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Connecticut College

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## Faculty to Vote to Change Comps

The Faculty voted at their last meeting to consider a change in the present policy of administering comprehensive examinations at their next meeting on Wed., June 6.

The new proposal recommended by the Instruction Committee calls for the examinations to be administered to seniors two days before the end of the Special Studies Period.

According to the proposal, each department will decide on "the length and kind of examination which best fulfills the purpose of the Comprehensive."

A senior who fails the examination may have the opportunity for one re-examination before graduation.

However, under the new proposal seniors must take final exams in all of their courses in both the first and second semesters.

Two other proposals were offered. One would allow each department the option to administer the comp at the end of the year which is the present procedure.

### Comings and Goings Uses Theatre Games

Theatre One presented Megan Terry's *Comings and Goings*, a series of imaginative and spontaneous theatre games directed by Molly MacLean '70 on Thursday night.

The 25-minute play, which was free-wheeling in form, ran through the series of improvisations twice.

The first time, a member of the cast spun a color wheel, and the member of the cast who corresponded to that color, began his or her improvisation.

The second time, the color wheel was spun again, but the members of the cast came in at random.

The members of the cast included: Peggy Cohen, Laurie Joslin, Carol Reichstetter, Diane Verchinski, Mike Detmold, Steve Spitz, and Roy Taylor. Mary Stevens was stage manager.

The improvisations, which relied on ensemble acting, centered on various events.

One had religious overtones and involved the relationship between a father and his son.

Another involved the robbery of an Irish woman. Others were enactments of two people awakening in the morning, a couple hungry on the beach and a car accident.

*Comings and Goings* ended with Roy and Mike hugging each other.

Sally Underwood '71 called the play "very effective and creative." She added, "The theatre game technique was used to create a real spontaneity. As a theatre-goer, I was not accustomed to seeing one person play several different roles, but this heightened the play's originality."

"The play used some really clever ideas," Sally concluded.

The other proposal called for the abolishment of comprehensives.

The Faculty also approved a proposal which allows students to substitute a three-credit summer course for a four-credit course which she has dropped or failed at Conn.

This option may be used only once in a college career.

(Continued on Page 4, Col. 1)

## JAPANESE RADICALS ACCEPTED BY SOCIETY

by Wendy Boyer

"Demonstration is a Japanese word. In fact, the Japanese are surprised to hear Americans use it," Dr. George R. Packard, III, informed an attentive audience which gathered in the Larrabee living room Thursday, May 8, to hear his discussion of "Student Radicals in Japan Today."

As special assistant to Edwin Reischauer, former Ambassador to Japan, Dr. Packard assumed responsibility for student affairs in Japan. His experience qualified him to present an evaluation of the Zengakuren, the Japanese student radicals, and to offer some interesting comparisons of Japanese and American student radicals.

Having survived the competitive educational system and reached college, the Japanese radicals form an elite group. The students are not burdened with guilt over the war in which their parents were involved; further, during their lifetimes they have encountered only prosperity. These factors explain two characteristics of the Zengakuren.

First, an aura of self-confidence permeates the organization. Second, the elder generation tends to accept the actions of their offspring. As an example, Dr. Packard mentioned the student tactic of lying on the railroad tracks to stop trains. While the adults might feel frustrated at being delayed, they feel no anger. Dr. Packard commented, "The parents are tolerant of anything, and the students do just about everything."

The Zengakuren form a more organized structure than the American radicals. Although there is a tendency for the students to break into factions, blindly following a favorite leader instead of an issue, when a crisis arises, differences dissolve and the Zengakuren present a solid front.

The radicals benefit from sophisticated tactics unlike the American radical movements which suffer from general disorder. "This organization," Dr. Packard observed, "is reflective of the more tightly disciplined Japanese society."

The Zengakuren also prove to

Vincent Scully, Professor of Art History at Yale, described American architecture since 1945 as the embodiment of an "exploration of the American experience fused with the passionate desire to make contact with the European homeland once again," at Palmer on Wed., May 7.

American architecture, he said, has begun to reject the "heroic, taut, up-tight attitude toward experience."

Replacing this bold and harsh confrontation of the physical world is a new "with-it emphasis on harmony and blending with the environment," Scully explained.

### "Up-tight" Architecture

Scully described the architecture of the 1920's and 1930's as "up-tight" because of its hard and sharp lines. Cities built following World War I were modeled after classic Greek architecture.

These buildings, he commented, were so massive and heavy that they failed to capture the beauty and grace of Greek architecture.

### "A Mastodon Let Loose"

He described an office building in New Haven as especially up-tight, calling it a "huge mastodon let loose on the city."

The building consists of four tall, massive brown columns arranged in a square formation.

Scully attacked it, too, for its lack of windows. "Windows," he said, "mean people inside. Without them, the building shows no human life."

(Continued on Page 3, Col. 1)

## JR. SHOW COMES WITH A BANG

by Sharon Cashman

In the past, Junior Shows have been mild mockeries of life at Conn Convent, spiced with subtleties and grossities that tittered the more perceptive parents. The Class of '70 presented a Junior Show that was Blatant—blatantly funny, blatantly not-so-funny, and blatantly (?) kickline.

The clever conception of Wendy Sloane, Paula Eschenheimer and corps, this year's show went beyond the walls of Conn and mocked the world at large.

Neither Milton-Bradley nor Shakespeare, nor Mackie Jarrell was spared.

Even our favorite soap-operas were up for attack, (not to men-

tion General Hospital and Divorce Court).

To encompass the world at large, the show was staged in four vignettes, one commercial and an episode in the lives of John and Rosemary. To the tune of Sgt. Pepper's Lonely Hearts Club Band, the entire cast be-bopped on stage and set the pace for a barrage of belly-laughs.

### Monopoly

The American Way and the Jewish Mother, the latter hysterically played by Bonnie Rock-off, were very effectively staged on a Monopoly Board.

The audience watched as the author's message was flashed on

Scully also denounced the Beinecke Rare Books Library at Yale for this reason. The library is made of a marble which is opaque from the outside and translucent from the inside. One Yale student created a collage showing the forboding Beinecke Library set amidst an atmosphere of sterility.

### "With-it" Architecture

The Parthenon in Athens is the prototype of the new "with-it" architecture, because it harmonizes and blends with the environment.

Its horizontal lines lead the eye to the sea and its vertical lines lead the eye to the rising mountains beyond.

Scully described two architects of the post World War II period as "with-it" architects, Lewis Kahn and Robert Venturi.

Kahn's buildings, said Scully, have the force and rigor of the Puritan ethic, but are complemented and softened by a new purity, softness and light.

Robert Venturi, Scully explained, uses a vestigial romanticism in an ironic way.

(Continued on Page 4, Col. 2)



Photo By Biscuiti



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# ConnCensus

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## Editorial . . .

### The Times They Are A-Changing

It might be fitting, as the academic year 1968-69 draws to a close, to review some of the new attitudes and methods which have affected Connecticut College this year. Unquestionably, a new outlook, one less self-assured but more promising than that of past years, has pervaded nearly every aspect of the College.

For example, the social legislation adopted by the student body this year reflects a radical change in the school's traditional "in loco parentis" philosophy.

Finally, the student can be the judge of her own morality. She is allowed to drink alcoholic beverages on campus, and to keep her own hours without the limitations of a curfew.

The much-discussed proposal to abolish parietals represents the logical extension of this philosophy. The fact that such a proposal is being considered would astound the Connecticut College student of even a few years ago. This is the measure of the scope of recent social change.

Academically, the College is rapidly removing itself from the fabled ivory tower to re-assess its relevance to a changing world and to explore new and exciting intellectual currents.

The adoption of Interdepartmental majors, and the consistent expansion of course offerings in formerly neglected fields, will allow the student to explore new aspects of established academic disciplines.

In addition, many academic traditions are being seriously re-evaluated. The institution of the Special Studies

system of administering Comprehensive Exams reflect this questioning of traditional educational methods.

Perhaps more important to Connecticut College, in the long run, is the serious discussion centering around the established student-faculty and student-administration relationships.

This year, the Student-Faculty Ad Hoc committee was appointed to investigate the possibility of placing students on presently all-faculty committees. This action would give students unprecedented participation in their own education.

The College has exhibited a new awareness in other fields. The arts have occupied an increasingly important place in the life of the College. The Arts Weekend, Conn-Quest and the Religious Fellowship Weekend have contributed to this awareness.

This year, the Black woman on the Connecticut College campus increasingly emphasized her Blackness and her pride. Black womanhood Weekend and the proposal for a Black House on campus are sufficient proof of both of these attributes.

The College began to realize its responsibility to the surrounding community. An Office of Community Affairs was established, with enormous potential to involve Connecticut College in a creative solution to many urban problems.

And finally, in 1969 co-education came to Connecticut College. Certainly co-education would seem to be the most spectacular innovation the campus has seen this year. But truthfully, co-education is only one of the many changes which have so strengthened the promise of Connecticut College in the years ahead.

A.D.L.

This will be the final issue of Conn Census this year. We have exceeded our budget because several issues were longer than the College allotment provided for. We look forward to next year.

## Letters to the Editor. . .

### English

#### To The Editor:

I was pleased to see in the letter of Miss Dagle and Miss McCarthy, that I am not alone in my dissatisfaction with the program of the English department as it now stands. However, I disagree with their specific point of attack which is that "The English Department at Connecticut College has in the past operated on an historical basis which is no longer satisfactory."

The study of literature on a historical basis is certainly a legitimate approach for any English major to take. The crux of the issue is the query: Is it the only legitimate area or approach to literary analysis?

As Miss Dagle and Miss McCarthy pointed out in their proposal, a study of literature in terms of genre, or criticism is also possible. Each student should be able to choose her area of concentration with a view toward her intentions after graduation. The requirements for a student intending to continue on to graduate school for a doctorate degree and to teach English on the college level differ from those of an English major who intends to attain her master's degree and teach on the secondary level.

They also differ for a student who does not plan to continue her education after graduation in the field of literature. With the assistance of a concerned advisor, each student should be able to choose which courses will best equip her for her planned career, be it teaching, journalism, technical writing, or library research. Since plans and possibilities change, often radically, over the four years, close contact should be maintained with the advisor at all levels.

With this intention in mind, I endorse the suggested course requirements of the proposal.

I think a further suggestion needs to be made. It should be possible for a student to be a literature major, or a writing major (including both creative and expository writing, at least in the immediate future) or a drama major. This would certainly not exclude the possibility of taking a course in one of the two departments other than the major department chosen by the student.

It would also still be possible to take a selection of courses, cross-sectioning the three, and be an inter-departmental major along the same lines as the present "English major" available.

The most important aspect of this proposal is the limitation of class enrollment. In my English Novel class, last year, I would estimate that there were at least 60 students. I have encountered the same staggering statistics in both my American Literature course and my Shakespeare course this semester.

I do not believe that these courses are exceptions. For the most advantageous study of literature or writing, a class structured on participation rather than lecture is imperative.

Fifteen students is a little too much to ask but certainly no more than 20 or 25 should be allowed into any class. To accommodate the large demand, sectioning and more hiring of qualified faculty is requisite.

This college claims to have as its major concern, the academic welfare of its student and yet more attention is being paid to

social innovation than to adjusting to the growing and changing academic needs of its population.

It is critical, at this time, that the English department adapt its traditional structure to adopt a more individually-oriented and academically healthy attitude toward the large number of English majors at Connecticut College.

If the department facilities fail to respond to the needs of the student, applications are understandably going to be addressed to colleges which are capable and willing to do so. Can the college afford to ignore this issue?

Kathleen Fowler, '70

### To Pres. Shain

#### An Open Letter to President Shain:

President Shain,

Upon long and careful deliberation, we, the four coeds of Connecticut College, have arrived at the conclusion that you have irresponsibly managed the student affairs of Connecticut College. We feel we are mature and responsible enough to determine our own social regulations (aren't maturity and responsibility two requisites for admission to Conn?), and we are quite insulted when other people impose their morals on our private lives.

We believe we have no other alternative but to secede from the self-defeating Conn College bureaucracy. In other words, the male suite in the basement of Freeman dormitory is now a political and social entity unto itself. We will govern and adjudicate ourselves, free from the oppression of Conn College. The United Republic of Freeman urges other believers of the campus-wide revolution to take similar extra-legal action in hopes of making life at Conn more tolerable.

Power to the People.

Humbly yours,  
Harvey Yazjian  
Stephen Detmold  
Elliot Daum  
Andre Barbera

### Graduation

#### To the Editor:

Several days ago I managed to ferret out a few facts about graduation. As a returning senior I was informed by my friends (I have as yet had no communication concerning graduation through official channels) that I must be present at all graduation ceremonies including rehearsals, something called class day, and baccalaureate or suffer an outrageous fine.

I am wondering at the rationale behind this seemingly dictatorial summons to participation. Does the College think that at the age of twenty-one or twenty-two its seniors are not adult or mature enough to make their own decisions concerning participation in graduation events? Does the College think that it has the right to make such a decision for its student members? Is this in keeping with its present policy of more freedom for the student?

Dianne Edson Butt

## New Look of Class of '73

by Carol Ann Hunter

Applications for admission to the incoming freshmen class were distinguished this year by a rise in the number of minority group applicants and by the acceptance of male applicants for the first time.

Of the 1400 applications received, 875 applicants were accepted into the freshmen class. Of these, approximately 415 have accepted the offer of admission to the College.

The recruitment of male applicants was hindered by the late announcement of the plans for co-education. At the present time, seven men are enrolled in the Class of 1973.

According to Mrs. Jeanette Hersey, director of admissions, freshman and transfer applications will continue to be accepted throughout the summer.

### "Door Still Open"

Said Mrs. Hersey, "The door is still open. We will continue to aggressively look for qualified male applicants. This is just the beginning."

It is estimated that there will be a total enrollment of 25-35 males for the coming academic year.

76 applications were filed by students from a disadvantaged and/or minority group background. Of this number, 37 were accepted, of whom 19 will enroll at the College in September. 13 of this group are Black students, the remainder being Puerto Ricans, Orientals, and disadvantaged whites.

This is an increase in comparison to 1968 when 46 minority group applications were received, of which 28 were accepted and 14 eventually matriculated. Ten of those students matriculating were Black.

### More Scholarships Needed

Mrs. Hersey noted that the admissions committee was forced to turn down several qualified applicants because of a lack of necessary scholarship aid. Due to the rise in the tuition fee next year, it was not possible to offer as many scholarships as were needed.

More minority group students would have been accepted if the College had had sufficient funds to support them.

Although transfer applications have not yet been acted upon, it is expected that approximately 40-45 students currently enrolled in other colleges will enter the Classes of '71 and '72 next fall.

The progressive decline in applications which has been experienced over the past three years, was not evidenced this year.

### Favor Co-education

This decline in the three years prior to 1969 in applicant interest has not been peculiar to Conn; it has been seen in most of the other Eastern women's colleges too.

According to Mrs. Hersey, there is a definite trend among

(Continued on Page 4, Col. 1)



# Junior Show

(Continued from Page 1, Col. 5)

## Faculty Wonderland

From Shakespeare the scope was switched to a Connecticut College faculty meeting where masks were worn to reveal the "innocent."

The Alice in Wonderland motif had Elaine Kerachsky as Alice wandering into a wonderland that looked more like Zoorama and where violence was a way of life, i.e. "Off with their heads!" Alice had our sympathy.

## Cro-Bar

The show closed with a bang as Ida Rose and Turner Stomach got theirs. Cro along with the Cro-ladies, pet pinkies, townies and road-trippers were moved to the great West where Barb Keshen could rage in style. Weezie McClure deserves praise for special effects—background belches.

## Kickline

The monkey wenches were winsome and gammy as never before. Tricky kickin, Girls and congratulations on a more funny than not so funny Junior Show.



JUNIOR SHOW 1970

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# Japan

(Continued from Page 1, Col. 3)

of driving their own cars to and from sit-ins, they often walk five miles to reach the new scene of the action in time.

Students rely heavily on trains which run only until midnight. Therefore, if it is approaching twelve o'clock and a government official offers a vague settlement of the issue, the students will all stand up and cheer, and then rush off to catch the trains. This also provides a solution to the Japanese need for "saving face," since it forces no one to admit defeat.

As with the American radical movement, the actions of the Zengakuren result in much criticism of the police. The students openly express their disdain for the uneducated police. Statistics show that the police sustain more injuries than the students in confrontations. But although the police have suffered restraint since the war, the traditional pre-war fear of authority and police power persists.

What happens to Japanese radicals? In spite of the serious attitude toward their activities, the tightly-structured organization of the group, and the high percentage of student participation in major confrontations, Dr. Packard observed that, upon graduation, the typical radical college student suddenly transforms into a well-integrated member of Japanese society.

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# NEWS NOTES

Students are reminded that the College is unable to furnish storage for student bicycles during the summer. All bicycles not removed from the campus by June 6, 1969 will be disposed of.

The M&M Cyclery Shop will store bicycles and make any repairs desired. Free pickup and delivery service is provided. For further information call 739-8806.

\* \* \*

Mary Alice Shepherd '71, and Anne Maxwell '71, have been accepted into the Crossroads in Africa program for the summer of 1969.

## Admissions

(Continued from Page 2, Col. 5)

today's high school seniors to favor co-educational schools such as Colby, Bucknell, Lake Forest, and Northwestern over the smaller and less diversified women's colleges. She attributes this shift in preferences to the change in social patterns and life styles within our society.

While the growth in the number of public, co-educational secondary schools has been tremendous over the past decade, this growth has not been paralleled by a rapid increase in the number of privately-run academies. In fact, the number of private schools has remained relatively intact.

## Students Feel At Ease

Thus, more and more students are being educated in a co-educational situation, to which they become accustomed.

When the time comes for these students to select a college, they are increasingly more reluctant to break with this atmosphere in which they are comfortable and at ease, and to adapt to the new environment which an all-female institution would offer.

## Faculty

(Continued from Page 1, Col. 2)

An education course in Black History and Culture for Teachers will be offered this summer at Conn. The six-credit course, which is open to post-graduates only, will be taught by four Conn professors: Mr. and Mrs. Michael Burlingame, instructors in history, Miss Alice Johnson, associate dean of the college, and Ronald Glassman, assistant professor of sociology.

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

In one home he designed, Venturi used romantic structures such as a palladium, a gable and an arch, but the palladium was deliberately split in half, "implying," Scully commented, "that there is no protection, and no continuity in this world. Venturi has created a new realism."

Venturi's architecture relies heavily on the dream of Rome

and of Olympian magnificence, and he creates a grandeur qualified by a sense of irony.

In summary, Scully asserted that modern architecture combines a functional orientation with fundamental human sensitivities.

"Architecture merges what we are with what we dreamily would like to be," he concluded.

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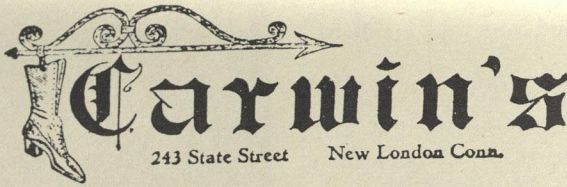
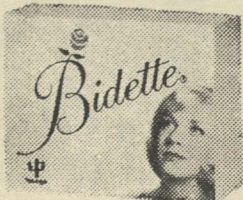
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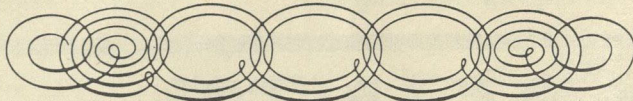
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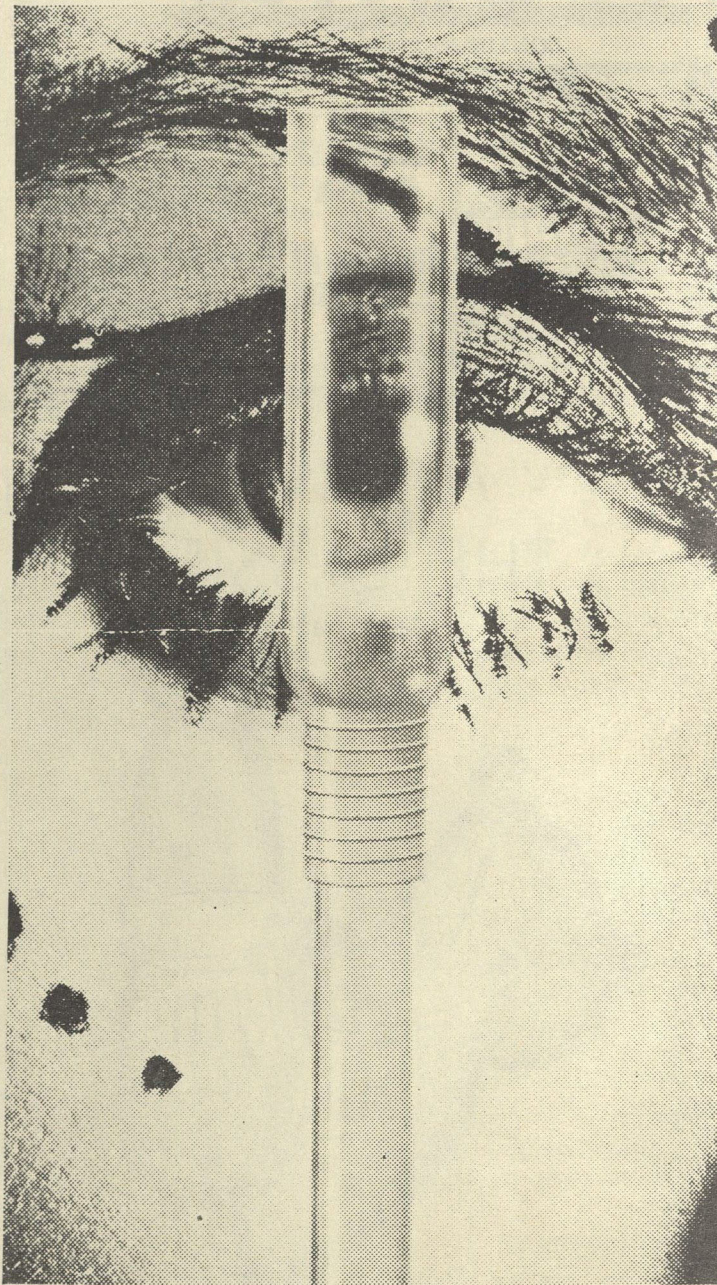
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