mrs. Riley, a graduate of Barnard College, will assume her new position on December 15.

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On November 24, a benefit concert was held in Harkness Chapel to raise funds to enable violinist Jan Krejci, assistant concert master of the Prague Symphony Orchestra, to return to his native Prague. The concert raised \$157 for Mr. Krejci. This sum, in addition to the fee paid to him by the Chapel for the concert, left only twenty dollars outstanding for his return to Prague.



December

Thoroughly Modern Mama . . .



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Military Victorious: 90-29

by Michael Ware

The Coast Guard Academy freshman basketball team defeated the Connecticut College squad Wednesday afternoon December 3, 90-29.

The lopsided score could not shatter the spirit on the C.C. team, cheered on by their partisan contingent in the stands.

In this first actual competition of the year Brian Puglisi

could not be denied his share of the points as he netted seventeen.

The overall defense stood out for the C.C. squad in that they were shorter several inches at each position and made up for this admirably with hustle, in this contest which may prove to have been the toughest of the season.

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