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### Satyagraha Vol. 53 No. 25

Connecticut College

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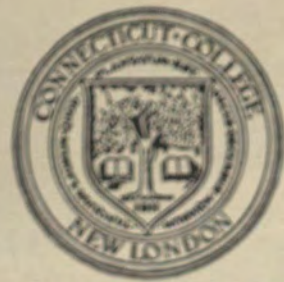
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# Satyagraha

## CONNECTICUT COLLEGE



Vol. 53, No. 25

NEW LONDON, CONNECTICUT

Tuesday, March 10, 1970

## Student Advisory Cttes. Further Educational Goals

by Mary Ann Sill and Lynda Herskowitz

The Student Advisory Committees, which were established to provide broad student participation in decision-making processes within individual departments, were assessed for Satyagraha by various students and faculty committee members. The general conclusion reached after numerous interviews is that many educational goals are being achieved.

Most of the Student Advisory Committees have established a constructive rapport with the faculty in their departments. Both students and faculty agree that a major benefit of the meetings is the opportunity to confront the problems inherent in curriculum and its presentation.

In certain departments, such as religion, sociology and philosophy, the committees have also been invited by faculty to make recommendations on faculty appointments.

In these departments, students on the Advisory Committee have interviewed prospective instructors. According to Judy Heldman, '71, a member of the sociology committee, "The students who conducted interviews were especially impressed when candidates showed interest in the kind of community we have at the College. They wanted to know what students had on their minds."

"Personally, I found it rather difficult to assess professors from first impressions," she continued, "But I think the opportunity to speak with them, and have them meet us was invaluable."

Another major accomplishment that has been achieved in various departments is curriculum change and expansion. In the government department, students met frequently during the first semester to discuss and decide upon curricular changes that will be effective next year.

According to Marcia Morris '70, "The curriculum needed to be made into a more coherent pattern. Since many of the department members hadn't taught these courses before," she continued, "They were very interested in our views and made the changes we recommended."

The students and faculty agreed to restructure the course offerings around four major areas:

American government, comparative government, theory and international relations. Individual study, directed reading, and honors study could be done within one of these disciplines.

Another innovation is the granting of credit for summer internships, provided that the student prepares a paper and has an interview with her professor.

Ellen McVay '70, another member of the government committee asserted that "Suggestions and contributions from members of the faculty were often far more imaginative than our own."

Advisory Committee meetings in the history department resulted in a change in the number of required courses for the major—from ten to eight.

Another change was a revision in the advisory system, allowing all members of the department to be official advisors to majors.

The zoology department meetings have occurred often. "We try to meet every week," said John F. Kent, department co-chairman. He cited the small size of the department as a factor in the "good relationships."

"Students were easily able to discuss their feelings about courses and teachers," he continued. Among the areas covered were course critiques and possible programs to replace the integrative function of the comprehensive examination.

Department size seems to have little bearing on the kind of rapport between students and faculty. The case of two small departments are evidence that faculty attitudes toward student recommendations are a major factor in the success or impasse from meetings.

In the Spanish department, for example, students have expressed enthusiasm for the kind of discussions that have resulted from meetings.

In the classics department, on the other hand, students say that they feel intimidated by the conservatism of faculty members, adding that the faculty is not aware of this communication problem.

Problems of communication exist in large departments as well, as evidence in the case of the

English department. Eda Rothenberg '70, a member of the student committee asserted that both the department's size and the multiplicity of issues to be discussed contribute to rather unwieldy meetings.

She asserted that "it is extremely important and helpful to both student committee members and to faculty, if students individually approach their professors. Otherwise," she continued, "instructors have no way to assess student attitudes toward courses and teaching methods."

The major issue under discussion is that of an expanded curriculum which would encompass various approaches to literature, in addition to the present historical approach. According to students on the committee, these discussions become intimately involved with the entire outlook and philosophy of many instructors, resulting in difficulties.

Tangible changes have been slight. The number of major advisors has been expanded from one to six, although students indicate they feel this is still inadequate in proportion to the number of majors.

Eda said that it was difficult for students to bring specific proposals to the faculty, and that conversations with other majors indicated that their complaints were theoretical, rather than specific.

The co-operative, largely free and open relationship that has evolved with the establishment of Student Advisory Committees is a hopeful beginning for academic progress at the College.

As Professor Kent asserted, the meetings are discussions, not confrontations. Students have become increasingly aware of dilemmas faced by faculty in their efforts to provide quality education. Faculty members have become more informed of students attitudes toward teaching methods, course offerings, and department structure.

The consensus of both faculty and student participants indicate that they are coming together to further joint educational goals. The meetings have been part of a learning process for both.



—photo by carroll

by Allen Carrol

The first unit of the Millstone Point Nuclear Power Plant is about 94% complete. Fuel will be loaded into the reactor in June, and the plant is scheduled to go into full operation in October.

The \$89 million installation will serve the Hartford Electric Light Company, the Connecticut Light and Power Company, and the Western Massachusetts Electric Company, all operating companies of Northeast Utilities. The operating capacity of the plant will be 650,000 kilowatts.

In addition, a second unit will be constructed on a site adjacent to this reactor. The planned plant, which will be larger than the one currently nearing completion, will cost an estimated \$186 million dollars.

Mr. George Fox, spokesman for Northeast Utilities, stated that the plant will have a capacity of 830,000 kilowatts, and that it "should be in operation by April 1974".

Mr. Fox said that talk among some citizens in the area that a third reactor was planned was no more than a "rumor". He added that there are "no plans at the present time for a third reactor".

Both of the power plants at Millstone point will use vast amounts of water for cooling purposes. The first unit will use 400,000 gallons of water per minute, according to Mr. Fox. The water will be drawn from Niantic Bay and discharged through a channel to a point just off Millstone Point.

The water will be discharged at a temperature 23 degrees warmer than that of the waters of Niantic Bay. This is no small change in temperature. Mr. Fox stated, "The amount of water flowing through the plant will equal 8 of 1% of the average tidal flow" through the bay.

The second plant will use 500,000 gallons of cooling water per minute, and will also raise the temperature of the water used by the plant. The amount of water discharged by the two facilities will constitute about 1 1/2% of the tidal flow, according to Mr. Fox.

Northeast Utilities believes that since the amount of heated water is small compared to the total amount of water flowing through

Niantic Bay, the adverse effects of the thermal pollution from the installation will be insignificant.

The company plans to conduct studies of the effects of the thermal pollution on the aquatic life of the area once the power plant is in operation. Whether the pollution will upset the ecological balance of the area will not be known until after the power plant is in operation and studies are made.

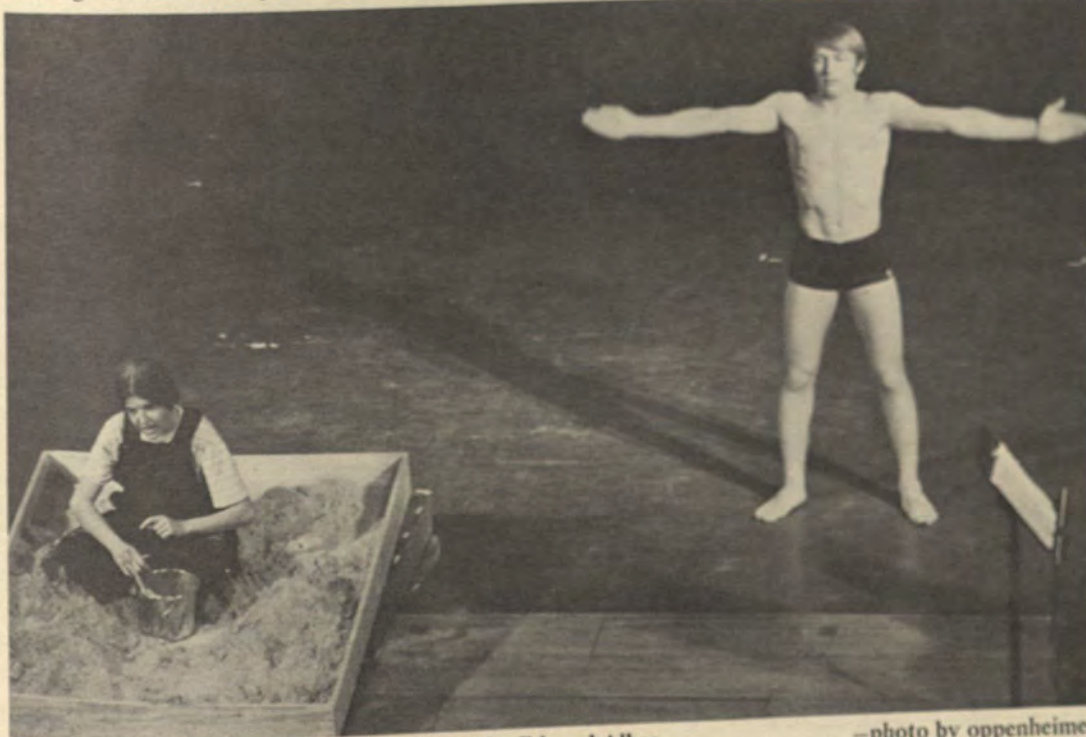
It is unfortunate that the stability of the aquatic environment has to be risked at all. One also wonders if Northeast Utilities would be willing to spend large sums of money on cooling equipment if by any chance the thermal pollution is found to be harmful to the ecosystem of Niantic Bay.

No equipment now available is capable of filtering the low-level radioactive wastes out of the air and water released by the power plants. Because of the way these plants will be constructed, they will always produce these wastes, which many scientists think may constitute a grave health hazard (see last week's column).

The construction of the second nuclear reactor has yet to be cleared by the Atomic Energy Commission, although excavation for the second plant has begun. According to Mr. Fox, the AEC will hold a public hearing in the vicinity of the plant site before granting a permit for the construction of the power plant. At such a hearing, any citizen or group of citizens may testify in favor of or against granting the permit. The date of the hearing has not been announced.

The construction of similar power plants in other parts of the country and the leniency of AEC regulations controlling radioactive effluence from nuclear power plants have aroused state governments and citizens in several parts of the country.

In Minnesota, the state Pollution Control Agency, in open defiance of the Atomic Energy Commission, set strict standards for control of radiation from a plant under construction north of Minneapolis. Northern States Power has gone to court challenging the (Continued on Page 5, Col. 3 & 4)



The freshman class produces THE SANDBOX by Edward Albee.

—photo by oppenheimer



# Editorials . . .

## A Modest Proposal

There seems to be some confusion about the 11 point proposal for academic change originally outlined in a column of Feb. 24 and discussed last week at individual house meetings.

Some students, while not objecting to most of the points proposed, seemed concerned that such a largely unstructured educational system might be forced upon the unready, or unwilling student. The objection is a valid one, but one which stems in great part from the authors' failure to make clear the totally optional character of the proposals.

The intention of the proposals authors' was not, as they have since made clear, to make any or all of their innovative ideas mandatory for any student. Rather, every one of the 11 points may be elected, or rejected by the individual student.

The point of the proposal is that each student should have the opportunity to pursue his own education in as unstructured an atmosphere as possible. Accompanying that opportunity, of course, is a demand for individual maturity and rather strong academic motivation.

The opponents of the 11 point proposal rightly contend that not every student is capable of taking this personal responsibility for his own education. But, given the totally voluntary nature of this academic proposal, no student must be hampered by a lack of structure, if it's structure he really desires. The passage of the academic proposal would, instead, give the highly motivated student a greater opportunity for creative experimentation with his education.

## A Remembrance of Things Past

It's too bad that the traditional Induction Amalgo, originally scheduled for March 5, had to be cancelled. Because of poor student attendance at the student government candidates' February Speech Amalgo, the prospect of having a successful Induction meeting seemed remote.

At one time, of course, attendance at an "Amalgo" was compulsory. With the abolition of things compulsory, attendance at these "all-college" meetings plummeted. But both the Speech Amalgo and the Induction Amalgo served a purpose. The Speech Amalgo, obviously, served to acquaint students with the policies of student government candidates.

The Induction Amalgos of old not only acquainted the student body with their new leaders, they also provided a real and valuable sense of being a part of a "student body." It's somehow a bit sad that the new student government had to start its new term "behind the scenes," where they will necessarily remain for most of the year. It would have also been nice if outgoing officers could have spoken to their constituency at the close of their terms.

## Letters to the Editor

### To the Editors:

Connecticut College—A Fraud  
This letter is an appeal to all the students and interested faculty of Connecticut College. We will all be accomplices to a crime perpetrated by members of the philosophy department. They have deliberately made life uncomfortable for one of the two black instructors on campus. This contemptible collusion of arm-chair philosophers is strangling democracy. They are so typical of "racist" America. Now that they have been exposed—what are we going to do?

No doubt the administration is aware of this crime, and they have condoned it. They have exhausted themselves in trying not to get true black instructors at Connecticut College. If you don't believe what I'm telling you, just look around and see how many black instructors are here; not to mention the few black students we have. There has been no effort to authentically liberalize Connecticut College.

Fellow students, I urge you to join together; we have a common foe. I say join together because that's the only way something can be accomplished. How long are we going to stand by and let these injustices continue—you care about the draft, about pollution, about the war in Vietnam—but do you care about a human being living amongst us. If you can show as much enthusiasm in this cause as you have shown towards your recent academic calendar, then I am sure Connecticut College will become what it professes to be—"a liberal democratic institution".

You can not turn your faces on the black students that need you. Can we vow to bring justice to Conn, or will we continue to strangle democracy until she is no more?

"There is no progress without struggle."—F.D.

A Black Student in  
Need of Help  
J.W. Walters

### To the Editors:

Protest has become in recent years an honored pass-time of American youth, and we, the members of the Conn-Quest Committee, would like to join the rising tide. The abisimally low level of participation in Conn-Quest by the students, faculty and administration of this college makes us literally ashamed of our "community." At most, there were 350 people at the morning colloquium and forum, and this number fell rapidly after the first speaker. We estimate that the same number attended the afternoon seminars, but we cannot be certain since at least half of them did not have the courtesy to sign up for them in advance.

It is inconceivable to us that only 350 out of 1,450 on this campus were here on the week-end, and the attendance record for the faculty and administration was just as bad if not worse. The rudeness of those people who walked out of Palmer in the middle of one or another of the morning speeches was as annoying as the apathy of those who stayed in their dorms.

We realize that there are those students who do not wish to participate in a week-end with an unpleasant topic. Certainly, all of us enjoy being told that we are

wonderful or that life is all good, but blindness such as this is not the reason that Conn-Quest exists. Conn-Quest was conceived of as an opportunity for the Connecticut College community to become exposed to issues in what has been called the "real" world.

We cannot afford to be unaware of the problems in our society, of which poverty is one of the most pressing. These problems will not disappear by themselves, and those who feel that simply vaguely knowing that they exist are condemning themselves to a rude shock when the problems suddenly impinge on their own sheltered worlds. It seems to us that there exists on this campus—as on all campuses—a form of intellectual snobbery which says that the college-educated will, and must, be the leaders of the future.

If the apathy displayed during the week-end is to be the hallmark of our future leaders—not only in government, but also in the communities in which we will live—we of the Conn-Quest Committee would prefer to remain leaderless. Conn-Quest was not designed to proselytize; rather, its goal is to inform and educate, and if the students, faculty and administration do not want to participate in education, they should not be at Connecticut College.

At the same time as we deplore the non-participation of the majority of the Conn. community, we wish to thank those students, faculty, and administration who contributed to and attended Conn-Quest. We are deeply grateful to those members of the faculty and administration who helped to plan the week-end, and especially to those who took time from their schedules to plan and lead seminars.

We particularly wish to apologize to those seminar leaders who worked very hard and, in some instances, made special arrangements to be here, only to find that their seminars had been cancelled because only one or two students had registered or to find that only three or four people wanted to participate.

The Committee was repeatedly warned that few people would participate in Conn-Quest, but we had faith that the students, faculty, and administration were not as disinterested as others said they were. It appears that our faith was badly misplaced.

Perhaps those who say that the only thing the Conn. student wants is a good date and cheap entertainment are right. We hope they are wrong, but now we have joined the doubters, and it is up to the students, faculty and administration to change our minds or to stop hypocritically maintaining that one of the problems at Connecticut College is that there is nothing to do on the week-end.

The Conn-Quest Committee

### To the Editors:

The article by Susan McGreevey which appeared in the Controversy column last week represents a misunderstanding of the content and purpose of the eleven-point academic proposal which appeared in the column of the previous week.

To say that the proposal presumes "the removal of all academic structure" overlooks the principle of individual option implicit in the points of that proposal. With the exception of the ungraded freshman year, each of the separate proposals would operate on a totally optional basis. Thus, each individual would be free to take advantage of as much, or as little, structural format as would best suit his educational needs.

All the structure which presently exists would be left in tact if the eleven-point plan is adopted, in whole or in part. An individual student not electing any of its options could choose to follow the same academic program and structure (major, grades, faculty-instructed classes, prerequisites, requirements) as now exist. None of these would be swept away.

We agree tht "a college should act in the best interests of all its students." It was for precisely this reason that the option of a less-structured education was suggested. By allowing students to pursue none, some, or all of these options, the proposal provides for the maximum freedom of individual choice. This, in turn, would allow each student to design the style of education best suited to his individual needs.

Barbara Kane '72  
Linda Manno '70  
Linda Rosenzweig '71  
Peggy Wade '71

### To the Editors:

I don't believe that the proposal for the academic reconstruction of Connecticut College provides a feasible, realistic approach. It would only work if the college community was entirely composed of people willing to operate and produce to their highest capabilities. The failure of Special Studies demonstrates to me that many people either are uncomfortable in an unstructured situation, or just are not motivated enough in the academic sense.

Motivation would be essential, and American secondary schools do not produce a majority of students with the motivation and maturity to handle such a program. In my opinion, most of the people presently at Conn applied to this school because it provided a rigorous structures education. In changing the type of education one would be changing the type of person that would be attracted to the school, and hence its character. This is not bad, but should be recognized.

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

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Crozier-Williams



—photo by davit



# CONTROVERSY

## Dean Jordan Explores Complexities "Student-Faculty Ratio", Classroom Overcrowding

by Dean Philip Jordan

Two articles in recent issues of *Satyagraha*, a Controversy column of February 10 and a front-page story of February 17, have called our attention once more to the matter of heavily subscribed courses. Both pieces stress the liabilities of large enrollments, especially the difficulty of conducting discussion when numbers grow too great. One article calls into question the survival of the College unless it preserves the special virtue of the small liberal arts institution—easy interaction between students and teachers—by adding faculty in fields which attract student interest. The other describes student and faculty frustration this semester over the swelling in size of some courses, reports students' difficulties in gaining entrance to certain courses, and explores briefly causes of and possible remedies for our present discontents.

Discontent seems well grounded. Large groups intimidate some students, inducing their passivity and disappointing their expectations of give-and-take with teachers. Instructors also find themselves limited. In large classes it is hard to know one's students well, and faculty are tempted to lecture more and require less written work than they would do with smaller numbers. The problem is genuine and calls for response. But before I suggest some ways to counter oversized classes, it may be useful to consider the nature of the problem.

Our problem is not one of radical change in the proportion of faculty to students at Connecticut College. During the past decade the faculty has grown with the student body: In 1959-60 there were 93 full-time faculty (plus 36 part-time) and 991 full-time students (plus 75 part-time); in 1969-70, 142 full-time faculty (plus 33 part-time) and 1,467 full-time students (plus 228 part-time). The notable increase in part-time students reflects the success of our Return-to-College Program and the presence of Wesleyan students in our courses as well as the growing number of local residents who study here as Special Students. If one considers only full time members, the growth in faculty has more than kept pace with the increase in number of students. Between 1959-60 and 1969-70 the full-time student body has grown by 476 (48 per cent) and the full-time faculty has increased by 49 (52.7 percent). The full-time student-faculty ratio was 10.55 in 1959-60; it is 10.33 in 1969-70. If one includes in the calculation part-time faculty and part-time students, the ratios become 1:9.96 (1:10) for 1959-60 and 1:10.83 (1:11) for 1969-70.

These figures suggest remarkable stability in our student-faculty ratio during a time of rising costs in higher education. While the College may find it necessary to decide openly and deliberately to increase slightly its ratio of students to faculty in order to cope with the present inflation and growing annual deficits, it seems clear that such a change has not occurred covertly in the past decade.

Another set of data pertinent to the enrollment problem concerns the number of courses which may be considered large. The table below suggests the pattern during the past decade.

Unsectioned Courses\* with Enrollments over 30 in 1959-60, 1964-65 and 1969-70

	31-40	41-50	51-60	Above 60	Total
1959-60:					
First Semester	6	2	3	2	(13)
Second Semester	11	4	0	4	(19)
1964-65:					
First Semester	10	6	5	7	(28)
Second Semester	5	6	3	10	(24)
1969-70					
First Semester	12	5	3	7	(27)
Second Semester	Not Available				

\*Courses with lectures plus laboratories or discussion sections not included

Source: Enrollment records in the Registrar's Office, Connecticut College

Though the data are inadequate for definitive generalization, it may perhaps be said that they illustrate a significant increase in the number of large courses from 1959-60 to 1964-65 and suggest stability since then. But they tell only part of the story. Also pertinent is the change in the number of small courses, those which never receive notice or complaint except from cost-conscious administrators. The table below offers data on such small courses, excluding from the count Individual Study, Honors Study, courses in physical education, courses in applied music, and graduate courses.

Unsectioned Courses with Enrollments under 10 in 1959-60, 1964-65 and 1969-70

	5-9	Less than 5	Total
1959-60:			
First Semester	37	16	(53)
Second Semester	33	16	(49)
1964-65:			
First Semester	24	17	(41)
Second Semester	29	13	(42)
1969-70			
First Semester	33	29	(62)
Second Semester	Not available		

Source: Enrollment records in the Registrar's Office, Connecticut College

Again, the data cannot be viewed as conclusive, but they suggest tentative generalizations: (1) There have been and are many more very small courses at the College than large ones; (2) the College now teaches more very small courses (with the exclusions noted) than were offered in 1959-60; (3) the number of courses with less than five students taught in the first semester, 1969-70, is appreciably larger than in either of the earlier years cited.

A full tabulation is now being prepared for the period from 1959 to 1970 of student-faculty ratios, large and small enrollments, elections of Individual Study and Honors Study, and enrollment distributions among all College courses. But the figures already available suggest strongly that the College's enrollment problem is twofold: overenrollment and underenrollment.

What remedies can be suggested for this dual problem? Changes in departmental staffing and course offerings provide one incomplete answer. We have not yet lived long enough under the new graduation requirements (this is their second year) for stable enrollment patterns to emerge, yet as they become clear some departments will grow in faculty and courses, others will contract. This process of redistribution is already under way. But the response inevitably lags behind student choices and in any case will be limited by the College's financial resources and its commitment to a wide variety of academic offerings. We will not abolish essential fields of study, even if relatively unelected, to pay for staff in elected ones. We must find other ways, in addition to reallocation of our resources, to maintain conditions hospitable to excellence in teaching and learning.

Let us, first of all, not insist dogmatically that all good courses are small courses. In some disciplines, taught by some gifted teachers, large lectures can still provide rich occasions for learning. Departments with large enrollments, in consultation with their student advisory committees, may have to decide which courses shall be permitted to grow as large as student interest dictates and the size of the classroom permits. The important point is to provide all students with reasonable opportunities for small classes during their college years, especially in study undertaken as freshmen and on the advanced level.

Let us also explore the merits of enrollment limits in certain courses coupled with fair rules governing access, rules which perhaps give priority to majors and follow principles of seniority. If limits are known to all students, properly administered and enforced by the registrar and instructors, the results may be more beneficial than burdensome. Students in such courses will not find themselves unexpectedly part of a mass. Others temporarily denied entrance can plan their programs accordingly. Waiting for something you want is bearable if you are reasonably assured of getting it eventually. The trick is to set defensible limits and administer them justly. Again, departments and their advisory committees should be able to choose wisely.

Finally, let us begin to think of new ways to use the time and talent available for classroom instruction. Must all courses meet for fixed time periods on fixed days of the week during a full semester? Must all students in a course be present (or expected to be present) for all its scheduled classes? Are these conventional conditions necessary for effective teaching and learning? The answers to these rhetorical questions are already being supplied by some teachers and students who are experimenting with new uses for their time together. For example, a few courses with sizable enrollments have divided into smaller groups a number of times during the semester and each group has met separately during one of the regular class hours to discuss a substantial piece of reading. The instructor teaches the usual number of hours; the students enjoy the benefits of discussing in a small group work they have specially prepared for such occasions. This is a modest deviation from the norm. Surely there are others, perhaps more imaginative, which may enable us to combine smallness with largeness and encourage students to accept within courses more of the responsibility which they already exercise, under the new graduation requirements, in the selection of courses.

I do not imagine that this long comment on the problem of enrollments is definitive in any respect. Yet I hope it may serve to begin investigations which will yield wider and fuller understanding of the problem's complexities and to stimulate thinking among students and faculty which will help Connecticut College maintain and advance its excellence in education.

Due to the great number of letters to the Editors, and also due to the Editorial Boards feeling that personal attacks need not accompany statements of position on certain matters, the Editors of *Satyagraha* must reserve the right to decide on what letter's are to be printed with respect to their length and content. We regard the possibility of editing letters for these reasons very remote, however, when a case does arise we reserve the right to act.

## Frost's Religious Drama Presented by Theatre One

by Adele Wolff

Did Job's wife really take a Polaroid photograph of God, Satan, and Job? She didn't in the Bible, but she did in Theater One's presentation of Robert Frost's "A Masque of Reason" at the Sunday morning Chapel service.

Frost's religious drama offers an addendum, a "chapter forty-three," to the Book of Job. God explains that He "was just showing off to the Devil" when He tortured Job.

Michael Ware's apparent nervousness and poor diction impaired what might have been a successful portrayal of Job as a patient but confused man.

Job's wife, a self-assured, nagging feminist who recognizes God from Blake's picture and who

dares to mock Satan, was effectively played by Laurie Joslin.

God, amiably portrayed by a soft-spoken Robley Evans, resembled the vulnerable little chap that stood behind the awesome roaring image of the Wizard of Oz. God admits that He was tempted by Satan to torture Job. He says that the committee of comforters were wrong when they told Job that he had been punished for his wickedness. God suggests that a "Deliver us from committees" be placed in the revised edition of the Book of Prayer.

Fred Grimsey's black goatee added more to his portrayal of Satan than his one liner.

Heidi Crozier, the director, deserves congratulations for a generally successful production.

## REVIEW

### Roberta Peters, Soprano, Performs In Concert Series

by Lynda Herskowitz

Roberta Peters, soprano, performed beautifully in the Concert Series program Tuesday, March 3, in Palmer Auditorium. The audience gave her a standing ovation at the end of the concert, and they were with her throughout the evening.

Miss Peters' voice has an effective dynamic and expressive range. She seems to project to the top of the balcony without tremendous volume.



Roberta Peters after her performance in Palmer. —photo by davit

She performed works by Mozart, Haydn, Strauss and Verdi in the first half of the program. Especially well received was Verdi's "Care Nome" from "Rigoletto". Miss Peters seemed to get into the spirit of the aria more than she had in the previous works, and was entirely relaxed, savoring every note.

In the second half of the program, Miss Peters performed four love madrigals based on a 16th century Spanish airs. Continuing the light mood, she performed four folk songs. One of the most beautiful renditions was a pre-Revolutionary War folk-song from Tennessee, "The Nightengale." She also sang a rather emotionally charged "Black is the Color of my True Love's Hair," and Irish and English songs.

The last work of the program was to be an aria from the opera "Dinorah" by Giacomo Meyerbeer, a 19th century composer. The program notes described it as "One of the most difficult of all arias."

Miss Peters decided to substitute an aria from the *Barber of Seville*, which she sang with great warmth.

Dr. Daniel F. McCall, director of the African Studies Center of Boston University, will be lecturing tomorrow evening at 7:00 in Hale, room 122. His topic will be "Explorations in West African History."

Dr. McCall has authored many books on African history, as well as teaching that subject. The History Club is sponsoring the lecture and it is open to the public.

On Mar. 17 at 8:30 in Palmer there will be a benefit for the Legal Defense Fund. Karen Kunstler Goldman, daughter of the Chicago 8 attorney, William Kunstler, will speak; and the film, "The Streets Belong to the People" will be shown. There will be a minimum donation of one dollar.



BOOK REVIEW

# The Success Major: An Educational Crime

by Valerie Fletcher

Education becomes more universal, our universities grow larger; but increased diversity does not necessarily entail a better, more diversified education for our students. This is the opinion that Robert M. Hutchins supports in his book *The University of Utopia*. In American colleges, students are concentrating on one field of study and are ignoring many other useful subjects. As a result, they are learning less and less about topics that would allow for a broad education.

Hutchins also insists that students should not be taught only one opinion on a subject. Different biases should be revealed to students capable of mature reasoning. No ideology or propaganda should be banned as too controversial or corrupting. Properly trained students will be able to discuss, dissect, and evaluate the contrasting beliefs and choose the most reasonable one.

In order for such controversial subjects to be taught, universities must exist independently of society. Professors should not be liable to persecution from the government because of their views, as they were under the investigations of Senator Joseph McCarthy. Nor should they be held responsible to the trustees of the college for their opinions. Professors should produce students who think and criticize, and not necessarily students who fulfill the trustees' ideas of what a student should be.

Hutchins also objects to using the educational system as a "custodial" or "baby-sitting" system. Curricula must include only worth-while subjects that will stimulate the student into productive thought. University courses such as Driver Education (University of Colorado at Boulder) or accredited courses in beautician-training should not be offered at a university. These courses evade the purpose of education, which is to make the students think, criticize, and solve important problems.

Hutchins' goals for purifying the American educational system are admirable, but he neglects to provide a possible plan of action. He idealistically insists that if the populace wants to provide a better school system, they can accomplish it. However, the American public will not suddenly decide to salvage their schools; something must be done to stimulate them into action. This is the real obstacle in the path towards better education. The actual restructuring of our universities is difficult, but not as difficult as overcoming the public's apathy.

Hutchins protests this entire system. He insists that education return to its original purpose: the production of wise citizens. In order to do this, students must study more diversified subjects. Everyone should understand the basics of as many areas of study as possible. And in every subject, the students must "be trained to criticism," to question and reason out everything instead of blandly assimilating what he is taught.

Society must decrease its emphasis on success, wealth, and industrialization. Universities

must not be used as job-training centers. They must be used to train the populace to think and reason as best they can. Job-training should be given on the job itself. As Hutchins points out, a journalist does not learn to be a good reporter in a journalism class, rather, he learns better through experience on a newspaper.

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## Poll Shows Strong Student Enthusiasm for Coffee House

by Dave Clark

As funds for the proposed coffee house continued to grow, student opinion of the idea seems to be rather favorable. A campus poll, despite a meager number of responses, indicated broad support for the idea, and opinion was marked by a number of extremely enthusiastic responses.

There is little opposition to the coffee house among students, but there is also an underlying feeling of indifference about the issue. In any case, there is overwhelming support for having the coffee house student-run. This was manifested by the plentiful number of students who expressed a desire to work in the coffee house.

Students see the coffee house as a place to go and relax away from the dorms. An even greater need, the poll shows, is for a place for students to take their dates, especially late at night on weekends. The biggest need for a coffee house seems to be the neces-

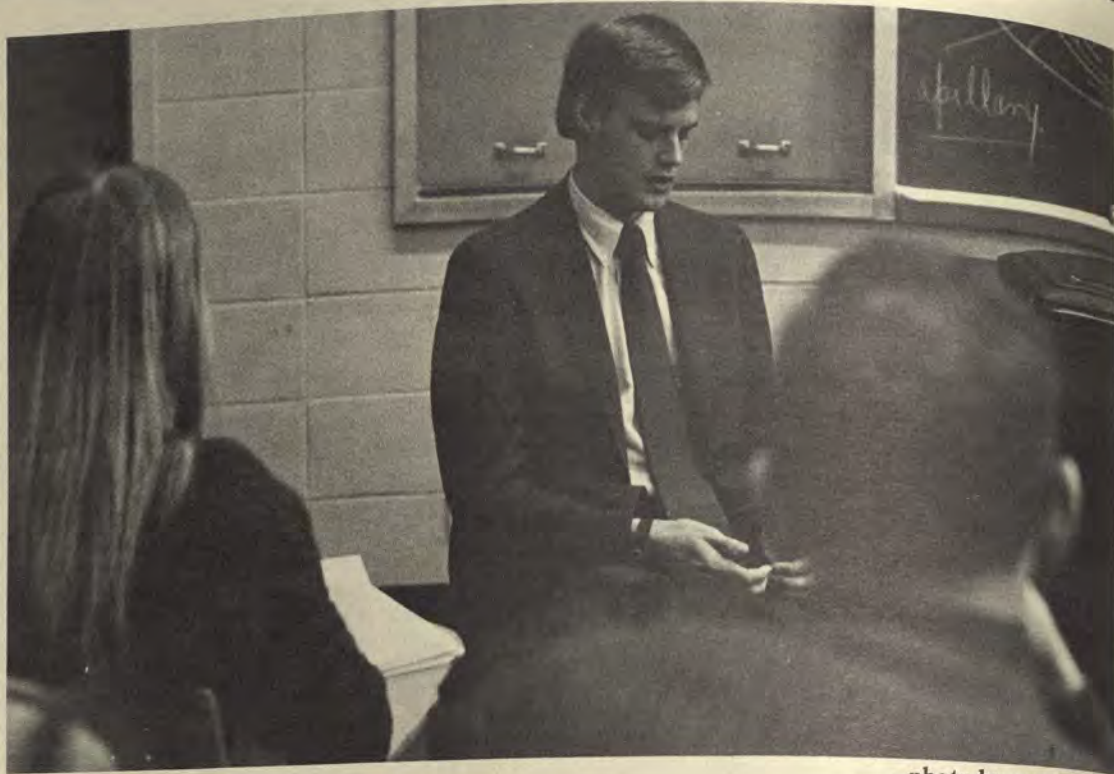
sity of an alternative to the present snack shop in Crozier-Williams.

Cro was criticized as being "without atmosphere, sterile, unfriendly," as well as "utilitarian". Many responses to the poll voiced the complaint that Cro is not open often enough or late enough. It is apparent that a coffee house would attract more people, more often, especially if a relaxed and casual atmosphere prevailed.

There was no clear cut opinion on where the coffee house should be located. Suggestions ranged all the way from "in President Shain's office" to "as far off campus as possible." What little consensus there was centered around central campus.

A variety of suggestions came from the students about what should go on at the coffee house. Folksingers, T-groups, rap sessions, poetry readings, dramatics, short movies and rock or jazz

(Continued on Page 8, Col. 3)



—photo by oppenheimer

by Lucy Weiger

"Transcendental meditation is a technique, not a philosophy. It is a technique to help every individual expand his mind, develop his creative intelligence, and make use of his full potential in studies, career and recreation."

Joseph Clarke, a disciple of Maharishi Mahesh Yogi and a member of the Students' International Meditation Society (SIMS), presented an introductory lecture at Hale Laboratory on February 26 concerning the philosophy of the SIM technique of transcendental meditation.

He said that the purpose of meditation is to make direct con-

tact with the substratum of the common mind. It is a way to reach a fourth state of consciousness based on the idea that one can enter the source of thought.

Clarke, a graduate of Boston University in 1968, has traveled throughout New England and New York under the auspices of SIMS and the Cambridge Institute, a chapter of SIMS. In order to become a teacher, he took the Maharishi's three month course in India and then began his tour teaching meditation.

He said that meditation is a completely natural process, but that one has to be introduced to

it. Results include a greater happiness and a greater capacity for learning.

Physically, a person using this technique slows his breathing process and heartbeat, and experiences a deep rest. It is the reaching to the source of thought through meditation which helps to relieve tension in man. The release of tension keeps the mind free from excess anxiety.

Clarke will return to campus in April and give a second introductory lecture. At that time, it may be possible for students to sign up for the meditation course.

# CONTROVERSY

by Rev. J. Barrie Shepherd

Last June Sally Rowe and Jack Hecksher graduated from college (Connecticut and Williams) and were married. Summer was spent in Europe on Honeymoon. Last week a letter arrived from Sally—mailed from Hot Springs, North Carolina—where she and Jack are now on VISTA assignment. The following excerpts are taken from that letter.

"The town seems to have resigned itself to continue dying—all their former chances at jobs and getting new industry were passed up or ruined a few years ago—for example the mayor got a guy from a nearby Tennessee town to come speak on how Newport was getting all the plants—but none of the town merchants or small business owners came to the meeting, they were all so scared that progress would bring super markets that would put them out of business.

Three or four stores are empty out of formerly ten or twelve establishments. It's quite a sociological study! Meanwhile here we are trying to provoke a bit of interest in anything! Sewing classes? a drug coop?—a bit of tutoring for 2nd graders!—opening the community center for pool and ping pong and checkers, etc. The only thing that draws interest really is bingo....

"Aside from occasional bingo parties there is nothing to do here—except play pool (25¢ a game on three tables) — One guy is trying to support a wife and seven children on earnings from pool tables. I don't know how he does it—from the looks of the children, things don't go well.

We're currently working with the Youth Council to open the movie theatre for two months, so far we've got some enthusiasm, as one kid said—"It oughta work, long as you can keep the interest up"... Another guy asked Jack the other day—in the pool hall—"How come you keep trying to do things when these kids are too lazy to have any ideas anyway?" Considering he's a 16 year old basketball player and is speaking of his friends—it's really depres-

sing! The school system's no help either... Spring Creek High School has 2 teachers who live in Hot Springs and they tease the kids who go to Hot Springs High School because—"At least up at Spring Creek the kids have to stay in the classroom!"

The thing is Hot Springs doesn't notice when the kids wander off home—or "borrow the coach's car to go to my girl friend's house to watch TV from 1-2:30"—according to one guy. The kids just wander around the classrooms all day, it seems, no wonder they stay poor!

The politics played around the schools is incredible. In fact a few years ago the school board election occurred and somehow the ballot box was stolen and supposedly thrown in the French Broad River—stuffed full of course—Everyone knows who runs it all!

But everyone is scared to "meddle" in politics so they don't vote...! It used to be that all teachers were forced to "donate" up to \$400 a year to the Democratic party of the county! I think they've ended that, but—some people are teaching with less than an 8th grade education—only 30 years of teaching (?) experience. This really is an amazing place....

"We do have a doctor arriving on March 1st—Pure luck! He stopped in the Cafe which the Mayor runs and got talking about places to retire! He's signed up on a semi-retired basis.

The clinic is being fixed up after 6 years of lying idle.—The roof leaked and no one noticed—so the xray machine rusted and died! Such community feeling and pride! It's every man for himself—I thought Connecticut College at exam time was bad....!

"Heaven only knows what happens to this year's seniors next year—I don't think any are going to college or have money for technical school. Family ties are too strong to make moving easy! What a vicious circle poverty is!" "Jack's also beginning to work

on a camera club, hoping that the photos can be used for some creative writing for the Youth Council newsletter which is being developed."

"Reading back, this is a hodge-podge of impressions and experiences, but you get an idea of what VISTA is like after the mess of trying to get in! Things look unsettled in Atlanta at the moment—our training center (Westinghouse Learning Corp.) is not being funded (not yet at least) for the coming year or so—the contract ends March 31."

Westinghouse is probably the best organized and informative training center and if Nixon's cutting funds—I hate to think what will happen to other regions... We sometimes wonder why we're going through all this."

"Jack and I are so lucky to be together—I don't see how the single guys and the two girls put up with the isolation and loneliness sometimes. Here's hoping Spring will make life easier on everyone. It's been so cold down here according to the "natives"—everyone's going broke buying coal, wood, oil or electricity."

"One lady told me just after we came that if we couldn't do anything else we could get more young people to come to Sunday School."

"If you have any clothing drives, we sure could use some and probably could arrange postage for whatever is collected. Many of the kids are without really warm jackets and most go through pants, shirts, blouses and skirts pretty fast—socks and things, too. We could use second hand cameras too—if anyone has any to give away!"

"I feel like Mission Impossible and no one's told us whether or not it works out right in the end." "And that's the way it is," as Mr. Cronkite would say. "But is that the way it has to be?" I always want to ask. Somehow Pass-Fail and even parietal problems seem a little less vital. When the world is hanging by a wet kleenex, blowing one's nose becomes something of a luxury.



# Two Wes Students Organize Commune

by Cheryl Tennin

The "Living-Learning Community" is a recently formed group of students at Wesleyan. The organizers of this group, David Gerard and Mark Hodges, believe that there is an immediate and urgent need to build free, autonomous and largely communal-type communities across the United States.

They recognize the merit of not only isolated, rural communities but also the equal validity for communal groups at the focal points of American life, in particular in the city and on the college campus.

The inspiration and idea for this type of community began with a visit to Pendle Hill, a Quaker community outside of Philadelphia, Pennsylvania. The basic philosophy of this type of community was more clearly spelled out for the organizers after they read Theodore Rozzak's "The Making of a Counter Culture" which emphasizes the need for the youth of today to build permanent institutions based on fundamental concepts of the community.

The organizers view the "Living-Learning Community" as a potential catalyst for the creation of "a new and freer Wesleyan". Dave Gerard explained, "we don't think of ourselves as a parallel institution but rather as a counter institution which not only develops an independent, autonomous base within the university but effects the structure of the present university itself. Thus they hope to institute changes within the university by working with the existing structures."

This philosophy of internal revision distinguishes their approach from the currently existing Experimental College Program which is dissolving itself at the end of this semester. ECP, which concentrated on the academic aspect of the college community, sought to change the regular course program by offering accredited and non-accredited courses as additional options. One of the aims of the "Living-Learning Community" is rather to try to deal with the problems in the courses which are already being offered.

The "Living-Learning Community" would ideally serve as an impetus for all types of creative and community activities. The community would operate completely independently of the college administration and would thereby be self-sufficient and self-controlled. The idea of living as an independent community would necessitate sharing the various daily work activities and responsibilities.

The organizers of the group believe that approximately twenty students, equally divided between men and women, would be most conducive to the effectiveness of the community. The ten female members will be drawn from the transfer students already at Wesleyan as well as those coeds who will be at Wesleyan on the Eleven College Conference Program during 1970-71.

The organizers are seeking a diverse group of people who will stimulate a variety of interests and activities in such areas as music, art, theatre, politics, and campus and community service. Specific programs will evolve as a result of bi-monthly discussions and will reflect the group consensus.

An example of such a program in the academic field is "The Form for a Critical Education", a new and still developing outgrowth of the self-dissolving ECP. Although this group is completely separate from the "Living-Learning Community", "The Form" is representative of the type of activity in which the organizers of "Community" foresee their group becoming involved. The members of "The Form" hope to initiate revisions in regular course programs and suggest more effective approaches to instruction by participating in actual classroom situations, especially at the introductory level. They will attempt to work out programs of constructive criticism and raise basic questions. The members hope that this will eventually stimulate other students to follow this procedure.

Similar communities have been instituted on other campuses, such as "The Living-Learning Center" at the University of Dayton in Ohio and "Project Ten", an extension of Free University City at the University of Massachusetts. "Project Ten" included five hundred students and was conducted during the Fall Semester of 1969-70.



Dr. Paul M. van Buren, professor of religion at Temple University will deliver a lecture entitled, "Can There be Anything but Heresy?" Sat., Mar. 14 at 10:30 A.M. in Crozier William's Main Lounge.

# Women Continue To Suffer Unfair Academic Policies

by Sue Kronick

Women have recently become more vocal about their distress over society's covert and overt discrimination against them. The woman's role and her desire to obtain rights equal to those of her male counterpart have become increasingly salient issues in the minds of many, and according to much evidence, rightly so.

In her 1968 speech, "Women: America's Largest Minority Group—Discrimination Practices and the Double Standard", Miss June Macklin, associate professor of sociology, stated, "A woman is expected to be a good companion, mother, glamorous girl—everything. So many complex things are expected of them. Nobody can live up to it... We have to change our notions about women... the happy home is no longer enough for a college educated woman."

It has commonly been assumed for many years that a woman's "place" is in the home. This attitude has not only been held by many men, but also by many women as well. And despite the early 20th century suffragette movement, this concept has proven to be continually pervasive in our society. In the Nov. 1969 issue of Psychology Today, Matina Horner has stated that society's view of the woman's role has produced in women a "motive to avoid success." However, women have openly begun to contest society's standard that they are "subservient" to men, both individually and organizationally, as evidenced by the advent of the Women's Liberation Movement.

When asked who holds these attitudes toward women and why, Miss Macklin replied, "Our whole society does. Work is what's important—it's a status symbol—people respect work. But when a woman is in a profession, she is always qualified as a 'lady' doctor, a 'lady' anthropologist, a 'lady' lawyer, not just another doctor, etc. Men are considered more competent. Girls think male professors are smarter."

The problems that women face in the academic world are indicative of those that are prevalent in many other professions. In his editorial in the Dec. 1969 issue of "Psychology Today," T. George Harris points out that there is only one woman sociology department chairman out of 188 top departments in the country. Only four percent of these women are full professors, nine percent associate professors and 14 percent assistant professors. Admittedly, these statistics are not shocking in light of what has just been stated but nevertheless, are most disturbing.

In conducting a survey on the status of women at Connecticut College, Conn's chapter of the American Association of University Professors (AAUP) found that

- 1) Women faculty are paid less than men, especially at the instructor and full professor levels
- 2) Women are promoted more slowly than men, needing nearly two years more of professional experience before achieving full professorships.
- 3) Women are somewhat better qualified than men in terms of PhD's.
- 4) The proportion of women on the faculty has declined from 52% in 1963 to 40% in the present year.

The AAUP chapter voted on Feb. 9 to ask President Shain to "lead an effort to redress the present differentials between men and women in numbers, salaries and promotions." Miss Jane Torrey, professor of psychology and chairman of this committee was authorized to present the report to the president and to discuss

(Continued on Page 6, Col. 3)

## SURVIVAL (Continued from Page 1, Col. 5)

power of states to set such regulations. Vermont and Michigan have backed Minnesota.

Concerned citizens have halted the construction of a number of nuclear power plants. "Save New England", an environmental group with headquarters in Northampton, Massachusetts, has campaigned against nuclear plants, including the Millstone reactor.

In response to the letter to the editor in last week's SATYAGRAHA asking for places to write, I shall list a few addresses: Atomic Energy Commission, Washington, D.C. 20545 Individual Senators, or The Joint Committee on Atomic Energy, U.S. Senate (or House), Washington, D.C. 20510 (There are bills now before congress proposing strict control of thermal pollution from nuclear power plants.)

For information—SURVIVAL, box #167.

## Chairmen of Panels Named

Elections were held at the February 26 meeting of SURVIVAL for panel chairmen. The results are as follows: Research, Allen Carroll; Watchdog, Merrill Meltzer; Press, Media, Publicity, Val Staples; Public Relations and

Membership, Jane Diffley; and Action, Carol Nimick. Interested students may contact the panel chairmen or Chris Howells.

Survival Represented at Hearing Mike Walker, curator of the Thames Science Center, testified in behalf of SURVIVAL at a public hearing in the state capitol building the evening of March 2nd.

The hearing concerned a proposed regulation to limit the sulphur content of fuels to one percent by September 1971. The regulation will help limit the amount of sulphur dioxide pollution as the result of combustion of fossil fuels with high sulphur content. New York and New Jersey have similar or more stringent regulations concerning the sulphur content of fuels.

Mr. Walker supported the regulation, but recommended some modifications in the schedule for the implementation of the plan. The modifications called for a gradual decrease in the sulphur content between now and September 1971, so that some results could be achieved before that date.

A small group of students from the "Hartford Ecology Action League" was present at the hearing wearing surgical masks and carrying signs.

## UP AGAINST THE IVIED WALL???

We would like to take a few minutes out from this newspaper to speak to YOU, a member of Connecticut College (community is optional according to person and inclination).

Have you been stepped on? Mistreated? Ignored? Or annoyed as hell with things going on here at Conn?

Come to Judiciary Board which offers a unique service... we deal with problems

of academic, residential, and/or social nature for those members of the College who CARE—care enough to do something about it. All correspondences, conversations and complaints will be dealt with swiftly, subtly, but thoroughly. When there is a student voice to be heard—we listen.

Judiciary Board will be an ombudsman, investigator and judge, BUT—it needs every student—the intimidated one, and the opinionated one; the flamer and the scholar—to

come forth and add his voice and ideas.

Please take note of the following for present or future use:

Chairman of J.B.: Anne Kennison, box 582, extension 511, Harkness

Class of '71: Cara Tascarella, box 1890, Wright; Lucy Van Voorhees, box 1169, Branford

Class of '72: to be elected

Class of '73: Val Fletcher, box 1785, Knowlton; Wendy Wade, box 1070, Freeman.

## Dream Loves: tales of love that could be yours!

Come with us  
Tomas Louella  
and Rodneygo  
on a joyride of  
Love...  
Down the path  
of LIFE  
into the arms  
of FATE....



What's this?  
Has a shadow  
passed between  
our pair? Where  
is Rodney really  
going to a Cub  
Scout MEETING?  
Find out next week in...  
Dream Loves



# House of Rep Debates Academic Proposals

by Peggy McIver

Julie Sgarzi assumed her duties as the president of Student Government at the House of Representatives meeting Wednesday, February 25. After some preliminary discussion about matters to be taken up at future meetings, the major business began.

Linda Manno rose at this time and brought to the floor the "Guideline for the Academic Community" published in the Controversy column of the February 24 issue of Satyagraha.

She appeared anxious to stress that ten of the eleven points of the proposal are "totally optional". The existing structure of the College would not be swept away. A student could continue by the present rules if he so desired. If he did not, he would be able to take advantage of the leeway this proposed program would afford.

The only point Linda feels could not be optional is an ungraded freshman year. One representative suggested that freshmen should know their grades so that they could get some idea of the quality of work expected from them. However, the grades wouldn't be recorded by the Registrar's Office.

Much discussion centered on point four which would provide every student with the option of taking a course pass/tail or with a letter grade. The general feeling was that an ungraded system would endanger some students, chances of getting into good graduate schools.

Perhaps the College should allow for a transitional period of two years during which students would be free to take courses a) graded b) pass/no credit, with the

"EXACTLY WHICH EUROPEAN COUNTRIES DID YOU VISIT?"

option of having one's grade recorded.

The proposal to abolish required courses provoked much discussion. Fear was expressed that this policy might encourage diletantism. Miss Manno confided that she had been approached by students who said that the type of people seeking this sort of program would be better off in a junior college.

Prerequisites became a point of controversy. The general reservation was that juniors and seniors would be "crowded and pushed" out of courses in their majors. Also, too much time might have to be allotted for review in upper-level courses elected by over-ambitious undergraduates.

The final phase of the meeting revolved around points six and seven of the Manno proposal. These suggestions call for the institution of new courses to be taught and proposed by students, and courses to be taught by teachers which are not necessarily within the college curriculum. Teachers would receive credits for their extra work which would lighten their work-load for the coming year.

A popular suggestion from the floor was that a two-week period before registration be set aside. During this time, students could attend classes they were interested in taking to get some idea of the scope and format of these courses. Harvard and Clarke University operate on this system.

Finally, Linda Manno announced that her dorm was starting an informal program whereby students doing independent study or an honors theses will hold courses once a week for interested students. A list of subjects offered will be published.

## WOMEN (Continued from Page 5, Col. 5)

with him the means of eliminating possible injustices due to sex.

Miss Torrey met with President Shain on Feb. 24 and asked him to urge department chairmen to seek women candidates and examine their recommendations for promotions in order to avoid injustice. President Shain was also asked to keep records of the relative status of men and women and to report the results to the chapter for the next few years. According to Miss Torrey, President Shain was agreeable to these suggestions, and she hopes that this effort will eliminate the differences between the professional statuses of men and women.

Miss Torrey commented also that the results of the survey should not be taken to imply that Connecticut College is more discriminatory than other institutions. On the contrary, she guesses that few if any other schools, with the exception of other women's colleges, would have as good a proportion of women or show less bias against them than this college. However, she said, "this does not relieve us of the obligation to achieve justice on our own territory."

Miss Torrey stated that "there is almost a blank wall against hiring women in quality institutions." As an example of this she cited her own experience. In 1951 she received her PhD. from Berkeley only to find out that "there was not one single institution of higher education in the United States that would hire me to teach." In 1952 Connecticut offered her a position which she subsequently accepted.

When asked about the reasons for these obstacles, she commented on a few of the numerous explanations. Schools are reluctant to hire women faculty members and accept women graduate students, she said, because they are afraid that the women will get

married and quit their profession or studies. If the women are already married, schools fear that pregnancy will interrupt their work or that their husband's job might necessitate a transfer. Thus, in essence, many institutions regard women as an unstable labor force.

Maternity leaves and day care centers have been proposed to help reduce a college's reservations about hiring women. The problem, however, remains that those women who are uncompromisingly dedicated to their careers are still jeopardized by these attitudes.

Another point is yet to be raised. And that is that perhaps our conception that a woman cannot be happily married and have a successful career at the same time is terribly wrong. For as Rosemary Park, former president of Connecticut and now vice-chancellor for educational planning and programs at UCLA said, "New possibilities for defining the role of women are bound to grow. Increasingly you will have students who say, 'Yes, I want to get married, and yes, I want a career, too.'"

## LETTERS (Continued from Page 2, Col. 5)

To be more specific, I don't mind if they wish to abolish majors, as long as the rights of others to choose a major are not impaired. If a student desires to take a major, she should be required to take courses essential to the study of that field. Also necessary is some sort of academic guidance by people more aware of the needs in a particular area of study. However, the requirements should be agreed upon by both the students and faculty, and not be as arbitrary as they presently are in some cases.

Another part of the proposal concerns the deletion of required prerequisites (i.e. course prerequisites, not class standing) for most fields. If prerequisites were omitted, I think that the quality of these classes would decrease. It would be poor to have a person taking a specific history course with none of the basic background behind him. There would also tend to be more freshmen in

upper-level courses, who would be unprepared to handle an intensive course. These students would then be an imposition on the rest of the class. This policy would also tend to make popular classes even larger than they already are, as well as be a burden to the professor. He would have to deal with a larger class; provide background material in class which would be unnecessary if he could assume a common body of knowledge of the class; and he would have to spend more time outside with students who were having trouble.

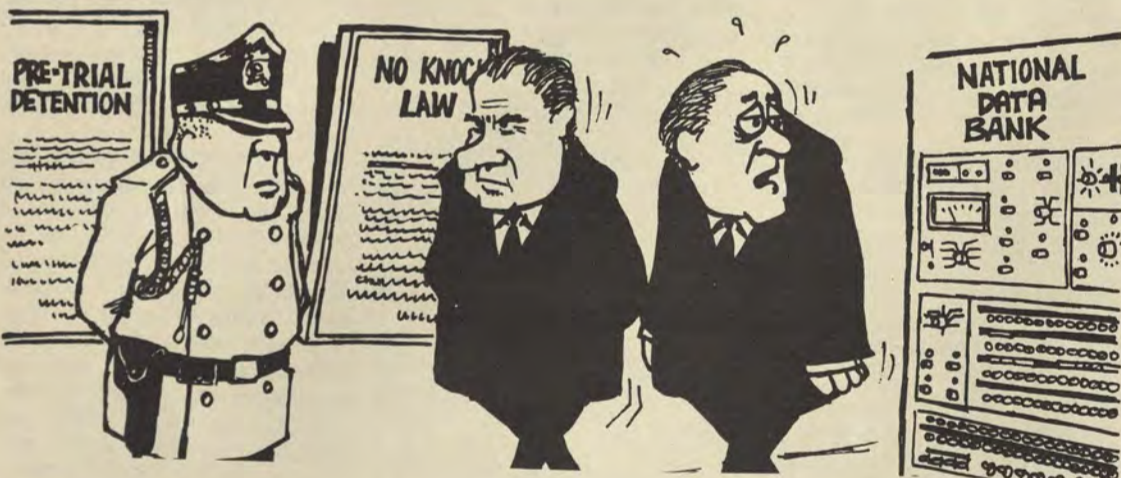
The proposal of having pass/fail grading for freshmen does not seem to me to be desirable. Freshmen have no training in judging the quality of their own work at the college level, and do not really know what is wanted from them. At upper levels this ability to criticize their own works is much more likely.

I do not think that a pass/fail system available for everyone would be totally worthwhile, either. This system is definitely not good for anyone even remotely interested in attending grad school, since they must have a concrete idea of their achievements during their undergraduate years. In some of the schools where it has been instituted, it is just a glorified letter grade system (i.e. At Yale their pass/fail system consists of the grades: high honors, honors, high pass, pass and fail. These are easily equated to A,B,C,D, and F.) The only pass/fail grading system that would be truly feasible is to have three grades—high honors, pass and fail.

Part of the value of our present system is that everyone is able to have the opportunity to obtain an education from our fine faculty. With classes taught by students, this no longer would be so. Right now, Connecticut College has a very good reputation in the academic world for its high standards. In my opinion, if such a restructuring of our academic community occurred, the reputation of this school would go down.

Gail Coad '72

(Continued on Page 7, Col. 1-5)



—photo by CPS

### COMING EVENTS

JULLIARD STRING QUARTET

8:30 March 11 Palmer

EASTERN CONN. SYMPHONY

8:30 William Dale, soloist March 15 Palmer

Richard A. Underwood

7:30 March 11 Chapel

### Thoroughly Modern Mama . . .



tuned up? You had better believe it!  
Where did Mama go? To **ELMORE SHOES**  
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Letters to the Editor, cont . . .

Dear Sirs:  
In the February 10 and the February 17 issues of Satyagraha, a column was devoted to the pollution problems in the local area. The writers of this new series focused upon the monolithic military structure as a prime pollutant of the Thames River area.

In their fine and noble effort to expose those who are damaging our environment, they overlooked the Connecticut College community.

Even though we do not directly dump sewage into the Thames, we are not guiltless as polluters. One cannot help but notice the black smoke that belches from our physical plant smoke stack. Nor is it difficult to see the chewing gum wrappers, bits of paper, Coke and beer cans scattered about the campus. One further cannot fail to smell the noxious fumes emitted from the cars driven on campus.

If the writers of this series are looking for nominations for a March recipient of the Local Contributor to the Death of Our Species award, I think it only fair that we award ourselves this prize.

Sincerely,  
Cynthia Haines, '72

Dear Editors,  
I was not surprised to learn that the "Liberal Mafia" of Con-

necticut College is alive, well and holding public meetings in the chapel. But I must confess that I had not suspected the appropriateness of my designation until I saw a picture of the group in the February 24th issue of Satyagraha. Indeed they looked remarkably like my idea of a gathering of Sicilian bandits, mustachios and all! (What a pity Mr. Christiansen's gold earring was not visible.) But never mind appearances. I suppose one should cast a sympathetic eye on the rather desperate efforts of limp-handed academicians to pass themselves off as sturdy longshoremen.

Of particular interest was the reported remark of Professor Smalley conceding that, "The conservatives may be harassed on campus. . . ." That's precisely a point we've been trying to make. He spoiled his statement, however, by adding, ". . . but they have it all going for them on the outside." We're not so sure: After all, we do have to suffer people like John Lindsay, Jacob Javits, Charles Goddell, David Brinkley, and William Fulbright (to name only a few), and endure Black Manifestoes, Portnoy's complaints, and the lay sermons of Eric Severeid, not to mention those mindless, monstrous manifestations in the streets on behalf of half-demented hooligans.

The remarks of faculty and students on "college problems" were instructive because they showed clearly just how far the Liberal-Left has moved in the direction of anarchistic principles. A student is credited with saying that, "One must develop his own sense of value rather than depend upon rules." That sounds good except for the fact that all people will NOT evolve on their own the same sense or system of values, and conflict will consequently result.

Who would deny a community the fundamental right to embody its COLLECTIVE sense of values in rules or law? Mr. Shepherd apparently would. He said that rules don't help, and Professor Reiss went on about the glorious liberation from the former oppressive "structure" of social rules. That's curious. It's true that Liberals have been telling us for years that faulty social structures are responsible for all of the evils of the world. But their traditional receipt for Utopia has been, of course, to RE-STRUCTURE society through political, economic, and social reform. Now they talk of doing away with structures altogether: They would DE-STRUCTURE instead of re-structure!

I'm afraid that's something dangerously like anarchy that

they are now pushing. Heaven help us! If they start applying their laissez-faire principles to economics we'll be back to 19th century capitalism. I can think of a worse fate, but I'm sure They can't. From the sidelines we conservatives have been trying to shout above the din that there are biological, psychological and moral as well as structural causes of the evils that afflict us. Having no illusions about human nature, we resist all reckless attempts to change or eliminate our institutions, for we strongly suspect that whatever crops up to replace them (and something will; anarchy is not possible in the real world) will be as bad, probably worse, and possibly even catastrophic. And we resent the victimization of the healthier sectors of society that

results from the complex and costly experimentation undertaken by well-meaning but amateurish ideologues.

Whether or not anyone wants to admit it, victimization is now a fact at Connecticut College. The girl to whom I'm engaged, a student there, reports that a small army of gigolos has firmly installed itself in the dorms, making life almost impossible for serious students.

But I shall say no more. The forthcoming publication of the

former YAF chapter, (now transformed into the RIGHT-WING COALITION of CONN COLLEGE), will tell it all. I've read the drafts and must advise you not to miss the explosive revelations and incisive sketches soon to appear. Almost shamelessly lampooned are. . . "Jellyfish Shain, giggly and all charm, who has presided over the degeneration of the College", . . . "Bloodhound Shepherd, tirelessly sniffing out the footprints and direction of Sloan Coffin of Yale", . . . and ". . . that shrill and raucous Jaybird Reiss, whose chief aspiration is to become the Marcuse-East."

I am reminded of an astute observation made by a gentleman who spent his evening with the "Liberal Mafia". Mr. Oliver Brown said, "You can't become a community at an animal level." Indeed not.

Wm. Todd Whittington, III

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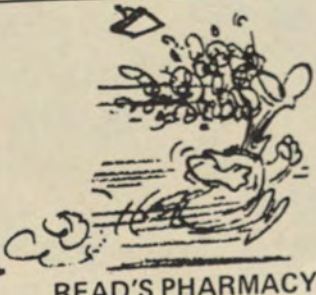
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# Case Wins Freedom of Press For State College Newspapers

BOSTON—(CPS)— A Massachusetts U.S. District Court judge Monday handed down a ruling against pre-publication censorship of student newspapers at state-supported colleges.

In the case of the Fitchburg State College Cycle, Judge Arthur Garity Jr. ruled that "prior submission to an advisory board of material intended to be published in the Cycle, in order that the board may decide whether it complies with responsible freedom of the press or is obscene, may not be constitutionally required either by means of withholding funds derived from student activity fees or otherwise."

Harold Dulong, the attorney representing the Cycle, termed the case a landmark case and said the decision, which applies to student newspapers at public-funded colleges throughout the country, is significant "in terms of freedom of the student press."

Editors of the Cycle took their case to court last fall after Fitchburg State College President James Hammond revoked newspaper funds because they printed Eldridge Cleaver's article "Black Moochie." After the Cleaver article appeared, Hammond set up a two-member advisory board—made up of two administrators

—to review and approve Cycle material, before material appeared in print.

In this case, Dulong said he showed, in effect, that the state was acting as a censor. The freedom of the press provision of the first amendment prohibits the state from acting as a censor.

The decision was based largely on the "censorial" supervisory powers of the advisory board. In an 18-page opinion, the court said there is no exception. "The (Fitchburg) policy conferred could presumably be used to get complete control of the content of the newspaper."

According to the court document, "so far as the evidence shows," the two members of the advisory board are "wholly unfamiliar with the complex tests of obscenity established by the supreme court."

Garity wrote, "The state is not necessarily the unrestrained master of what it creates and fosters. Having fostered a campus newspaper, the state may not impose arbitrary restrictions on the matter to be communicated. Because of the potentially great social value of a free student voice in an age of student awareness, it would be inconsistent with basic assumptions of first amendment free-

doms to permit a campus newspaper to be simply a vehicle for ideas the state or the college administration deems appropriate. Power to prescribe classroom curriculum at the state universities may not be transferred to areas not designed to be part of the curriculum."

The state has not indicated whether it will appeal the case.

## COFFEEHOUSE

(Continued from Page 4, Col. 2) bands; more generally, live entertainment, was given considerable mention. Other suggestions included such programs as student-faculty discussions, counselling, singalong sessions, and Creedence Clearwater Revival.

Among the more detailed answers to the questionnaire poll, was an attitude of apprehension that the coffee house might well be a lively place when it opened, but would lose support over a period of time.

Many respondents voiced frustration in that they were not sure how to go about helping the cause, and anxious to get started on working on a location for the coffee house.

Students interested in helping with the coffee house should contact Joanne Harrington in Marshall.



"Arie de Capo" produced by senior class —photo by oppenheimer

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## NEWS NOTES

The sophomore and junior class Compet Plays have been rescheduled for Tues., March 10 at 8:00 p.m. The sophomore class will present Tennessee Williams' "Something Unspoken", and the junior class will present Jean Claude VanItalie's "Interview" in the Experimental Theatre in Palmer Auditorium.

\*\*\*

Princeton University Press published on Wed., March 4 a major historical analysis of mid-nineteen-century Japan, written by Thomas R. H. Havens, assistant professor of history. Most of the research for Haven's 250-page volume was done last year in Japan on a fellowship from the National Endowment for the Humanities.

\*\*\*

"A Weekend at the Metropolitan," sponsored through the generosity of the S and H Foundation, has been planned for college and graduate students on March 20, 21 and 22, 1970, to enable them to study the second of the Museum's Centennial exhibitions, "The Year 1200", and to take part in a special program of activities.

The weekend is open to all undergraduate and graduate students at accredited institutions. Students may reserve a place by sending a postcard with their name and school to the Education Department, The Metropolitan Museum of Art, Fifth Avenue and 82nd Street, New York, New York, 10028. A \$1.00 fee will be charged at the door. Students may also register at the Museum on Friday and Saturday, between 10 a.m. and 1 p.m.

\*\*\*

Dr. Paul Fell, assistant professor of zoology, has been selected for inclusion in the 1970 edition of "Outstanding Young Men of America." The publication is an annual biographical compilation featuring accomplishments of young men of outstanding rank throughout the country. Criteria for selection includes a man's service to others, professional excellence, business advancement, charitable activities and professional recognition.

\*\*\*

Frank Williams, President, Phelps-Stokes Fund, will lecture on the "Black Crisis on Campus" on Tues. March 10, at 8:00 p.m. in Palmer Auditorium.

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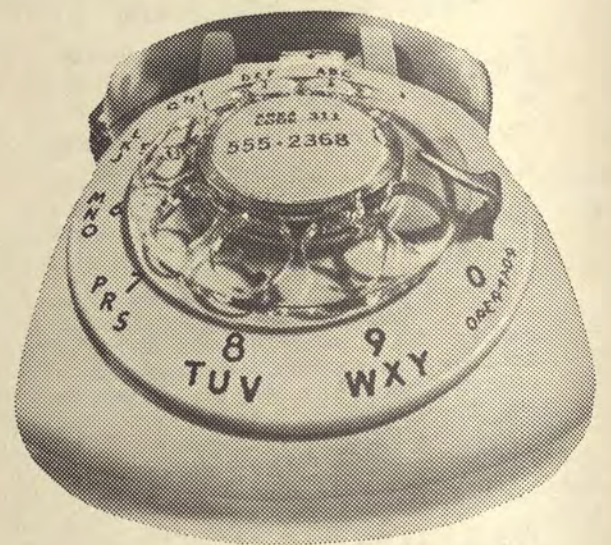
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