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Connecticut College

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### Black Womanhood Weekend To Emphasize Exposure

by Lynda Herskewitz

"Being Black, we feel that the Black contribution to America has been slighted. Being Black women, we have tried to bring distinguished Black women of many fields to this campus, to talk about what it is to be Black in this society and to discuss the Black experience as it relates to their individual professions."

This is Beverly Phillips' explanation of the upcoming Black Womanhood Conference to be held on April 18, 19 and 20. This conference has been in planning for over a year and is the first of its kind.

Under the leadership of Sue Johnson, executive coordinator, a group of Black women in the fields of literature, nursing, education, medicine, philosophy, politics and the fine arts will discuss their professional roles.

On Fri., April 18, registration for the conference will take place from four to eight in the evening.

That night, there will be a performance by a well-known company, the name of which will be announced soon.

On Saturday morning, the keynote address will be delivered by Vinie Burrows, actress and star of "Walk Together Children", a television special.

Miss Burrows will discuss "The Role of the Black Woman in Contemporary America."

Black women of widely diversified fields will participate in Saturday seminars:

June Meyer, poetess and author of WHO LOOK AT ME? will discuss the role of the Black woman in poetry. Miss Meyer was a visiting lecturer in English during the last semester.

Mrs. Rachel Robinson, wife of former baseball player, Jackie Robinson, will discuss the Black woman in nursing. She is the director of Psychiatric Nursing at the Connecticut Hospital of Mental Health in New Haven.

Dean Bernice Miller, dean of planning at Jackson College, and Mrs. William Wilson, teacher at the Katherine Brennan School in New Haven will discuss the Black woman in education.

Dr. Alyce Gullattee, a psychiatrist at the Freedman's Hospital in Washington, D.C. will discuss the Black woman in medicine.

Mrs. Joyce Mitchell Cook, Assistant Professor of Philosophy at Conn will deal with the Black woman in philosophy.

Mrs. Margaret Burroughs, art teacher at the DuSable High School in Chicago and author of DID YOU FEED MY COW? will lecture on the Black woman in the fine arts.

Inga Hardison, sculptress will discuss the Black woman in her field.

The Honorable Constance Baker Metley, a Federal Judge and former Manhattan Borough President will participate in some aspect of the program.

Others are tentatively ex-

pected to participate, and according to Sue Johnson, "The programs are flexible and additions may be made."

Odetta, the widely-known folk singer, will perform on Saturday evening.

On Sunday, Eleanor Homes Norton, who is the Assistant Legal Director of the Civil Liberties Union will present the closing address.

The emphasis of this weekend, according to Sue, is not that of 'education' but rather exposure to talented and brilliant women who have much to offer in the way of inspiration to the Black female student.

In the words of Alice McDougal '71, "I derive a certain pride from seeing what other Blacks have achieved."

A special anthology of works composed by Connecticut College Black students will be released and sold during this weekend. Co-editors of the anthology are Beverly Phillips '72 and Carmen Jones '72.

"One point that I wish to emphasize," noted Sue Johnson, "is the uniqueness of this weekend. Not enough credit and respect has been given to Black women who are outstanding in their fields, just because they were Black. The women whom we

(Continued to page 7, Col. 4)

### TEACH-IN PROTESTS ABM; FERBER SPEAKS OF DRAFT

by Pat Strong

The Teach-In on Wed., Mar. 12, sponsored by Religious Fellowship, was an explosive indictment on the military-industrial complex in American society.

The all-night event began with a talk by Michael Ferber, one of the four defendants in the Spock-Coffin conspiracy trial.

Ferber, a graduate student at Harvard, spoke on the draft resistance movement as it relates to the general unrest in this country.

In commenting on the atmosphere in this country, Ferber said that in order for a second revolution to occur, the various radical groups must unite and change society in a non-violent way.

Although Ferber does not believe in the draft, he also does not agree with the idea of a volunteer army, because the responsibility of the army to the citizenry would be diminished.

Ferber set the mood for the panel discussion and film that followed, with his comments on the lack of power an individual has over the government.

#### Talk on ABM

After Ferber spoke, four members of the faculty talked on various aspects of the proposed ABM (anti-ballistic missile) system.

All four, Mr. Michael Burlin-

game, Mr. John de Gara, Mr. Robert Stearns and Mr. Ronald Glassman, were basically opposed to the ABM system.

Mr. Burlingame, instructor of history, directed his talk toward the history of defense spending on

program was passed by Congress, the costs involved with the ABM would greatly affect the American economy.

Funds intended for urban renewal and other domestic areas would have to be diverted to the



Mike Ferber at the teach-in. —photo by koehne

missiles.

His main point was that the "missile gap", which was the beginning of this spending, was a fraudulent campaign issue used by John Kennedy to defeat Richard Nixon in 1960.

When Kennedy came to office, he began the era of huge defense allocations for missiles.

#### Stimulated Russians

This escalation of our defense capabilities, Burlingame concluded, stimulated the Russians to escalate also.

The new ABM program would only bring the arms race to a heightened state of madness.

Mr. Stearns, instructor in Economics, spoke on the economic aspects of the ABM program.

His main point was that if this

ABM program.

#### Talks on Social Aspects

Mr. Glassman, assistant professor of sociology, talked on the social implications of diverting billions of more dollars to defense spending in addition to that already being spent.

He pointed out that originally the government had used defense spending to stimulate the economy.

Now, however, this spending has gone past the point of stimulating the economy and is causing higher taxes, inflation and a general unrest in the nation.

Mr. de Gara, instructor in government, dealt with the international implications of embarking on the ABM program.

Citing former President (Continued on Page 7, Col. 1)

### Student Gov't. Officers Sworn In at Amalgamation

The 1969-70 College government officers were inducted at Amalgo on Wed., March 12, by Naomi Fatt, outgoing President.

The oath of office was given to Katie O'Sullivan See, President; Wendy Sloane, Chief Justice; and Barbara Keshen, Vice-President.

Also inducted were Thelma Maxwell, Secretary; and Eda Rothenberg, Parliamentarian.

The President's gavel was presented to Katie by Dean Gertrude Noyes. Dean Noyes stressed the importance of a dynamic relationship between the student body and their elected

representatives.

She extended her best wishes to the new officers and concluded with the hope that students would make an effort to keep in touch with all aspects of their government.

#### Gives Final Speech

In her final speech as President, Naomi presented a new plan for integrating faculty committees with student representatives. She proposed the immediate formation of an ad-hoc committee comprised of five faculty and five student members.

This group would discuss the (Continued to Page 9, Col. 5)



The three new College Government Association, l. to r., Barbara Keshen, vice-president; Wendy Sloan, chief justice, and Katie See, president.

—photo by koehne

### Faculty Favors Committee On Student Representation

The Faculty voted to create a new joint student-faculty Ad Hoc Committee to discuss "the presence of students as voting members of all standing and special committees of the faculty" at its meeting last Wednesday.

In addition, the faculty acted favorably upon Part II of the original ad hoc committee's proposal, which called for the establishment of a Student Departmental Advisory Committee in each department.

The new Ad Hoc Committee, as proposed by Mr. Lester Reiss, assistant professor of philosophy, will be made up of five members of the Faculty to be appointed by President Shain and five students to be appointed by the new officers of Student Government as soon as possible.

The committee will be required to report its proposals to the Faculty by no later than November of the next academic year (1969-70).

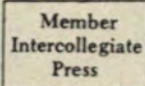
According to Reiss' motion,

the purpose of the Ad Hoc Committee will be "to discuss the following question of policy: The Presence of Students as Voting Members of All Standing and Special Committees of the Faculty, and when exceptions must be made to that policy, what alternative devices can be made available to students for the expression of their views."

#### Give Student Views

Part II provides for the election in each department of a student Departmental Advisory Committee within the first month of the college year for the purpose of transmitting to the faculty of the department the student point of view on staff appointment, curriculum and other matters of common interest.

The number of students on the committee will vary with the number of majors in the department. As stated in the approved proposal, the goal will be a committee of five to seven junior and (Continued on Page 8, Col. 3)



# ConnCensus

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## Editorial . . .

### NEW DEADLINE

On last Wednesday, March 11, the faculty voted to accept the establishment of a new Ad Hoc committee, to be composed of five faculty members and five students.

This new committee will have an expanded domain. It will encompass the consideration of the most expeditious way to achieve student participation on all standing faculty committees.

To legitimately evaluate their effectiveness, it is imperative that these proposals be allowed to function for the entire 1969-1970.

As it is now conceived, the deadline for preliminary deliberations of this committee is November 5. We urge the Ad Hoc committee to reconsider its deadline, and to present its conclusions no later than May 14.

In this way we can institute these proposals at the beginning, develop them during, and provide for critical evaluation of them at the end of the next academic year.

## HELP!

ATTENTION ALL PERSPECTIVE STAFF MEMBERS:

## HELP!

We need somebody.

## HELP!

Not just anybody.

## HELP!

You know we need someone to

H  
E  
L  
P!  
!

(See us Tuesday, Wednesday, or Thursday at the ConnCensus office in Crozier-Williams.)

## Letters To Editor

### Mr. Charlie's Nigger

Dear Editors:

The gall of Jerry Ferber's article printed in your issue of March 4 wobbled me. Granted that students in general, and perhaps especially at U. C. L. A., are underprivileged—nevertheless, to compare their lot with that of American Blacks during the slave era, or of the Jews in Auschwitz, betrays either gross ignorance or paranoia. Every Black, every Jew, every man of good will would be justified in execrating Mr. Ferber's hyperbole.

Michael Burlingame  
Instructor in History

### In Response

Dear Editors:

I was amused over your "Yassuh boss, we sho' is grateful fo' de' pribileges yo' done bestowed" editorial in response to the Reiss-de Gara "Why aren't your people happy now that we've allowed you to sit at the lunch counter?" letter.

Either this editorial was intended as shrewd irony or else your previous week's article on "The Student as Nigger" is truer than I had thought.

The channels are open, you say. And indeed they are in many important respects. But where is the most important of all channels for the future well-being of this College: the means of registering student evaluation of the teaching performance of its faculty and of having this evaluation listened to with respect when the College is in the process of deciding upon salary raises, promotion, tenure and firing?

Furthermore, why is there no student representation on the Instruction and Administration committees, where crucial decisions are made? I am not implying that the student should reign supreme at Connecticut College. But I am saying that students and faculty still have an awful lot they can learn from one another and that this learning

(Continued to page 7, Col. 1)

## CONTROVERSY

by Jenne Andrews

This column is open to any student who is not a staff member for the expression of her opinion on meaningful issues.

The days spent at Connecticut College mean little except that resolutions for independence don't last, that sublimation is a changeable ethic for the frustration of a cloistered women's college. I'm talking about the woman's upper middle class motherized ethic that tells her to ablate, to spend hours annotating herself and living out the time in dreams of the tall and brilliant male who will be her life-motive and the source of heavenly vaginal orgasm.

We have had hard, real dialogue lately about the scorching nature of the dream; paring it down to instinct, to necessity—relegating much, of course, to upbringing and the American Shibboleth. We have come up with these theories; we discern a duality of both a deep need for the mate, and a drive to live in the streets—that is, to have a part in the "love-strife" of the politic and the experience basic to a knowledge of our knowledge.

But what happens? In the dormitories, there is opportunism and self-laceration. Living for letters and panting for phone calls are commonplace. The world spins off somewhere else while Connecticut College sits impenetrable, filling the heads of its women with an obsessive predilection with their physical ethos; with unempirical concepts to fly eventually from the mouths of she-automatons to trap the male and his machine.

### Toward Women's Liberation

Women who elect to remain at Connecticut College to garner the certificates vital to life in AMERICA need to come together and revitalize their life-style. The over-intellectualized woman locks herself in her room, effectively disaffiliating herself from the rest of her membership. Few Conn women relate to and subsequently act on wage discrimination and the effects of male racism on the blue-collar woman, the "housewife," the woman on welfare, the black, brown, or Third World woman.

And, there is little difference in the subjugation on the varying stratas. We live for other purposes than childbearing, as evidenced by our intellectual and emotional capacities that equal those of men. Our tendency and final downfall is always to depend on the prophetic male for a life-line to life. There is a vital need to renounce all cliches funded with our timelessly reiterated inferiority and practically seek fulfillment of the intellectual-sexual-creative impulse to the end of developing goals, actions or purposes supplanting the total entombment of the self in the male.

The renunciation of the false claims must be practical more than theoretical. The possibilities for action exist at every socio-economic and cultural level from alliance with women industrial workers, to community actions groups for reform made up of formerly stifled middle class wives and mothers, to at-home, at-school discussions and seminars directing the finish of the modern woman's delusion that self is defined by money and make-up.

Finally, in coming together with a mate, we must always reinforce the individuating elements of SELF, insisting on full, continuous participation in the love-strife, the orgasm, the work of the politic, the struggles of the planet. To the degree that we relentlessly seek the fulfillment of all that comes to comprise our natures, refusing to accept the position of male supremacy, we are liberated women. Only to this degree will we possess the rightful and necessary freedom to be fully alive through experience.

## Beyond the Wall

by Myrna Chandler

### Fairfield University

The board of trustees of Fairfield University in Fairfield, Conn. recently announced that women will be admitted to the undergraduate College of Arts and Sciences beginning in the fall of 1970.

In announcing the trustee's decision the Rev. William C. McInnes stressed that the decision, which had been under consideration for over two years, "evolved from the University's desire to create an academic atmosphere which will offer a more realistic reflection of today's society."

### Ball State University

Ball State University in Muncie, Indiana recently sponsored a "Black History Week." The program included speeches by several notable Black academicians and movement leaders as well as several art exhibitions of both African and Afro-American artifacts, sculpture and painting.

### University Of Massachusetts

Dean I. M. Hunsberger of the University of Massachusetts made the following comment:

"Recently I have read: 'One education commission argues that

there is 'persuasive evidence' that as a result of better diet and medical care, today's freshmen are three years older physiologically than those of 1900. If this more rapid aging of our students continues at the same rate, I calculate that the 'generation gap' will be completely eliminated about 2600 A.D.!"

### Smith College, Amherst College:

A course in human sexuality is being offered at Smith and Amherst Colleges this semester. The course will consist of a series of lectures in human sexuality, male-female relationships, physcho-sexual development, anatomy, physiology, sex techniques and response, pregnancy and birth, contraception and abortion. The lectures will be followed by seminars.

### Duke University

The "Duke Chronicle," the student newspaper of Duke University, published the following commemoration of George Washington's birthday: "George Washington; the father of our country, was born on this day in history. He was the President who was so honest that some people said he never told a lie.

## Spring Brings Concerts, Recitals

Mozart's Vesperae Solemnes de Confessore K. 339 by the Hamilton College Choir, director James Fankhouser, and the Connecticut College Chorus, director James Armstrong will be performed on Sun., Mar. 23 at 4 p.m. at Harkness Chapel.

The weekend will begin with Saturday afternoon rehearsals followed by dinner and a party at the Chapel. The concert, with Adele Burnham as soprano soloist and a chamber orchestra.

On Wed., Mar. 26 at 8 p.m. in Palmer Auditorium, the Connecticut College Chamber Chorus, director James Armstrong and the Yale Apollo Glee Club, director Richard Anderson, will present a Spring Tour Preview Concert.

The two choruses traditionally tour together during spring vacation. This year's tour will include concerts in New York, Canada, and Ohio.

There will be a Student Recital on Tues., Mar. 25 at 8:00 p.m. in Holmes Hall.

Those performing will be Jane Ayers '69, Ann Barber '69, (Continued on Page 7, Col. 4)

# CRISIS IN CLASSROOM

by Mady Kraus

Connecticut College, by definition, has ceased to be a small, liberal arts college. The student-teacher ratio of 13-1 is a myth. The "small class", the one-time boast of the "small" school, is no longer. Gone with it is personal class contact and the stimulus of small class dialogue.

What is the real problem? Simply, classes are too large.

Not all the departments at Conn have oversized classes. But the student interest in departments such as sociology, philosophy, religion and classics has grown so rapidly that the student enrollment overburdens the available professors.

Miss Barnard, registrar of the college, noted that "colleges cannot predict what will happen when a topic is offered, and have difficulty assessing student interests. The nature of the subject matter has a great deal to do with the optimum size of the class."

The individual departments should be prepared for surges of student interest.

In the sociology department for example, Ronald M. Glassman, assistant professor, presently has 130 and 90 students enrolled in two non-sectioned seminars.

Glassman commented on the unbalanced student-teacher ratio. "The problems in big classes are:

1. The amount of cheating goes up consistently,
2. The quality of papers deteriorates, because there is little chance for personal consultation, and
3. The professor does not know the students—he only knows faces."

In Glassman's two large classes, he has difficulty getting an "identity for the class". Also there is depersonalization for the teacher.

In the large sociology courses, the students' exams are graded by a reader. Thus, the professor has little basis for giving a final grade.

The time spent instructing the reader could be better utilized by the professor himself, so that he could personally grade the papers.

The professor can use assistance with administrative work: he needs secretaries, a typing service and people to record grades. In this way, the teachers would save themselves clerical work and have time to grade all their students' exams.

Another problem of the big class, according to Glassman, is that lectures are standardized.

In large lectures "the student can't branch into interesting tangents, and neither can the professor. There is little mutual learning experience, even though lectures are sometimes better."

Glassman's key solution is more teachers.

"The professor-student ratio has to be maintained legitimately. The student-teacher ratio in the sociology department is terrible—we need three more teachers."

Robert L. Rhyne, assistant professor of the psychology department, notes that, "in certain types of courses the number enrolled is irrelevant."

Rhyne teaches Freshman Psychology, and "the next level I teach is the Graduate level." However, as many as 15 people have been enrolled in a graduate seminar. In those cases, "real discussion is limited. It is desirable,

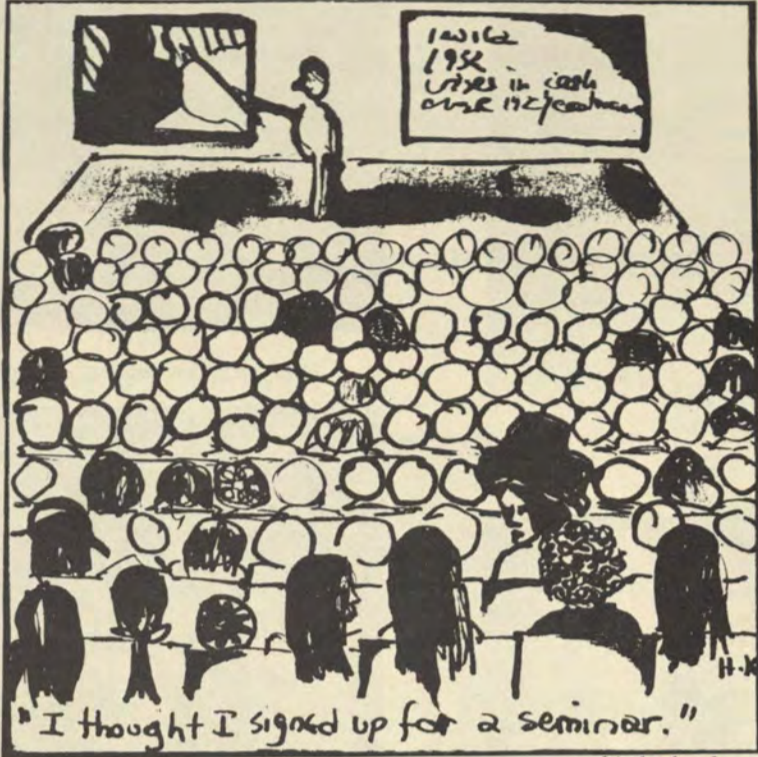
especially in senior and graduate courses, that enrollment is low."

Rhyne points out that lab sections should be small, for there are only limited chairs and equipment.

Tuesday and Thursday lab sec-

from each other in spontaneous discussion.

Robley Evans, assistant professor of the English Department commented: "The number of students enrolled depends partly on the professor. If the number



—graphic by koehne

tions are in great demand, because "the college schedule is arranged so that most classes are on Monday, Wednesday and Friday." Naturally, this leaves only Tuesday and Thursday available for lab sections.

It seems obvious that solutions are needed to the problem of large classes. Consider these statistics: Religion 103, 40 students; Religion 101, three sections of 43, 45, 36 students; Sociology 228, 130 students; Sociology 232, 50 students; Sociology 258, 90 students; Music 108, 72 students; Philosophy 112, three sections of 31, 34, 47; Art 202 (a Junior-Senior course), 80 students; History 124, 57 students; English 214, 56 students; and Classics 104, 120 students!

These are courses, for the most part, demanding prerequisites, or open only to upper-classmen. Yet the size of the "small advanced class" in many cases outnumbers in the introductory courses.

In a course such as Classics 104, the problem is that Classics is taught in alternate years. Student enrollment is therefore doubled. The course could be sectioned, but the professor would have twice as much preparation. Or, the course could be offered every year. This might curtail class size. But the teacher would still be overburdened. It is apparent that we need more teachers.

Consider these statistics. During the first semester, the total number of classes under 10 was 71. There were 191 classes of 10-29 students, 20 classes of 30-49 students, and 9 classes of 50 or more students. The figures are not appalling. But when you consider that sections have an average of 30 students, you realize that student-teacher rapport is curtailed.

The English department also suffers from oversized classes. For example, "American Literature", "Shakespeare" and "Modern Poetry" have 56, 57 and 43 students enrolled, respectively. These are prerequisite or upper-class courses. The number of students limits the dialogue between professor and student. More important, in classes of this size, students have less chance to learn

is large, the teacher shapes the course to a lecture. But there should be more give and take."

He continued: "The smaller the class, the more responsibility the student must take to speak in class, and the more educational the situation becomes. Theoretically, the student in the upper class division should have as small a class as possible—to eliminate lecturing."

Robert Cassidy, instructor in the religion department, offered a possible solution to the overcrowded class. He spoke favorably of the precept system which is currently in use at Princeton. Under this plan, any class over 15 is broken up for one out of three meetings a week, into a seminar of no more than eight students.

In large classes, any real dialogue is prohibited. Cassidy said, "The student can learn from me, and occasionally I learn from them if they ask a good question, but they can't learn from each other."

"I see the faces in the front row and some in the second, but after that they just stretch back until they drop off the end of the world."

Another solution Cassidy offered is the broader utilization of the seminar format, particularly for freshmen. Cassidy asserted that critical independent thinking is stifled for freshmen in large lectures.

In sum, more professors, elimination of alternate year subjects, smaller sectioning of courses, and more seminars can be put to test as solutions to the overcrowded classroom.

Or, as one faculty member said, "Students might have a positive influence on the administration if they were to return to their high schools and make known the fact that Conn College is not what it advertises itself to be: a small, liberal arts institution."

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# Melman Attacks Power Of Defense Dept.

by Anne Lopatto

"The Department of Defense has become a state within a state, a 'para-state' employing 55,000 people in central administration alone. This para-state's power lies in the willingness of the American public to comply with its orders."

With these remarks Seymour Melman, professor at Columbia University, opened the first panel discussion of the First National Convocation on the Challenge of Building World Peace.

The conference, sponsored by the Fund for Education in World Order, was held at the New York Hilton on Wed., March 5.

The program consisted of a morning session of three concurrent panel discussions, a luncheon complete with "spontaneous" anti-war demonstration, and an afternoon session of discussions.

### Builds "Overkill" Capacity

Professor Melman made his remarks during a discussion of the question, "Is the U.S. Becoming a Militaristic Society?" Other speakers on the panel include Floyd McKissick, civil rights leader, and Kenneth Boulding, professor of economics at the University of Colorado.

In his talk, Melman emphasized the enormous financial and political power of the Defense Department. According to Melman, the department is "the biggest industry in the world, whose product is killing."

Melman revealed that the Defense Department now spends over \$350 million a year on biological-chemical warfare alone. "Not only do we have enough nuclear weapons to kill everybody in the world thirty times over, but we now have an overkill capacity in chemical weapons, too," he asserted.

### Will Cost \$650 Million

"The proposed Anti-Ballistic Missile system would assure the Defense Department's control over American society."

The ABM would involve 3,000 different industries. The actual long-term cost of the project, according to Melman, will be \$650 million dollars.

In a speech following Melman's, Floyd McKissick denounced the racism inherent in American militarism. Documenting American military atrocities from the Indian wars to the present, McKissick spoke of U.S. involvement in Vietnam as a "racist war."

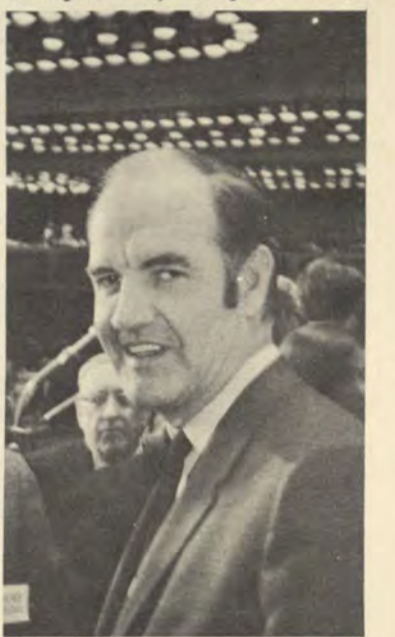
"In Vietnam, as in Korea, we pit the yellow man against the yellow man so that we can get the spoils. There is no 'North' or 'South' Vietnam; there is only one Vietnam.

"Some God, some Allah must

make the arrogant man in this country admit his error, get up and get out of Vietnam."

### Senators Address Group

At the luncheon which followed, Senators William Fulbright, Jacob Javits and George McGovern addressed the group. While Fulbright and Javits chose to dwell on present and past mistakes in American foreign policy, McGovern offered his view on the possibility of peace in the



Sen. McGovern—photo by lopatto

future.

During Fulbright's speech, a group of youthful protestors suddenly ran to the platform and threw a pig's head at the Senator.

They then mounted the platform waving a North Vietnamese flag and chanting "Ho Chi Minh, Ho Chi Minh." The incident lasted about 15 minutes.

The most important event of the afternoon was a discussion of the topic, "How Can a Lasting Peace in Asia Be Secured?" Panelists included Harrison Salisbury; Herman Kahn, author of *Thinking About the Unthinkable*; New York Times correspondent Neil Sheehan; and Howard Zinn, professor of government at Boston University.

### Panelists Agree to Withdrawal

Of the panel members only Kahn attempted to justify U.S. presence in Vietnam. Asserting that "the U.S. must not give up the role of world policeman yet," Kahn stated that Asian countries desire American protection.

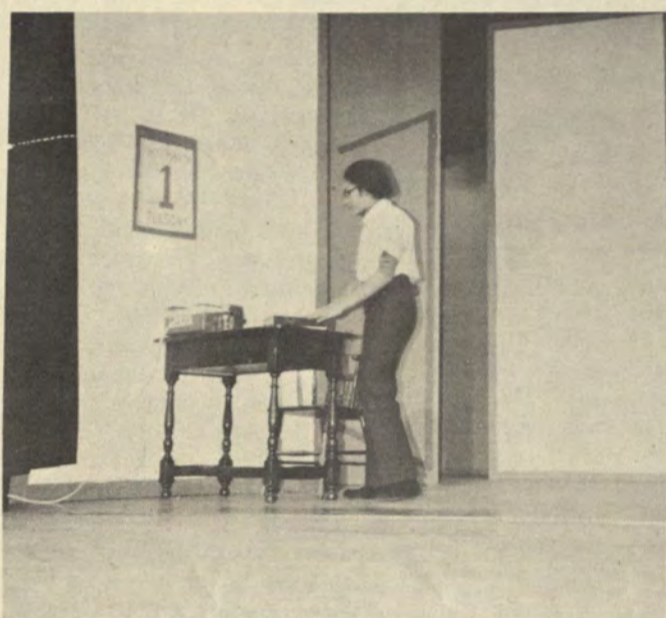
The other panelists agreed unanimously that the U.S. should withdraw unilaterally from Vietnam, and allow Asian countries to determine their own political future.



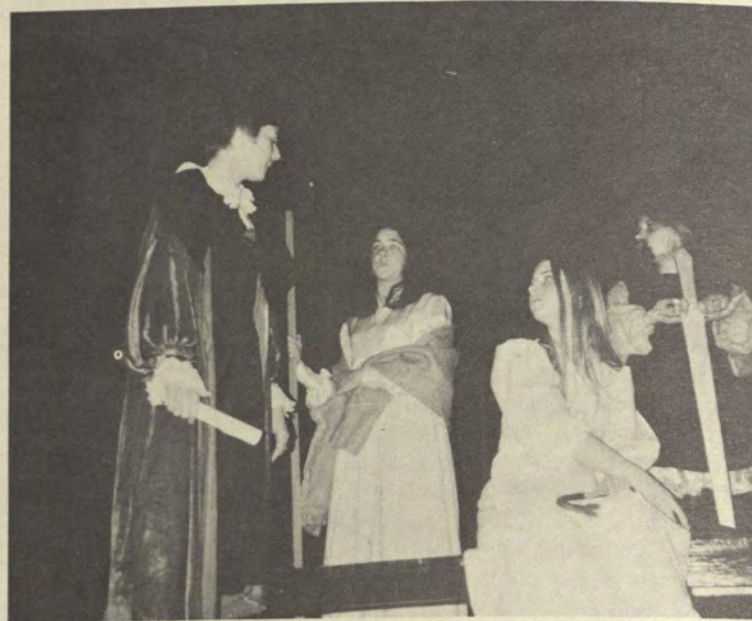
Panel discussion at peace conference. —photo by lopatto



Junior Compet play, The Lesson. —photo by kane



Senior Compet play, The Epiphany. —photo by koehne



Freshman Compet play. —photo by koehne



Freshman Compet play. —photo by kane



Senior Compet play, The Epiphany. —photo by koehne

*Drama Review*

# JUNIORS, SENIORS COMPETE IN PLAYS

by Martha R. Sloan

The Lesson fought the strong forces of The Epiphany for absurdity in plot and impact on the audience in the first set of compet plays.

The Epiphany is a one act play in which a hen-pecked ornithologist with latent homosexual tendencies is nagged by his career-oriented wife into a fatal decision to "turn chicken." His epiphany from "Man" to rooster takes a tragic twist when, upon crowing from his roost, "Henny Penny" lays an egg. Poor "Man"!

Sallie Williams took on a difficult challenge in directing her two seniors, Randi Freelon and Dilys Blum, to deliver a tragic twist to the ridiculous.

The Lesson is a one act play in which the intellectual and timid professor drills lessons on math and philology into her ailing student, who suffers most of the lesson with an unattended toothache. The exasperated professor, during one of her regular psychotic fits of rage, murders her student. The twist is more painful as we discover that this is a regular practice.

Pauline Schwede, junior director, knows that the subtlety of Ionesco is difficult to master, for she has directed Ionesco produc-

tions in previous years.

Though there was no judging this year for winners per se, it is my contention that The Epiphany best succeeded in delivering the climatic blow.

In making any value judgment on the plays one must consider the quality of the play chosen, the actors delivering the play, the directive techniques, and the conditions under which the plays are presented.

During a half-hour panel discussion at the close of the plays, Mr. Despalatoyic, Mr. Detmold of College Development, Mr. Bud Tucker of Mystic Community Theater, the two play directors, and Carol Reichstetter of Theater One all helped sample the audiences reactions, criticism and suggestions in regard to the performances.

At the time we were informed that compet plays are each restricted to 20 hours rehearsal time and a \$40 budget.

In light of these restrictions, The Lesson should, as Mr. Despalatovic suggested, never have been chosen. The subtle twist of Ionesco comedies is difficult to perfect over such a short period of time. While Pauline was creative with the beginning and middle,

the end fell short of being a punch.

Peggy Cohen was a skillfully peculiar professor, who faced the difficulty of playing a female role where a male role is written in the script. Diane Verchinski played the female student. Molly McLean, the Maid, was a needed stabilizing force between the polarized student and professor in satire on language and education.

The Epiphany put Randi Freelon in the spotlight as the Man. Sometimes ridiculous, sometimes pathetic, and usually a powerhouse of comedy, Randi was given her greatest opportunity for versatility in the game of Simon Says, in which she lets us sample some of every side of her dramatic persona, and she never lets us down. Dilys Blum was indeed a cold and merciless Woman.

The evening was enjoyable; the colloquium following the plays was interesting, and achieved more than the outright awarding of a trophy. According to Carol Reichstetter of Theater One, next year's plays will be conducted according to the same scheme, and "Compet Plays" will no longer be a suitable name for the productions.

As a follow-up to Wednesday evening's teach-in:  
Tuesday March 18, 1969

Snack Bar of Crozier Williams at 7:30 P.M.  
An information and letter writing session to government officials and congressmen concerning the ABM and disarmament issues and the Presidio Mutiny trials.  
Please bring typewriter, paper, envelopes and stamps.

### PHI BETA KAPPA SCHOLARSHIP

Each year the Connecticut College Chapter of Phi Beta Kappa awards a scholarship to a senior or alumna who is planning to do graduate study. Although the amount of the scholarship varies from year to year, last year the Chapter awarded \$500.00 to Mrs. Carol Fairfax Bullard of the Class of 1964 for graduate work in the Humanities at Syracuse University. Competition for the scholarship closes on April 20. Any senior interested in applying can obtain application forms either from Dean Noyes or from Mrs. Ohmann in Thames 216. Forms should be returned to Mrs. Ohmann. Applicants need not be members of Phi Beta Kappa. Students who do not receive the Phi Beta Kappa award automatically become applicants for other college awards for graduate study.



Senior Compet play, *The Epiphany*. —photo by koehne



Sophomore Compet play, a drama by Strindberg. —photo by koehne



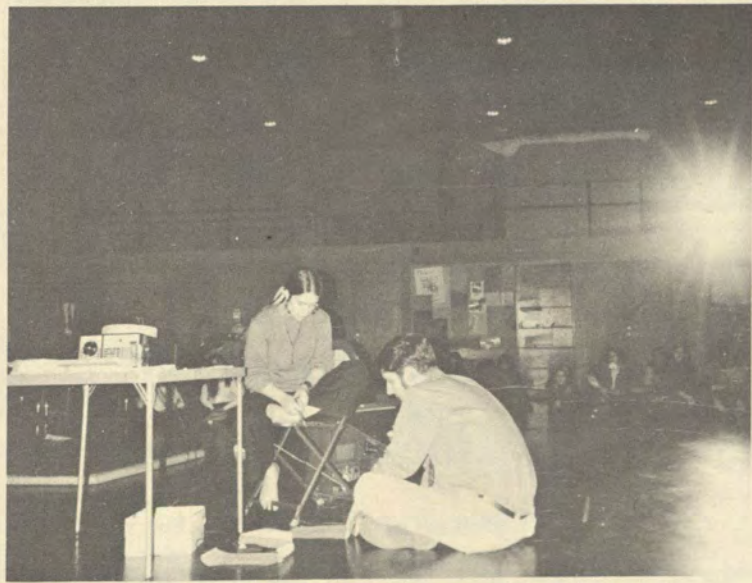
Junior Compet play. —photo by kane



Freshman Compet play. —photo by koehne

Review

“THE ARTS: NOW”



Donald Davis, creator of the lecture-event. —photo by kane

by Linda Rosenzweig

If art is to be experienced, rather than judged, as Douglas Davis suggested in his *The Arts: Now* last Tuesday night, then his lecture-event was a successful venture.

But, beyond that, if experience is to be conceptualized and understood, the event was less successful.

Bombarded by high-frequency electronic sounds, subjected to intense repetition of word and image, the viewer needed a thread of enlightenment to connect the segments of *The Arts: Now*.

Davis' production was billed as a "participative" event, but many walked out before the event was over. Davis' implicit aim was to force his audience, many of whom were not participants, to "get inside" of the art through the medium of repetition. Unfortunately, Davis inadequately considered the confines of boredom and anxiety thresholds.

*The Arts: Now* began with a dance performance showing some

of the fluidity and dynamism in contemporary dance.

The format of the production then changed dramatically to a tape of a malevolent laughter, shouts, a goat bleating, drums, the song "I Will Follow Him", and resounding cries of "revolution."

*The Arts: Now* then erupted in slides of contemporary art, with Davis interjecting the thoughts of artists of the past two decades:

"I try to act to close the gap between life and art."

"I am for art which gets holes like socks, that unfolds like a mop, or squeezes like your sweetie's arm."

"We must be dazzled by the objects of everyday life."

After the slides, Davis emphasized the emerging fascination with the things around us, the things that are "nothing special" to the eyes that are unattuned.

"A new tribalism?" he asked. "I think not."

"A new sophistication. Perhaps."

THEATRE ONE TO PRESENT TWO ONE-ACT PRODUCTIONS

Theatre One will present two one-act plays, "Chamber Music" by Arthur Kopit and "It's Called the Sugar Plum" by Israel Horowitz on Thursday, March 20; Friday, March 21; and Saturday, March 22 at eight o'clock in Palmer Auditorium.

Joe Coe, who comes to Theatre One from the Broadway production of "The Man in the Glass Booth," where he was understudy to Donald Pleasence, will direct both plays.

Theatre One obtained the services of John Coe through its association with the O'Neill Memorial Theatre Foundation. Mr. Coe, a member of the Foundation, has participated in the summer Playwright's Conference as an actor in 1967 and 1968.

He has taught Theatre at Wellesley College, toured with the Living Theatre, and been instrumental in developing off-Broadway theatre. He is also a founding member of the Open Theatre.

Israel Horowitz, author of "It's Called the Sugar Plum", presented a staged reading of the play in July 1967 at the O'Neill Playwright's Conference.

Danny Goldman, the professional actor who will appear in Theatre One's production, originated the male role in the two character play at the O'Neill reading. Goldman has worked in regional repertory theatres across the country for several years, and left a tentative off-Broadway production to come to New London.

"It's Called the Sugar Plum" handles a tragic situation in a

comic manner.

The play deals with two young people who doubt their identities. They reach out to what is around them for some kind of definition, but, unsuccessful, they fall back into their former lonely existence.

Playing with Danny is Peggy Cohen in the role of Joanna Dibble.

The second play, "Chamber Music" is by Arthur Kopit, most famous for "Oh, Dad, Poor Dad, Mama's Hung You in the Closet and I'm Feeling So Sad." The play concerns eight women placed in an insane asylum who have assumed intricate and fantastic identities.

The playwright comments on the modern woman's alienation from herself and from the society to which she cannot conform. Kopit places his women in an absurd situation, but in a comic context, and makes them symbols for any protest that goes beyond and against reality.

Since the play necessitates

ensemble work and great cooperation from the actresses, director John Coe begins each rehearsal with exercises and improvisations from the Open Theatre.

The cast includes the *Woman who Plays Records*, played by Connie Marzec; *Woman in Safari Helmet*, Wendy Boyer; *Girl in Gossamer Dress*, Diane Verchinski; *Woman with Notebook*, Kathy Hubbard; *Woman in Armor*, Sara Hines; *Woman in Aviatrrix's Outfit*, Mary Stevens; *Woman in Queenly Spanish Garb*, Lucy Boswell; and *Woman with Gavel*, Molly Maclean.

CORRECTION

According to Karen Kuskin '70, one of the two members of the Admissions Committee, this committee does not evaluate candidates for admission, as was falsely reported in Conn Censu last week.

Experimental College

There will be a conference at the University of Massachusetts this weekend, March 21-23, centering on the establishment of Experimental Colleges for the purposes of education reform. The conference will deal with 1) co-ordination processes and content of educational reform movements at eastern colleges, and 2) plans for a two-month training program for studying means of establishing Experimental Colleges.

Students interested in attending the conference and working to initiate an Experimental College at Conn should contact Katie See in Branford, extension 506.

# FATT URGES STUDENT-FACULTY COOPERATION ON ACADEMIC AFFAIRS

The following speech was delivered Wednesday night at Induction Amalگو by Naomi Fatt, outgoing President of College Government.

This time I can no longer offer you any previews of coming attractions so I will give you a rerun before I go.

One of the most illustrious members of the faculty, Mr. Philip Goldberg once made the state-



Naomi Fatt delivers farewell address. —photo by kane

ment that "typically, people have a great deal more choice than they allow themselves to believe."

These last two semesters as students at Connecticut College we have discovered that we have, or should have, a great deal more freedom of choice and action than we have previously taken advantage of. Specifically, we now recognize three new realms of choice.

There are those things we can do now which we could never legally do before.

There are those things which we can almost do.

And, there are those things we can't do but realize now that we ought to be able to do them.

In other words—maxi rights, mini rights, and no rights at all.

If I may expand. For the first 50 years of this college, we had regulations which were overly binding, unnecessary, just plain ridiculous because, through no fault of our own, we happened to be women. What was worse, not only were we pampered, protected, and stifled because we were women, we had been so socialized out of believing in our capability to act responsibly that we had worked to perpetuate the social chains which bound us.

By the end of this year, we will, IF WE DON'T LOSE OUR NERVE, have cleared away the

vast majority of superfluous rules. Already we have made the momentous decision that we can wear or not wear whatever we wish downtown.

We can stay more than three nights per month if we desire, overnight, in another student's dormitory. As a matter of fact we can stay anywhere in the world including within 20 miles of campus. We will extend our communication to the outside world when we get personal phones next year. Finally, there was the dramatic defeat of the local chapter of the Women's Christian Temperance Union when we declared the end to prohibition on campus.

Within the next few weeks we will, hopefully, eliminate curfews, initiate the key system, and un-limit parietals. Now that is what the constitution means when it says that social legislation is totally within the student realm.

These changes in social regulations as well as academic changes initiated this year are symptomatic of an examination of our position as women. We have discovered that there are two barriers which limit our ability to choose. One is the wall others erect for us (or against us); the other is the wall we personally and often unnecessarily build up around ourselves. This year, we have begun, as Robert Frost once suggested, "to ask to know (before we fortify a wall) what we were walling out or walling in."

There have been a few cracks in the wall which stands between us and full academic freedom as well. Beginning next fall there will be two full-fledged student members on the Admissions Committee. The curriculum of the new Special Studies Period was planned and administered by students as well as faculty. And, as of last week, we have the privilege of developing our own inter-departmental majors.

Important as these changes are they do not disguise the fact that students are not represented on any important policy-making academically-oriented committee. Moreover, although all student and student-faculty committees of the College Government Association including Amalگو are open to the whole community, students are still barred from attending, participating in or being represented in Faculty meetings. The one attempt to gain viable representation on the Advisory Committee resulted in trickery and stalemate.

I would like to take a moment at this point to discuss one



Katie See is inducted as president. —photo by kane

rationale behind student representation on what are presently faculty academic committees.

If we are not members or are only partial members of this college community, we owe it only the very minimum of participation.

On the contrary, if we are full members, that is matriculated members of the community, as we are, then we are responsible to that community. In other words we, as well as the faculty and administration, are responsible if a course is boring, a department deficient, or student-faculty rapport and mutual understanding lacking.

We should also be responsible for our part in improved courses, new educational innovations and increased cooperation and understanding among members of the community. Such a responsibility extends beyond the \$3,500, eight finals, and at least that many papers and exams we turn in each year.

However, we cannot fulfill our responsibilities as members of this community if we are not given the power to participate in and be

represented on those committees responsible for making academic policy or advising the President on academic matters.

Until we have that representation we are second-class citizens, we are being taxed without representation and we fit all the other cliches we have been

taught to abhor. Although we have not gone on strike or had a riot, this does not mean that we do not have the same deep-rooted problems as those colleges and universities which are, and were, disrupted this year and last.

On this campus we have attempted to attack the problem of student representation on faculty committees in a piecemeal, step-by-step fashion, hoping to gain admittance on one committee at a time. We are now still nowhere.

In view of this, before I leave office I would like to make one final suggestion. I learned this afternoon that the faculty adopted today the proposal that I am about to suggest.

It is my opinion that we need a formal, comprehensive program for student representation on academic committees, and we need it now.

I would suggest that the new College Government might form, in conjunction with faculty members, an ad hoc committee which would hold intensive open

(Continued on Page 8, Col. 1)



Wendy Sloan enters office as chief justice.

## Traditional Prohibition Gone Forever Liquor License Makes Boozing Banal

by Sharon Cashman

On Thursday night, March 6th, a new era of freedom was ushered in as the Campus life Committee voted to amend the C-Book and allow the consumption of alcoholic beverages in private rooms.

By Friday morning the news had spread across campus, almost approaching Vinal. Students were awakened by the clanging of empty beer cans as the janitors emptied the trash and muttered about changing times.

Some students, who will do anything for a grade, supplied their favorite profs with cold beer, instead of the standard shiny apple. And Housefellows were keeping their liquor for other than "medicinal purposes."

But the basic reaction to the new freedom was a whiny, "Drinking won't be fun anymore!" "Gone forever are those good old days of Lock-Box booze." And, "How could anything sanctioned by The System be fun?"

### Prohibition Now

Though the reaction was unanimous—Prohibition Now—the tactics were varied. The ever-

ready Revolutionaries gave up the habit entirely, ceremoniously burning their Budweiser Beer shirts to protest the new freedom. They would just have to find something new to do if drinking was legal.

The less-reactionary, Basically Complacent, group on campus along with The System, accept the change, and make the best of booze. These staunch students were prepared to really work to make drinking fun again.

Case after case of burdensome brew was lugged into dorms, up stairways, and crammed into sparse window space.

Rows of red, white and blue Budweiser, no longer camouflaged in innocent A&P bags, blatantly adorned the complex dorms, proudly flashing their colors for all the world and the Pinkies, to see.

But the patriotic spirit of unshackling a bunch of beer cans all too soon lost its glory. What could be done to renew the old revolutionary fervor of Prohibition?

### Renew Zeal

Cocktail parties—of sorts (One's basic attire was still one's

basic pair of jeans)—were open-door, no longer on a secret society, restricted basis. Housefellows and Honor Court Reps were invited, but asked to restrain themselves.

Cocktail party conversation, would have pleased the most pedantic intellectual, as anguished alchies clamored for their cause, "I wanna hide my booze and sneak my drinks. Whee have the rights to no rights!"

But as the party progressed into a Beer Bash, into a Scotch Syndrome, into a mid-morning Champagne Chaser, the plea for the return to Prohibition became less articulate (Prohibition after all, having four syllables), and it was no longer zeal that reddened the faces and eyes of the protestors.

### New Cause

And in fact, the protestors were no longer protesting, their cause now being the basic motor skills. One simply cannot rally if one has the whirlies. And alas, Prohibition was put aside till a sober day.



Barbara Keshen is sworn in as vice-president. —photo by kane

## Burlingame, de Gara, Stearns, Glassman on Panel

(Continued from Page 1, Col. 5)

"HOW WONDERFUL FOR THOSE WHO SURVIVE!"



"De Tocqueville's America Revisited" by Joaquin de Alba

### Letters

(Continued from page 2, Col. 3)

process should be going on in the places where the big decisions are being made.

Sincerely yours,  
James S. Ackerman

### Freshman Compet Play

To the Editor:

It seems that somehow minority groups end up the butt end of most jokes and I must assert that is no picnic. However, the Freshman Compet Play presented on last Wednesday was the most obnoxious bit of "junk", doing just this, that I have ever seen. Not only was it an insult to my Blackness, it was an insult to the Class of '72.

Taking Black people and using them for everyone's enjoyment is not the purpose of the theater and certainly not of these Compet plays. Granted that such productions sometimes do not reflect the times or particular difficulties during these times, they do not take a minority, in this case 32 Black women, and rub their faces in the dirt for another's enjoyment. Not only do I not enjoy being a guinea pig to the Freshman play director's experiment in the art of theatrical productions, I object to lies about the nature of my people being hurled at an audience. Such lies as "you degrade property value" or "you're unclean" are all segregational myths we have heard long enough.

The play itself had no continuity of thought. The idea that the director stated she was trying to portray both with her impromptu session and her completely ruined version of Shakespeare's play was lost from the beginning of the production. The stated theme was "to show the prejudice on this campus," which is exactly what the play failed to do.

It was oriented much more to stating why Blacks should be discriminated against and it sounded like the thoughts of a Wallace

supporter in true form. The director was playing with Black emotions that are no longer apathetic or passive and she really risked the change of a much more explosive situation. I say that she was playing with these emotions because it was quite evident that she lacked the ability to handle the emotion she created in that she "did not expect a reaction to her play."

As far as the play being an insult to the Class of '72, I suggest that elections are going to be held soon and that we use this opportunity to do something about the plays that represent our class.

Thank you,  
Karen Jennifer Sinclari '72

### On Policy

To the Editor:

Before CONN CENSUS' statement of policy was published last fall, partial positions were rarely, if ever, taken in any of the articles. Last fall's statement was issued, and much was said about the stance CONN CENSUS was taking and the methods it employed in taking its stance. But as of the beginning of second semester, a new editorial board came into existence. We have seen no formal statement appear anywhere in the pages of CONN CENSUS which asserted a continuation of first semester policies, or which refuted them. Don't you owe this to us?

The reason I ask is because in last week's issue of CONN CENSUS appeared a very partial editorial, which all but endorsed, by name, one of the candidates for Chief Justice of Honor Court. I think I am right in assuming that before last fall's statement of policy was issued, the impartial nature in articles was reflected in the editorials which appeared during the annual all-college elections. When you wrote last week's editorial, you may possibly have felt that you could be partial in view of the

Lyndon Johnson's speech to the United Nations after the Nonproliferation Treaty had been signed, de Gara pointed out that while Johnson was making this speech plans were going ahead in Washington for the escalation of American defenses.

### Do Not Know Facts

One idea that all four faculty members implied was that Americans do not know the facts, even the bare facts, about what the government is doing.

After the panel discussion, the film, *The War Game* was shown. The British film depicted a simulated thermo-nuclear attack, covering the time period from a few days before the attack to several months afterwards.

The sheer horror of the physical and psychological effects of the attack left the audience in shocked silence.

Although most of the audience left after the movie, discussion groups formed and talked until morning.

\* \* \*

Lance Corporal Bill Boyer, now serving in Vietnam, has written to Conn Census requesting letters from Conn students. Boyer's mailing address is: L/cpl W.A. Boyer, 235848, VMCJ-I, ELECT, FPO, San Francisco, Calif., 96602.

fact that you are partial in your articles—if you still are, that is. You may also have felt that if newspapers all over the country can endorse candidates, why can't you? May I point out that when a newspaper endorses candidates, it endorses candidates for all of the offices that are up for election, not just a single office. If CONN CENSUS was attempting to go along with this idea, it made a serious and unfair error in not endorsing candidates for the other two offices. This editorial exhibited impartiality to its meanest extreme.

In reality though, CONN CENSUS should not have printed the editorial at all, whether it endorsed one candidate or three, for there exists on this campus no other publication which could endorse any of the other candidates. In the "real world" every candidate is endorsed by some element of the mass media. Thus, in all fairness, you should have assumed your pre-statement of policy practice of partiality in your election issue.

If you had intended, in all sincerity, to endorse the policy and not the candidate, you should have waited until after the election. Had the candidate won, her policy would have been adopted automatically. Had she lost, you then would have had the legitimate right to endorse her policy and strongly urge that it be taken into serious consideration by the victorious Chief Justice. Unfortunately, this is not the course of action you chose to take.

This letter is not written out of bitterness because my candidate did not win, but is written because I felt that all of the other candidates were dealt a slap in the face as a result of dirty politics.

Sincerely yours,  
Susie Sackheim '71

### Amalگو

To the Editors:

A personal reaction to speech (Continued on Page 9, Col. 1)

## Living Theater Depicts New Form Of Expression

CPS—The Living Theatre is one of seventeen acting ensembles in the country (mostly from New York) which comprise the Radical Theatre Repertory.

According to the program sheet for *Mysteries and Smaller Pieces*, all of these groups are "in the vanguard of a new phenomenon in theatrical and social history—the spontaneous generation of communal playing troupes, sharing voluntary poverty, making experimental collective creations, and utilizing space, time, minds and bodies in manifold new ways that meet the demands of our explosive period."

Its leaders, Julian Beck and Judith Malina began in the late forties and produced their first series of plays, at New York's Cherry Lane, in 1951. They stayed there for a year, taking the narrative, word-dependent theatrical pieces of Stein, Rexroth, Eliot and others, and trying to physicalize them beyond the imagination of the texts with which they were working.

For eleven years they resided in two other theatres in Manhattan and they were carried, in their theatrical sense and format, along a conveyor belt which took them farther and farther away from the use of words in the conveyance of meaning.

When asked how the Living Theatre will ever be able to communicate with the majority of non-theatre-going Americans, Beck has said: "...I think this problem represents our next important work. We have to get out

of that (commercial) theatre which caters to the bourgeois elite which has the habit and advantage of going to the theatre today, the cultural elite.

"That is, we have to get out of that architecture; we have to begin to get to those people who are damaged, repressed by the whole system into believing the theatre is not for them, that they are too stupid to go, that they cannot understand it.

"Our work is to find them, to get them and have a meaningful dialogue with them."

According to one's breadth of inclusiveness, the "damaged" ones are just as likely to be the great mass of TV-watchers enclaved in white American suburbs as it is the Black and poor stuck in the urban slums. It is no longer facetious to say that both segments of our people—one in misery, the other in boredom—dwell in ghettos.

A human observer, because he knows he is watching a performance (something deliberated upon and rehearsed by actors and directors) is not merely caught between socially imposed norms on the one hand and emotions on the other.

Being intelligent, he knows that an actor is an actor. If he is bothered and uncomfortable when an actor shouts at him, it is simply because he has a tolerance level which is being approached with each successive indignity.

It is also because he wants to know what is the dramatically suitable way to respond without hurting anyone; because he wants to know what no one will tell him—what's he supposed to do? What's his place in the script?

If they tell him, metaphorically, that he must write his own script, he resorts to humor and good-natured playing-along, and if that doesn't make it, why then, he'll leave because he's sorry, he just doesn't understand the game.

Those who do get violent and excited are doubtless the good, histrionic raging people the Living Theatre likes, but they aren't the ones it wants to reach.

Some emotions are gut emotions but, cursed as we are to be intellectual as well as emotional and visceral creatures, we will always come out with those dramatically ineffectual, embarrassing remarks and reactions which can ward off or deflect the Living Theatre's onslaught.



Hans Jonas discusses the ethical implications of experimentation on human subjects. —photo by Koehne



### Naomi Fatt

(Continued from Page 6, Col. 1-5) hearings and closed planning sessions in the next two months concerning student representation on all applicable faculty committees.

The faculty has set November 6 as the deadline. I would further suggest that before we leave for the summer, say by May 14, students and faculty should be able to vote on a proposal which has been openly conceived and openly arrived at for student representation not only on the Advisory Committee, but more importantly, on the Instruction Committee as well. Proposals concerning the specifics of student representation on other faculty committees could be submitted for a vote by the community no later than the first week in November next fall.

As students we have been given social legislative power, but I need hardly remind you that this is an academic community. It is time that we committed ourselves to a clear-cut allotment of those rights owed to us as members of this community.

We have seen enough inaction. I need only warn you as would Dante that "the hottest places in hell are reserved for those who in a time of great moral crisis choose to maintain their neutrality."

In conclusion, may I wish for the new College Government—the ability to forget the type of willingness to cooperate between students and faculty on academic matters that we are close to achieving on the College Council in social affairs.

We enjoy in many respects a most farsighted faculty. I only hope that soon we may be able to look ahead together.

### News Notes

The Fourth National Student Film Festival will be held on Sunday, April 6 in Lincoln Center's Philharmonic Hall. Students who submit films will be competing for four \$500 grants, to be awarded in the categories of animation, documentary, dramatics and experimental.

Deadline for entries is March 17. Information is available from the National Student Association, 2115 s Street N.W., Washington, D.C. 20008, or from the Conn Census office.

\* \* \*

As part of their program to "Keep Biafra Alive", students at the State University College at Buffalo, New York, have written to Conn Census requesting that Conn students write to the President or to their Congressional representatives urging that the U.S. apply diplomatic pressure to end the Biafran Conflict.

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Outgoing and incoming president walk down the aisle.

—photo by kane

Finally, I want to congratulate you, the members of the Student Body, for the things we can do now which we could never do before and for those changes we can almost taste.

Now and this year we can face the male student members of the college in the knowledge that this year we have moved from the position of women who happen to be human beings toward one of individual independent human beings who just happen to be women.

### Faculty Rejects Parts I and III

(Continued from Page 1, Col. 5) senior students, elected by their respective classmates in the department.

At least twice a year the student committee will be required to meet with the faculty of the department. At the initiative of either the Department or the Committee, additional joint meetings may be called.

#### Meetings Required

In the fall a meeting shall be held with the tenured members of the Department concerning staff, and at least one joint meeting shall be concerned with educational policy, course offerings and matters other than tenure and staffing.

Both Part I, calling for a parallel and separate student Advisory Committee, and Part III, calling for the creation of an evaluation form, were rejected by the Faculty.

Both parts were proposed by the Ad Hoc Committee made up of Mr. Edward F. Cranz, Rosemary Park professor of history; Mrs. Mackie Jarrell, chairman of

the English department; Miss Eveline Omwake, chairman of the department of child development; Mr. Robert C. Cassidy, instructor in religion; and Mrs. Ruby T. Morris, chairman of the economics department.

#### Rejected by Students


Part I was also rejected by students in a campus-wide vote early in February, because, as Lynda Ginsburg '69 explained, there was no guarantee that the faculty committee would listen to the students.

After students defeated Part I, the House of Representatives approved an alternative plan providing for a joint student-faculty Advisory committee, which included three voting student members.

At its next meeting on Wed., Mar. 5, the Faculty rejected an amendment to the original Part I. This amendment was similar to the one proposed by the House of Representatives and called for a joint student-faculty Advisory committee.

Part III was accepted by the student body, but was rejected by the Faculty. It provided for a course critique which would only go to the instructor and would be kept on file in the office of the Dean of the Faculty.

After a faculty member's first year at the College, his evaluation forms would be kept in confidence and only available to the President, to the Advisory Committee, to Department Chairman and to tenured members of the Department.



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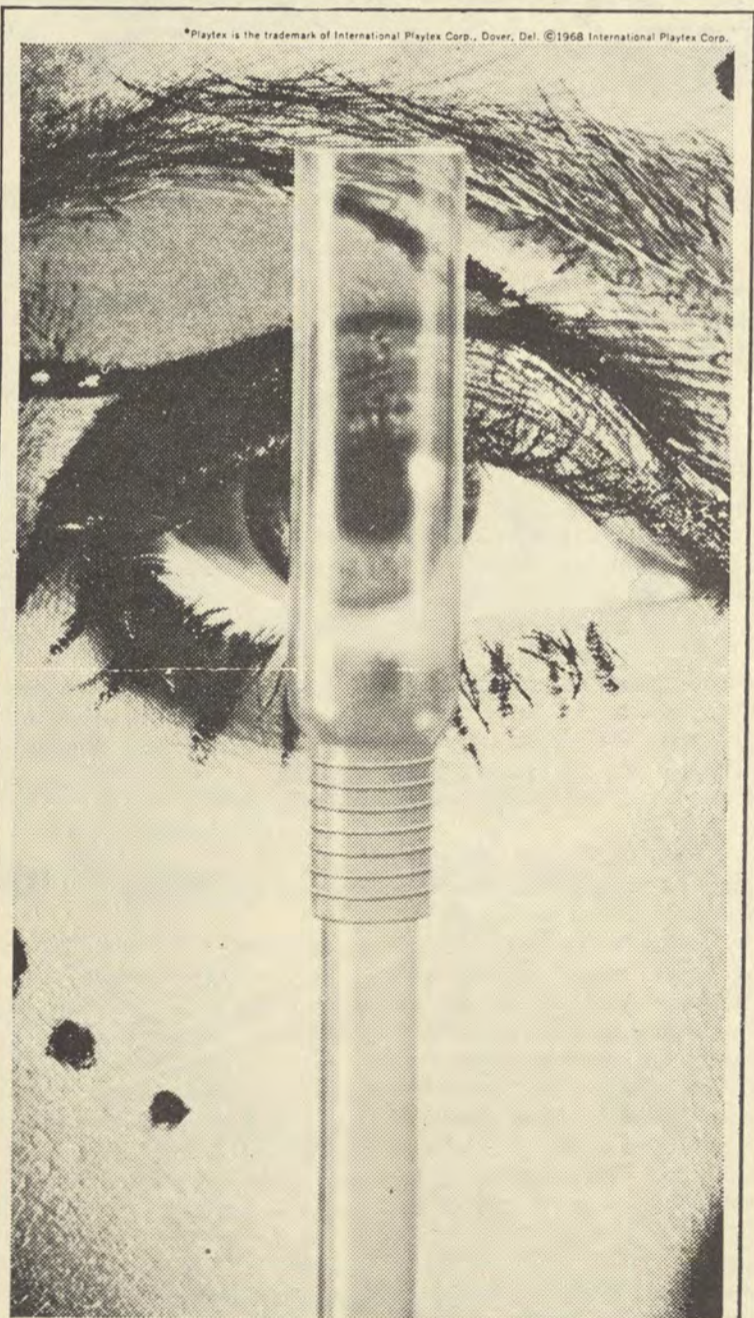


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**Letters**

(Continued from Page 7, Col. 3)  
Amalgo held Wednesday, March 5, 1969, and the comments contained therein: A reaffirmation on my part of the fact that ALL women are my sisters (white, Black, scotch plaids included), even after such an unnecessary and distasteful comment.  
Karen A. Sullivan '69

**Small Classes**

**To the Editors:**  
One of last week's letters to the editors, regarding small classes, expressed student disillusionment with class size. We agree, and add that, along with our frustration as students in this situation, faculty members experience difficulties as well because of the large classes.  
The Oriental Religion Course offered last semester provides a good example. Both professor and students were constantly aware that much needed dis-

cussion was prevented by the number of students present. Nirvana will never be achieved in a class of forty people!  
Cynthia Beffer '69  
Janice Elander '70

**Academic Committee**

**To the Editors:**  
Although I found the frequent attacks during the Amalgo speeches two weeks ago on Connecticut College as "never changing" or "not changing fast enough" rather unjustified campaign material, I did realize how generally uninformed many students seem to be on some major College issues. This is not entirely the fault of the unquestioning student since most of what transpires in committee meetings is not publicized; much can be learned, however, by asking those informed, a practice seemingly not undertaken by many of the candidates.  
Ending a two-year term as

Chairman of the Student-Faculty Academic Committee, however, I now feel obliged to make public what the Committee has been doing for that period of time and perhaps demonstrate why changes are not brought about within a month's time, as one candidate suggested.  
Before I do so, however, let me say that SFAC meetings are closed to students and faculty in general because discussions can be more candid and effective in a committee of thirteen who are accustomed to working together than in a meeting of fifty with people wandering in and out, coming one week and not the next.  
SFAC is not closed, however, to those with new ideas and proposals, as one Amalgo speech indicated. Any student or faculty member with a proposal may come to a SFAC meeting upon invitation from the Chairman or may send the proposal to the meeting through a class or facul-

ty representative.  
SFAC welcomes new ideas, but you must make yourself known to a Committee member before your idea can be recognized.  
What about comprehensives? SFAC spent much time this year discussing this issue, gathering views from other schools and from faculty and students at the Open Forum in the fall.  
Based on these sources, the Committee worked from the assumption that the comprehensive was desirable as a final integration of a student's major courses enabling her to demonstrate acquired techniques of her field in a manner not achieved by a seminar or directed reading program; what needed to be reduced was the attendant tension and anxiety which seemed essentially to arise because of the way the comp was administered. The major student complaint that the comp should not be a graduation requirement

could not be satisfactorily resolved for any sound academic reasons.  
Early in March SFAC submitted a series of recommendations to the Instruction Committee which suggested that the comp be administered in the middle of the senior year, i.e. during the Special Studies Period in the present calendar. This would enable students, who fail, to retake the comp before Commencement, and there would be a period of at least a week without course pressures to study for the exam.  
Individual departments would decide on the length and kind of exam, perhaps partially take-home, which best fulfilled the purpose of successfully integrating the discipline. Seniors would also be expected to take finals in their major courses first and second semester, so that the comp is no longer an "easy way out" of second semester finals.  
(Continued on Page 10, Col. 1)

**Amalgo**

(Continued from Page 1, Col. 3)  
possibilities of student representation on all faculty committees which pertain to students. Their recommendations would be announced no later than May 14. The faculty voted Wednesday to set November 6, 1969 as the final date, Naomi added.  
Naomi cited the progress which has been made this year in the area of social regulations. However, she added that these changes do not alter the fact that students are in no way represented on any important policy-making or academic committee of the College.  
Naomi asserted that students, as well as faculty, have a responsibility to the college community as members of that community.  
This responsibility extends beyond tuition costs, papers and exams. She argues that students should no longer be treated as second-class citizens.  
Naomi noted that this is an academic community, and, therefore, student representation in academic policy and other matters is urgently needed.



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**Letters**

(Continued from Page 9, Col. 5)

and students will not slack off in their work second semester.

These ideas are only suggestions for the Instruction Committee to consider and perhaps adopt in the form of its own motion to the faculty, but SFAC felt that they provide a sound compromise solution to the many suggestions offered for changing the present system.

Self-scheduling of final examinations also has been discussed at length in SFAC. The subject was suggested by a student non-committee-member in the fall, 1967 who provided us with information from Goucher College which at that time was trying self-scheduling.

In addition, SFAC wrote to several other schools of comparable size to Conn who have self-scheduling or a form of it. A student poll was taken to determine the number of direct conflicts arising in the exam schedule and how students felt about changing the system.

Generally we found that the incidence of direct conflicts was small, but many students had crowded schedules and felt some sort of change was needed. Three alternatives were examined.

First was complete self-scheduling where each student would submit to the registrar a number of weeks before the end of the semester a list of her courses and when she wanted to take her exams. The mechanics involved in this system as practiced by Goucher were very complex, especially without a computer available, and much student help would have to be enlisted during the exam period which could not be counted on without much expense to the College.

Likewise there were objections from the faculty who prefer to grade their exams only after they have all been taken and might, therefore, have to wait until the last day of the exam period, then rush to have all the grades into the Registrar within a day or two. Another problem occurred in those courses requiring special equipment like slides; these exams would have to be scheduled by the Registrar which thus meant devising a partial schedule on her part as well as handling the mechanical burdens of the system (distribution and collection of exams, arranging for rooms, student aides, etc.).

A second alternative was of-

fering course exams on two different dates with students choosing the one better for them. This ultimately meant the construction of two complete exam schedules by the Registrar which is totally unfeasible.

The final alternative which is the one SFAC chose was to loosen the present system by revising the rule for individual changes in the Registrar's schedule. Students can change their schedules, therefore, if they have three or four exams scheduled in immediate succession or if they have a particular difficulty which might affect their performance.

This rule change, submitted by SFAC to the Administration Committee, went into effect during the first semester. SFAC since learned that Goucher discontinued self-scheduling after a two-year trial period, suggesting the immense difficulty of finding an adequate system.

Seniors especially may remember the familiar campaign cry of whatever happened to

American Studies. This issue was debated in SFAC several years ago and evolved into the more general issue of interdepartmental majors. SFAC submitted a proposal for a student-initiated interdepartmental major to the Instruction Committee in November 1967.

Put aside during the discussion of the Graduation Requirements, it has been revised somewhat and was passed by the faculty on March 15. The student with an interest that crosses departmental boundaries should look into the possibilities of constructing a major of her own with the help of faculty advisors.

These are some of the issues (plus Pass-Fail, Reading Period and the Calendar) discussed in SFAC over the past few years. They are not easy problems to solve and require much discussion before a satisfactory compromise is reached.

Even when SFAC agrees on something, the Instruction Committee or other faculty com-

mittee to which proposals are sent and also the faculty as a whole must rehash the issues and either work out a new solution or adopt the SFAC one.

Discussion leading to change takes time, and every policy change at Connecticut has been thoroughly discussed in usually more than one committee.

Katy Montgomery '69

agree with the principles and actions of a group, we would not deny others the right and convenience of the campus interview.

What is government for? To suppress the minority? We think not!

Deborah Dickson '72  
Deborah Wilson '72  
Susan Tichnor '72  
Connie Vigneri '72  
Luch Boswell '72

**Recruitment**

**To the Editors:**

Recently a controversy arose over the recruitment on campus by certain "unwanted" groups as evidenced by the many statements against recruitment made by the candidates for College Government Association offices.

We would like to point out to the student body that if any group is prohibited from recruiting by a majority of students, then the right of any student to be interviewed by that group, if so desired, is being denied. Even though we may not personally

Youth has turned out to be wise and strong, with a passion for life and a quality of humanity. Somehow we managed to raise a generation of good human beings.

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Eda Le Shan  
New York Times, Dec. 1

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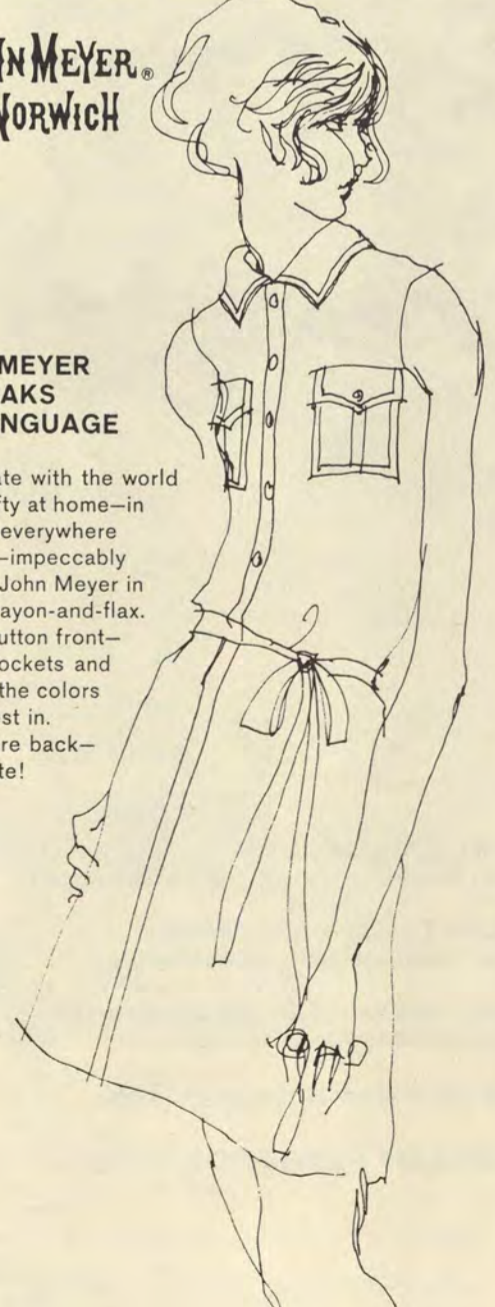
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