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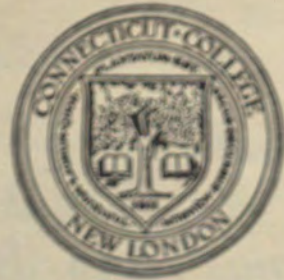
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Satyagraha

CONNECTICUT COLLEGE



Vol. 53, No. 23

NEW LONDON, CONNECTICUT

Tuesday, February 24, 1970

Students Meet To Discuss "Merits" of New Calendar

by Patricia Strong

An "emergency" meeting was held on Thurs., Feb. 19 in Palmer Auditorium to discuss the college calendar for next year, which was passed by the faculty at their last meeting.

Barbara Kane '72 opened the meeting by introducing Alice Johnson, Associate Dean of the College and assistant professor of English. Miss Johnson said that President Shain will hold another faculty meeting on Wed., Feb. 25 to attempt to incorporate student opinion into renewed calendar considerations.

Miss Johnson also said that President Shain is willing to learn what student opinion is on the question of the calendar and also to talk with any student committees about the subject.

Barb Kane opened discussion on the calendar with the comment that a poll of the student body, taken earlier this year, showed that student opinion clearly

avored a calendar which would have classes begin earlier and would finish first semester exams before Christmas vacation.

The students at the meeting then voted on two questions: first, do students favor having first semester exams before Christmas vacation? And secondly, do students think that some form of a winter study program could be feasible? Student response on these issues was almost unanimously in favor of them.

A discussion of what happened at last Tuesday's faculty meeting seemed to show that general confusion about the four proposals presented there resulted in the passage of a document which favored neither faculty nor students. Three of the proposals presented to the faculty favored first semester exams before Christmas vacation, and a fourth proposal, the one which was passed, favored two weeks of classes after Christ-

mas vacation followed by exams. Barb Kane suggested that confusion resulted from the fact that approximately one-third of the faculty did not have a copy of the proposal which they finally passed after much discussion.

The main reasons given for passage of the document were first that the faculty thought that students, especially freshmen needed Christmas vacation to study for exams, and second, that students could earn more money on summer jobs by having classes start later in September.

It was added, however, by certain members of the audience that summer jobs are often hard to hold following labor day and this consideration, although well meant, was somewhat erroneous. It was also suggested that subject matter is flexible and tends to either expand or contract according to how much time is allotted it.

Barb Kane then suggested that students discuss the proposal by the Instruction Committee, which was voted down. The basic provisions of this proposal were beginning classes earlier in September, having first semester exams before Christmas vacation and a two-week Special Studies period after Christmas recess.

A modified version of this proposal was also offered, which suggested beginning classes several days earlier than the Instruction Committee's proposal, therefore giving students a one-week break at Thanksgiving. After much discussion on the merits of having exams before Christmas and on having a Special Studies period, Barbara Kane called for a vote to see if students favored accepting either proposal or if more discussion would be necessary. The students present voted almost unanimously to accept both proposals and to let the faculty determine exactly what the calendar would be for next year. Barb Kane concluded the discussion with the comment that it was more important to inform the faculty of student opinion than to present them with a definite calendar.



Students and faculty meet in Palmer to discuss calendar proposals. photo by davit

Faculty Approves New Calendar For 1970-71

by Michael Ware

At their meeting Wednesday evening the faculty voted to abolish Special Studies and accepted a calendar which would leave exams until after Christmas Vacation.

The major dates of the calendar are printed below.

Sept. 25	Classes begin
Nov. 26-29	Thanksgiving vac.
Dec. 19-	
Jan. 4	Christmas vac.
Jan. 15	Classes end
Jan. 16-22	Examinations
Feb. 3	Classes begin
March 20-	
April 12	Spring vac.
May 21	Classes end
May 22-28	Examinations
June 6	Commencement

In action at the Trustees meeting of February 13, a two-part agreement was worked out between Connecticut College and the City of New London.

The first part of this two part agreement holds that Connecticut College realizes its obligation as an institutional citizen of New London and volunteers to make certain contributions over the next five years.

Beginning with the fiscal year 1970-1971, the college will pay annually to the city a sum of \$11,500 plus an additional \$8,500, this latter sum to repre-

sent the equivalent of a sewage service charge.

If during this five year period taxes are assessed or levied by the city on any of the college's properties, or if other service charges in addition to the sewer service charge are imposed on the college, then payment of the annual contribution will cease.

The second part of the agreement concerned an agreement to exchange certain land areas.

The city will deed to the college the site of land on which now rest two city reservoirs, and the right of way to this site, known as Reservoir Street. In exchange the college will deed over two areas of land.

The first area, located 1300 feet north of Gallows Lane would be used by the city for their proposed water tower. The second parcel of land, amounting to approximately 2 acres on the south side of Williams Street will be the site of a fire house to serve the north side of New London and be possibly a recreation area also.

The trustees also decided that with this new land, they would commit themselves to building a new library and ordered that a feasibility study take place.

College Continues 7 Year Drive for 18 Million

by Peggy Mciver

Connecticut College has completed the first stage of its 7-year Quest for 18 million dollars. Since the start of Quest in 1966, \$6,318,375 has been received in gifts and pledges.

This ambitious program was created to meet the difference between the amount of money the College requires to operate on and the income the College receives from tuition, room and board.

John H. Detmold, director of development for Connecticut College, pointed out that the College is forced to rely upon only two sources of income to close this gap: endowments and annual gifts.

Few individuals or institutions can afford to contribute great sums of money toward the College's "capital objectives". Therefore, Quest relies heavily upon the gifts given to Connecticut College by alumnae, parents and friends to achieve its objectives.

Two programs designed to attract contributions are the Alumnae Giving Program and the Parents Fund. The former enjoyed "phenomenal success" last year, according to the director. The number of contributors was actually down from 1967-68, but the total of alumnae gifts climbed from \$573,460 to \$632,636.

A special booklet entitled "Why I Teach At Connecticut College" was sent by class regional agents to alumnae. This compelling pamphlet profiles six faculty members who describe their initial attraction to Connecticut and their reasons for staying. An enthusiastic and vital faculty is a good advertisement for the school, declared Detmold, and a good inducement to get alumnae to contribute to the College fund.

The Parents Fund is another major source of gifts to the school. Three fathers of students currently enrolled at Connecticut College write letters three times each year asking other parents to contribute to the Parents Fund Committee. Last year, the com-

money will be used for scholarships, for grants-in-aid, and for emergency aid to students involved in some sudden financial crisis at home.

Mr. Detmold called 1968-69 a "difficult year" for fund-raising. This year Connecticut College made the switch to co-education, a decision which may have caused some alumnae to reconsider giving donations. Only 35% of those asked actually gave when asked to the previous year.

Other factors which hurt colleges across the country last year were the war in Viet Nam and inflation. The Government has cut spending in every direction and colleges everywhere particularly small, private colleges such as Connecticut—are suffering.

Also, many potential donors are waiting until the stock market recovers from its decline so that the stock that they give will be worth more to the college and give them a higher tax deduction.

Finally, Mr. Detmold points to the general disillusionment with colleges, hypothesizing that "the headlined turmoil on some campuses 'turned off' some donors."

Looking ahead to the second stage of Quest, Mr. Detmold emphasized the need for funds that are immediately spendable and not tied up in securities. Funds for faculty recruitment and research must be raised. More money must be made available for student scholarships. Maintenance and expansion of buildings and grounds will require increased funds.

The number of students going to college is on the rise, noted the Director, and the College estimates that 2,000 students may be attending Connecticut by 1977.

Student Government Leaders Elected



New Student Government leaders elected last week are (left to right), Julie Sgarzi, '71, president; Pandora Jacobs, '71, vice-president; and Anne Kennison, '71, Chairman of Student Judiciary Board.

photos by davit

Class meetings today
Candidates for office will speak
Class elections
Thursday, Feb. 26
Vote in your dormitory,
9 a.m.-5 p.m.

Editorials . . .

A Great Leap -Backward?

Let's face it. We've been had. Not only is the "new" academic calendar a reactionary document which benefits no one; it also, in effect, represents the most complete disregard for student opinion that the faculty has shown this year.

In all fairness, it must be admitted that the faculty action represented no general insidious plot against the welfare of the students. Rather, after a very long and tiring faculty meeting, and a profusion of various of "Robert's Rules of Order", the faculty seems to have voted acceptance of a calendar which they did not really want. The fact remains, however, that the measure was officially approved.

The "new" calendar would have us begin the academic year on September 25. Two weeks of classes have been tacked on to the period following Christmas vacation. This leaves us with a rather incongruous, and totally useless two-week "intercession" at the end of January. Special Studies period has been abolished. The school year thus ends at the end of May, as usual, with Commencement in early June, also as usual.

In voting for this peculiar document the faculty rejected the progressive calendar originally proposed by the Student-Faculty Academic Committee. The Committee had called for an academic year beginning in early September, the completion of exams before Christmas, a Special Studies period and the completion of the academic year in mid-May.

The Student-Faculty Academic Committee is, at this moment, the only "official" channel for student opinion on academic matters. It is thus surprising, and disturbing, that in this day of the much touted "college community", student opinion on such a vital matter can be entirely overlooked. The complete abolition of the Special Studies period also effectively eliminates the one opportunity for educational experimentation on a campus where such experimentation is sorely needed.

Furthermore, we are hard put to find any benefit for anyone in this new official calendar. To be sure, some have argued that beginning the academic year so very late in September will allow students to work extra weeks in late summer, thus earning more money for their education. We fail to see, however, how a student working three extra weeks in September can earn more money than a student working three extra weeks in May, which the Student-Faculty Committee calendar would have allowed. It has even been suggested by some supporters of the "new" calendar that the completion of exams before Christmas would create unbearable pressure on the student, thus doing him "psychological harm". It occurs to us, however, that a student who would suffer "psychological harm" from having to complete exams before December 20 is a student who would suffer "psychological harm" from having to take exams at all.

In addition the faculty's new calendar makes sense of continuity in the first semester instruction period practically impossible. Since the calendar calls for a two-week Christmas vacation before the last two weeks of classes, the first semester is effectively fragmented into a series of separate, and, we suspect, largely unrelated units.

The all-college meeting held last Thursday produced clear evidence of student sentiment concerning the present calendar, and also presented recommendations for revision. Under these circumstances, we feel that the faculty should definitely reconsider the academic calendar. On an issue such as this, which affects the entire student body vitally and directly, it would be singularly unjust to ignore student opinion.

When is a Guest

Not a Guest?

The college's most pressing social problem has surfaced quite forcefully this past week. This is the question of permanent guests.

As one student put it, "24 hour parietals have one problem, 24 hours equals a day, and days mount up."

Many people seem to feel that this is a legitimate excuse to ask one or several of their friends to reside with them, or in an available room nearby.

It is definitely not a valid excuse because as soon as these guests cause a disturbance the question of their presence becomes of general concern.

There is no reason for the college community to support guests who turn into "residents" having created nothing more for the college community than a burden.

The Judiciary Board and the Administration must deal swiftly with this problem before it becomes assumed that Connecticut College is in fact, running a service for the homeless; and students, previously hampered by timidity about the problem, must speak out to defend their rights and the rights of other persons in the college community.

Letters to the Editor

To the Editor:

I think the events of the past two days raise some important points.

It is interesting that yesterday, people had to practically be issued engraved invitations to induce them to vote in student government elections. The quorum was just barely met.

Today, however, it seems that almost everyone is discussing the new calendar voted on by the faculty yesterday.

True, the calendar effects every student personally, and every student should react to its passage if she is unhappy with it. Just as vital, however, is the importance of yesterday's elections. The new student government and officers and platforms also affect every person in this school personally. It is sad commentary, however, that news of the calendar, which people seem to interpret more personally, elicit such an overwhelming response when student government elections, which are obviously just as vital, elicit such a meager reaction.

It is also interesting that students are so verbal in their criticism after the faculty has already voted on a proposal. This is fine, but it is just as important to make student opinion known just as loudly before the faculty votes on the issue.

Anne Linas '71

To the Editor:

This letter is in regard to Lynda Herskowitz's review of James Dick which appeared in the Feb. 17 issue of *Satyagraha*.

I was thoroughly impressed by the depth of comprehension Miss Herskowitz displayed, and I am eagerly awaiting her next music review. It is quite evident by this one that she was too busy watching and listening to really hear anything. The tone of her article was pompous, arrogant and at times blatantly condescending.

The real coup de grace was when she delivered her knowledgeable prediction that Mr. Dick may have some hope for future success. The next thing we will be subject to read is that the Bolshoi Ballet has given an enjoyable technical performance, although the prima ballerina couldn't keep in step.

This is only my personal opinion; I do, however, think that the opinions of professionals in the music world hold some bearing. If Miss Herskowitz is still concerned with the future success of Mr. Dick's career, all I can say is that he's Saul Hurok's baby—let him worry about it.

Sincerely,
Linda Citrano '73

To the Editors:

Well, there were some posters up this past week advertising a meeting of the liberal mafia, and there were some teachers' names on the posters, some I knew and some not, and I knew that there was no such thing as a liberal mafia, and "liberal" and "mafia" are vague entities unto themselves, and I had nothing to do Tuesday night (except study), and it looked...well, it didn't look boring.

So I went over to the meeting. Laughter and in-jokes cluttered up the introduction. Then "dialogue" and "paranoia" seeped into the conversation. Mention was made that campus conservatives were feeling put down by the liberal majority. I mumbled, "What liberal majority? What liberal? What majority?" and started humming Phil Ochs' "Love Me I'm a Liberal;" all this in my head, and I couldn't comprehend anything that was happening (if anything was happening). Words were flying out of mouths, but I couldn't hear anything.

And then somebody said "sex", and somebody said "drugs", and all these pieces

gathered to talk about parietals! (again)

Politics equals parietals at Connecticut College for Women. "Liberal" means you are for open parietals. Conservatives want rules and regulations. The "Big Issue" is males in the dorms... along with the evils they drag in: abortions,

babies, nervous breakdowns caused by seeing the feet next door pointed backwards.

It was a dorm meeting in a church.

Everyone I admire was being locked up that night.

I left before it ended.

Rebecca Rosenbaum '73

Beyond the Wall

by Jodie Meyer

Northampton, Mass.

Students at Smith College experienced self-scheduling of exams for the first time this semester. Apparently the reactions were very similar to those of the students here.

Seemingly, the Honor System worked very well, and most administration and faculty members were pleased with the way that exams were carried out. A few students felt that everyone should have to take a specific exam all together, but the consensus was that a good deal of pressure on the students was alleviated by leaving the scheduling of exams to the students' discretion.

The *Sophian*, Smith's newspaper said that typical attitudes were: "It's more relaxing and less tense. Self-scheduled exams reduce the pressure... In self-scheduled exams you are signing your own nondeath warrant instead of someone else killing you."

St. Louis, Mo.

Rev. John W. Padburg, chairman of the committee on academic rank and tenure at St. Louis University, recently announced that student evaluations will be added to the criteria used by the committee in making decisions on faculty promotions and the granting of tenure.

Father Padburg said the committee sees the decision as "an opportunity of enlisting more members of the university community in a significant contribution to the University's advancement in excellence." He said it was also viewed, in part, as a response to the concern voiced at the President's Faculty Conference in Sept. that "the quality of teaching and its improvement should be a matter of continuing concern."

The student evaluations will be taken into consideration along with the evaluations of two faculty member's colleagues, his dean

and his department chairman. The evaluations are submitted to the committee on academic rank and tenure which makes the decisions on promotions and tenure.

At least four student evaluations will be requested for each faculty member being considered for promotion. Three of the students will be chosen by the chairman of the faculty member's department and one will be chosen by the faculty member himself. The evaluation form to be used by the students will differ from those used by the colleagues, the chairman and the dean, in that it will ask specifically for the student's comments on the faculty member's teaching. The forms carry information on the activities in research, publication, consultation and advisement, which are expected of every faculty member.

The committee emphasized that, as in the past, no one could be advanced in rank or denied promotion simply on an isolated evaluation of any kind. The student evaluations will be used beginning with the 1970-71 academic year.

Ithaca, N.Y.

At Cornell University complaints about the unsatisfactory quality of the classroom experience, particularly in introductory courses, have long been met with the exhortation to be patient until small seminars become the rule in the junior and senior years.

The drawbacks to the large 100 and 200-level lecture courses are as numerous as they are well-known: impersonality, didacticism, inflexibility, isolation of students from faculty, general inadequacy of sketchy "survey" courses which lack depth in discussion of subject matter.

With these problems in mind, three professors designed a program for an experimental large lecture course in the humanities and the social sciences.

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CONTROVERSY

by Linda Manno, Barbara Kane, Peggy Wade and others, etc.

Whereas we see in Connecticut College the potential for a liberal arts institution in the finest tradition,

Whereas we seek to raise the academic level of Connecticut College,

Whereas we recognize structure as practical and valuable for some students,

Whereas we seek academic freedom as not only desirable, but essential to our educational fulfillment,

Whereas we are both mentally and physically suffocating in the situation as it now exists . . .

We propose the following practical suggestions as a beginning:

1. The abolition of compulsory majors and the creation of a Liberal Arts major. Those who desire to do so may major in one or more departments or may develop an interdepartmental major, but those who do not may study what they wish in whatever order they choose.
2. The abolition of required courses. Required courses within a major should be abolished as should the required distribution of courses in the four major areas. For those desiring to major in a department, only a certain number of courses should be required—either courses from the department or related courses from other departments which are approved by the major department.
2. (a) Abolition of non-academic requirements. i.e. phys. ed.
3. Suggested rather than compulsory prerequisites except in those courses where knowledge is necessarily cumulative (some science and math courses as well as all introductory language courses).
4. Abolition of the traditional

grading system and the consequent institution of an optional pass/fail system. Any student could elect to take any course pass/fail or for a letter grade.

5. An ungraded freshman year.
6. Courses outside the regular curriculum to be taught and proposed by students for which both students and teachers would receive credit. The courses and student competence would have to be approved by a department and a course advisor to be consulted by the student-teacher would be desirable. These additional courses taught by students would serve to alleviate some of our overcrowding.
7. Teachers, either through personal interest or in response to demands from students, could propose to teach new courses not necessarily within the normal college curriculum or within his department.
8. Small group independent study for credit. This would differ from number six (6) in that a group independent study would not have an instructor but would be advised as a whole by a faculty member acting in the same capacity as an advisor for an individual study. The whole group would be undertaking the same study and discussing and organizing among themselves.
9. Independent or individual study open to everyone and not limited to one semester projects.
10. Leaves of absence granted students at any time with guaranteed readmittance not pending reapplication.
11. Abolition of the requirement that written exams be given in all courses.

Topic of Candor

by Lynda Herskowitz

There has been a good deal of discussion recently on the implications of the unstructured social conditions in the College community. The meeting called by President Shain with dormitory presidents, housefellows, residence chairmen, faculty and medical staff underlined the rising concern over the question of whether students can cope emotionally and psychologically with the new unrestricted social freedom.

I think it would be accurate to generalize that the vast majority of students now entering Conn under the new social scheme are confronted with freedom they never knew at home.

Even among the more permissive households today, one would be hard put to find a girl or boy, who was allowed to move in and out of their home at 4 a.m. if they wished, or to bring a current boyfriend or girlfriend (respectively) into their home for an overnight visit to their room.

Recognizing that there is a tremendous and abrupt adjustment that must be made to an entirely new mode of existence, I don't see why we should be at all surprised that students here (we'll never know how many) have encountered situations and problems they are unable to solve alone.

Who does one go to? Friends? If one feels that they have made the necessary adjustments without problems, we may feel inadequate,

embarrassed, or somehow, not quite with it.

A resident psychologist? There is still an unfortunate feeling of a stigma attached to seeking professional help—perhaps it's the tacit acknowledgement that one can't make it alone.

This brings us to the housefellow. She has been designated as the objective peer—the contemporary with qualities of empathy, balance, maturity and a perspective that enables her to deal with both personal and community problems within the dorm.

But consider the context within which she must function. Under the free, unrestricted living situation on campus, there is a virtually free-for-all policy. If disturbances arise, or if one student is inconvenienced by a group, pressures are naturally there for her to keep quiet—not to make the unpopular protest. Rooms, like badly insulated boxes, insure that privacy is never quite complete.

All this is merely to suggest that we now have freedom that inevitably creates problems that just didn't exist as recently as last year. These new, more complex problems call for more subtle solutions that involve human inter-relationships.

Because of this, a new focus of attention should be placed on the fact that the housefellow is not

(Continued on Page 6, Col. 2)

"Liberal Mafia" Discounts YAF Turns Dialogue to Campus Life

by Amy Lewis

A meeting of the "Liberal Mafia" was held in the Chapel Library, February 17, to discuss the YAF and its persecution by the "Mafia". The evening was turned into a bull session on campus life.

Lester Reiss, assistant professor of philosophy, Reverend Barrie Shepard, chaplain and assistant professor of religion, David Smalley, assistant professor of art, Gordon Christiansen, professor of chemistry, and Otello Desiderato, professor of psychology, who was absent from the meeting, are the group who compose the "Liberal Mafia" at Connecticut College.

The evening opened with each of these leaders trying to explain how the meeting came to be and what the "Liberal Mafia" was. "If the YAF can call a meeting, get 150 members and then not have a meeting, we decided to call one," reflected Shepard.

Reiss stated flatly that, "There is no Liberal Mafia." Christiansen wanted to issue a vote of thanks to William Todd Whittington III, head of the YAF, for getting a group of friends together even on such a flimsy excuse.

After this, the discussion was turned towards campus life. Christiansen proposed that the meeting be used to try to come to an understanding as to how relative values are set at this school. "How do we create a style of life suitable to Conn College?" asked Shepard.

Smalley commented that, "The conservatives may be harassed on campus but they have it all going



The "Liberal Mafia" discusses campus issues. photo by davit

for them on the outside. Campus is the only place where we have recourse to voice our ideas. Our paranoia is possibly more crucial. Now let's remove this discussion from liberal and conservative to college problems."

The meeting was then thrown open to discussion and one student began by remarking that, "It is easier to rely upon a structure than on oneself or one another. Maybe the YAF came out in a reaction to this." A visitor then stated that, "We must be susceptible to dialogue both conservative and liberal." Shepard maintained that, "This situation arose out of lack of communication."

Smalley alleged that, "An institution of rules is a highly efficient form of buck passing. The most

truly human thing one can want is not to be bugged. There must be a personally honest process out of need."

Oliver Brown, professor of chemistry, concluded that, "A minimal amount of authority is necessary." A student refuted this by saying that, "One must develop his own sense of value rather than depending upon rules. Someone has to respect me as a person rather than just obey a rule. Freedom and responsibility must be equalized."

Another student interjected, "I don't think anyone listens to anyone else on this campus. People throw around the word community, but what is a community?" Brown replied, "You can't" (Continued on Page 4, Col. 5)

CONTROVERSY

by Russ Josephson

"Who is this guy writin' an opinion column?" you might well ask. "I mean, I mean, what qualifies him to take up this space?" That, if you should ask, reminds me of a certain cartoon I cut out this fall. A male who was obviously not a student (he is wearing a tie) is carrying a sign reading "Nixon's Foreign Policy is Rotten." He is approached by an obviously older woman (she's wearin' a hat) who hollers at him and finally asks, "Who are you to criticize the President of the United States?" The man thinks for a minute, then asks in return, "Who do you have to be?"

Who do you have to be to complain about things you think are wrong? That, of course, depends on what's wrong. If the issues are far-reaching ones such as pollution, the draft and the military, then you are involved, like it or not, and are thus justified to complain, as a member of the world community. If you aren't concerned about pollution, then you should be. Like don't go swimmin' in the Thames River, baby. And don't be surprised if professor/singer Tom Lehrer's dictum "Don't drink the water and don't breathe the air," comes true.

Kudos to Satyagraha for printing the articles on the Navy's local pollution. With all the money the "Defense" Department sucks up each year, you'd think they would take care of their waste. Or have you begun to realize that they don't give a damn? Krushchev was wrong. The Russians will not bury us. It's a toss-up between atomic destruction and elimination by pollution. (Can you take it, World?) Adults I talk to outside the

campus setting want to know what the problem with youth today is. I must pull the old answer-a-question-with-a-question-trick and ask, "What's the problem with the world?" The answer here is not telling the older generation to look at the lousy world they gave us, but to look at the world now and do something about it. Now.

It is hard to deal with the uncertainties of the draft, for example. And it is hard to fight the polluters. And it is hard to get the American public to see how phoney some of its values are (moonshots instead of food for the poor and education improvements for all, etc.—all the misordered priorities). Sure it's hard to make big changes in the world. They don't come easy.

People in the Peace Movement have become disillusioned because their efforts have not ended the war, because the ABM is still a reality, because not much has really happened as a result of their efforts. They reject meaningless timetables and draft lotteries (that take everyone), as real advances. And rightfully so.

Yet we impudent snobs who care about making the world a much better place to live in must realize that commitment is not enough if it is limited to demonstrations, discussions, and slogans. Sure one million people in Washington make a point. Sure that peace symbol on your car or door makes people think upon occasion. Sure your discussions may make people see your view, and understand it, for the first time. But this is not enough.

Protesting recruitment on campus by the military lets the recruiters know how we think. But the valuable thing here is that almost no one showed up

for interviews. That's the action that has real meaning; they didn't get the personnel from Conn College. Likewise, refusal to become a part of the military has real value: you made a stand and thus are not helping them.

The problem with a demonstration is that it is here today and gone tomorrow. The problem with one guy going to prison rather than into the military is that it doesn't really screw up the machine, it just represents one man's commitment.

In order for anything to happen in solving some of the big problems of the country today, not to mention the problems of the world, many people have to get involved. Really involved.

So, what's the deal? Simply this: Realize and exercise your right to get agitated about problems that affect you as part of this country, as a citizen of this world. It's your world as much as Spiro's, or anyone else who has power. But all the barbs, political cartoons, jokes, demonstrations, slogans, peace symbols, and discussion will not do a thing unless real commitment accompanies them.

That means working to elect people who will do what the public wants. That means always keeping communications open to the older types who have the power, like it or not. That means really getting committed when you graduate by taking a job that does something for the world. That means taking advantage of your freedom from the draft, if you're lucky, to do something worthwhile.

As Janis Joplin said, "Don't compromise yourself. It's all you've got." Peace.

Griswold Explains Trustees' Function Stresses Importance of Student View

by Anne Lopatto

The responsibilities of the Connecticut College Board of Trustees are threefold, according to William Griswold. They are Chairman of the Board, present to hire the College President, to oversee the College funds and to consider matters of "educational policy."

Mr. Griswold, who was elected Chairman of the Board last spring, commented on the trustees' role in a recent interview held before the Feb. meeting of the Board.

"Generally, in educational situations the trustees are taking a more active role," Mr. Griswold stated. Admitting that college trustees were often in the past prestigious citizens selected for 'window-dressing purposes', he added, "today, the emphasis is primarily on the contribution a potential trustee might make to the college."

One basic responsibility of the Board is the selection of the College President. According to the by-laws of Connecticut College, "the Board shall appoint the President and the Secretary and the Treasurer of the College... and all such officers shall hold office during the pleasure of the Board." The by-laws further state that the President "shall be responsible to the Board for general direction of the affairs of the College..." Since the President determines to a large extent the success and direction of the College, the selection of the President is an ex-

tremely important matter," Mr. Griswold stated.

The trustees are further responsible for overseeing the College funds. These consist mainly of bequests to the College by individuals or philanthropic foundations. The Investments Committee, a sub-committee of the Board, must choose a bank to "administer the College portfolio", that is, to invest the College funds.

The trustees' role concerning "educational policy" of the College is not too well defined. The by-laws state that a sub-committee of the Board, the Education Committee, shall assist the President and the Board in defining the educational policies of the College. However, according to Mr. Griswold, the trustees do not initiate academic change. Instead, the President reports on the academic progress of the College and solicits the opinion of the Board. The Board generally approves of proposed academic and social changes Mr. Griswold stated.

For example, the trustees voted their approval of open parietais last spring. "The Board is on its toes," said Mr. Griswold, "the trustees are realistic and know what's going on."

Other committees of the Board include the Executive Committee and the Committee on Trustees. The Executive Committee is empowered to act on behalf of the

Board when a meeting of the entire Board is not possible. The Committee on Trustees assists the Board in the selection of officers, committee members and new trustees.

Mr. Griswold stated that student opinion was important to the trustees. Asked about the Student-Trustee Committee, which has met only once this year, he explained that the committee will meet at least once before the end of the academic year. He added that these meetings were usually more successful later in the year, since by that time students have formed firmer ideas and opinions about campus needs.

The present Board of Trustees contains 31 members, including the President of the College and the Mayor of New London, ex officio. The by-laws state that the Board must meet at least once a year, although the present Board meets more frequently.

MAFIA

(Continued from Page 3, Col. 5) become a community at an animal level." Reiss explained that, "We have dispensed with one form of community which was oppressive so as to institute a new community."

Brown interceded by saying that, "An experiment was initiated and it has created tensions. This is a cruel way to learn something. Some kind of action will be taken by the students." A student protested, "It is not easy to live with people admittedly, but this is always going to be. We learn through mistakes. Through problems we will be forced to talk to each other."

Christiansen then asked, "How are you going to deal with these problems? What do you do about a girl who is living with a hard dope pusher? What about a girl who consistently drops acid? How about a girl who needs an abortion?" Shepard asserted that, "Rules won't help these situations."

Reiss then turned the conversation by posing the question, "What's wrong academically? One student explained, "We must redefine education and redefine what a teacher is. Maybe we could

(Continued on Page 6, Col. 5)



Reverend Sheperd and students provide "alternative" to military recruiters. photo by davit

Military Recruiters Fail To Enlist Women

By Dave Clark

Representatives of the U.S. Army and Air Force were on campus Friday, February 13, to speak with interested senior girls about military service careers after graduation. They spent more than four hours in the Student Lounge in Crozier-Williams, but no girls appeared to talk with the four recruiters.

In the downstairs lobby, outside the Student Lounge, members of the Resistance Club, led by Rev. J. Barrie Shepherd and Mark Litvin, had set up displays of anti-war posters and literature from the Draft Education Committee.

Rev. Shepherd said the group was "offering an alternative" to the students. He believed it is important that prospective military officers see some of the results of the American military activity in Vietnam; and to demonstrate this, he displayed several pictures of napalmed Vietnamese children.

The recruiters had little to say concerning the demonstration, asserting that the group was entitled to express its opinion. They found nothing unfair with the display outside the room, citing it simply as "their propaganda against our propaganda in here."

They voiced mild disappointment that there was no response on behalf of the students for their program, but added what was important was that the opportunity be offered to senior girls. They see themselves in this capacity as recruiters to be just like any other company or organization that visits college campuses.

Rev. Shepherd found fault with the recruiting system in general, saying he was concerned that the campuses across the nation were turning into "markets" for job recruiters. But he was even more concerned about the military, whom he called "death-pushers", being on the college campus which he sees as representing "life and learning."

Shortly after the recruiters arrived, at about nine-thirty in the morning, they held a brief discussion with the small group outside. Both sides called the parley "civil" but "closed-minded". The talk centered primarily around the Vietnam conflict.

The military representatives asserted that women are currently participating in the armed forces more than ever before. They attribute this to a feeling among women across the country that,

because they are equal to men, they should be involved in the service of country just as men are.

There are currently about 1,000 women officers with bachelor's degrees in the armed forces. Most of them are recruited from state and federally supported schools. There are currently 250 women serving in Vietnam, all of whom volunteered for duty there.

Suit in Court Contests Dec. Draft Lottery

MADISON, Wisc.—(CPS)

A suit has been filed in the U.S. District Court in Madison, Wisconsin, seeking to overturn the draft lottery held last December claiming it was not random.

District Court Judge James Doyle declined to issue a restraining order as was sought by the group filing suit. However, he also declined to dismiss the suit as was requested by government attorneys, saying that he sees a discrepancy between the supposedly random selection ordered by the president and the actual result of the drawing.

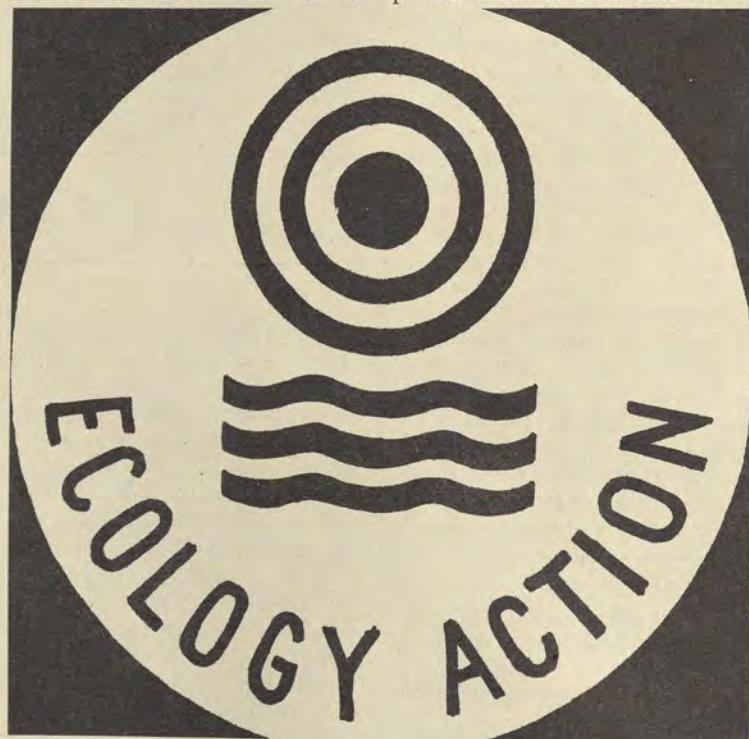
The lawyer for the 13 plaintiffs named in the suit, David Heitzman, said this indicated the suit was "obviously not frivolous." He characterized the case to date by saying "we're still in the discovery stage" and are seeking "positive evidence" that the lottery was not random.

(Continued on Page 6, Col. 4 & 5)

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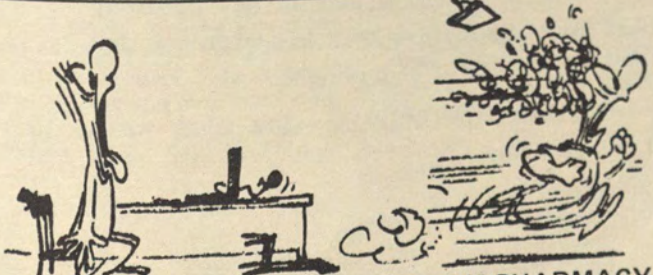
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SURVIVAL

by Allen Carroll

Ed. Note: This is the first issue of a weekly column which will be concerned with the activities of SURVIVAL and which will explore some of the aspects of the ecological crisis, especially those concerning the local area.

"We've already run out of earth, and nothing we can do will keep humankind in existence for as long as another two centuries," according to Martin Litton, director of the Sierra Club.

It is in the hope that this statement can be proven wrong that a group of students and teachers has organized an ecology action group at Connecticut College.

The organization, which has been named "SURVIVAL", plans to focus much of its attention upon local pollution problems. The nation-wide environmental Teach-In, rather than being the major purpose for the group's existence, will hopefully be a natural extension of the activities that the group will be carrying on. The Teach-In is planned for Wednesday, April 22nd.

Chris Howells and Val Staples, the chief organizers of SURVIVAL, plan to establish the group in much the same way as the one already in existence at Wesleyan. A number of committees will be formed from volunteers to perform various functions of the organization. One committee, for instance, will conduct research, while another will write press releases about local pollution problems and what SURVIVAL is doing about them and send them to area newspapers.

A room on campus will be set up as an "Ecology Center", which will make information about pollution, legislation, population problems, etc. available to students and members of the community.

Plans for the April 22nd Teach-In are still somewhat vague, although several ideas are being considered. There will be no suspension of classes, according to Chris Howells. Several "dramatic and symbolic representations" of environmental problems will be present on campus. A round-table discussion may be held in the evening between professors from different departments, as an illustration of the many aspects of the environmental crisis. A session will be held for the writing of letters to congressmen.

A boat trip to show the pollution of the Thames River will be conducted. The trip was originally planned as a part of the Ecology seminar over Special Studies, but was cancelled due to ice on the river.

Meetings of SURVIVAL are held every Thursday at 6:30 p.m. in the Larrabee living room. Any interested students are invited to participate. Students who have questions, ideas, or are unable to attend the meetings can contact either Chris Howells in Marshall or Val Staples in Larrabee.

TOPIC OF CANDOR (Continued from Page 3, Col 2)

merely a figurehead, but should be able to relate and understand the new complexities of student life.

There is no way to make the position of housefellow effective without having her project the feeling that she is receptive and attuned to the atmosphere in the dormitory. Students must feel that she is the natural person to go to when they need an empathetic ear.

The addition of married housefellow in two dormitories on campus is a promising development. With an increasing male enrollment there will be a need for male housefellows in co-ed

dorms. The advantage of this arrangement includes the fact that they are generally older than college students, yet close enough in age to relate to students' problems.

The response to the married housefellows presently on campus is generally quite favorable. They are students at the College, involved with the students and receptive to their problems.

The advantage of effective housefellows lies in their ability to resolve friction on the dormitory level, without resorting to administrative action, for only those problems which are insoluble within the dormitory structure need be referred to higher levels of administrative authority.

The job of housefellow is attractive enough to draw more than enough applicants each year. Therefore, there is a sufficient amount of choice as to who are awarded the posts.

I don't know the procedure which the board choosing housefellows use in their evaluations to determine which candidates will create an open channel of communication within her dorm, but random conversations among students in various dorms suggest that some housefellows are often remote from their fellow students—not by their willful choice—but due to a simple factor of personality. They are not naturally outgoing.

One can't legislate desirable qualities in housefellows, but their role is more vital now than it has ever been before, and the choices must be made with care and attention to the myriad problems they are expected to face.

CPS (Continued from Page 4, Col. 2)

Heitzman was to have come to Selective Service headquarters in Washington Jan. 22 to obtain depositions from various members of the Selective Service. A deposition is a testimony that is received while a clerk of the court is present to record it officially. Heitzman indicated that the procedure can be roughly compared to cross-examining a witness.

Heitzman indicated that he intended to talk with Col. Charles Fox and Captain William Pascoe, public information director, and possibly General Lewis Hershey, Selective Service director. Plans were also being made to film a re-enactment of the process used to "randomize" the lottery for evidence in the suit.

When CPS contacted Pascoe at Selective Service headquarters Jan. 19, he said that he knew nothing about the case, not that Heitzman planned to meet with him Thursday. He also declined to speculate what the implications would be were the lottery to be over-turned. He said he was not a lawyer and not even sure what all the legal terms such as restraining order and injunction meant.

David Stodolsky, one of the plaintiffs in the suit and graduate student at the University of Wisconsin at Madison, ran the analysis on the lottery that indicated more men with birthdays from January to June received "safer" numbers than did those born in the rest of the year. He told CPS that he became interested in the lottery when he looked at a partial analysis compiled by a staff member in the university computer center. He became convinced that the lottery was not

random when he conducted a more thorough analysis.

Stodolsky drew number 47 in the lottery, but says this has nothing to do with the suit. According to the Wisconsin Draft Study Group (Box 493, Madison, Wisc. 53701), the organization backing the suit and doing other research on the draft, 94% of the pool of available men in 1970 will be drafted. This group estimates that 344 will be the average number reached. As Stodolsky says, "almost everyone will go."

MAFIA (Continued from Page 4, Col. 5)

teach each other and teach teachers but I don't think there is any way to convince the structure of this." Another suggested private tutorials.

Another student claimed that, "There is mediocrity because excellence takes more time." Smalley expressed the belief that, "The problem begins in kindergarten. There is no self-generation or intensity from the start."

George Daughn, assistant professor of government, declared that, "One cannot structure a situation to produce a creative person." Smalley continued by saying, "We should dig education for its immediate rewards. A student should not put up with a bumper of an experience in hopes of getting a reward later on."

The conversation ended with the suggestion that more small meetings, such as this one, be held more frequently to institute meaningful dialogue on campus.

Louis O. Mink, Jr., professor of philosophy; tutor and co-chairman, College of Social Studies, at Wesleyan University, will speak on "The Aesthetics of Formlessness", on Wed., Feb. 2. The lecture will be at 7:30 p.m. in Crozier-Williams Student Lounge.

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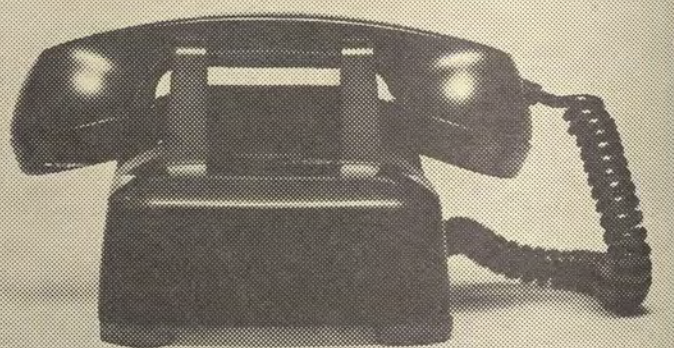
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