Editorial...

Cliches Assume A New Meaning

The beginning of a new academic year is usually a signal for summoning up the old cliches about progress, about innovation, about what a new beginning this will be, but this time the cliches take on new meaning.

The promise of this year is enhanced, freed from the pettiness of social legislation, the college community can turn to the more significant issue of academic re-evaluation and change.

The forthcoming open forums of the Ad Hoc Committee on Student Representation on Faculty Committees provide an opportunity for the expression of opinion on the way students can best share in the decision-making process which affects their academic lives.

The newly-established Office of Community Affairs can add a new dimension to student life through community involvement. The opportunity to work directly with government agencies, with tenants' organizations, and with local redevelopment agencies can help acquaint students with the mechanisms of social and political change at the local level.

Unquestionably, a new outlook, one less self-assured but more exciting that of last years, promises to pervade every aspect of the College.

"Satyagraha"

"Satyagraha" is an Indian word which means literally Truth Force. We hope to be able to live up to this idea.

Brave New Dawn

This Thursday each department will sponsor a meeting to elect student representatives to the newly formed Departmental Advisory Committees. For the first time there will be a legitimate channel of communication on the departmental level through which students and faculty can cooperate in matters of mutual academic interest. It is hoped that these Committees will establish a precedent for increased student participation in all aspects of campus life, while offering us the opportunity to demonstrate our ability to share in these responsibilities.

Therefore, each department will elect a committee "for the purpose of transmitting to the faculty of the department the student point of view on staff appointments, curriculum, and other matters of mutual academic interest." It is hoped that the members of the Committee will be elected from the junior and senior classes. They will then meet with the faculty of the department at least twice a year, and more often at the initiative of either the Department or the Committee itself.

The function of these Advisory Committees is important within itself. But more importantly is their position as the first step toward faculty student participation in an area traditionally void of student opinion. This Thursday the student body will go on trial. We must demonstrate at that time that our desire to participate in academic affairs is not that of a vocal minority, but that of a concerned student body.

Letter to the Editor

To the Editor:

I'd like to take this opportunity to express my appreciation to the Powers that be for their planning and construction of the highly lauded Arts Center past Bill, Fanning and New London.

Or perhaps the new road leads toward the Arts Center--more eyes should be on road than that magnificently expensive and excessively magnificent structure.

Considering the many, many worthwhile expenses of the College and its efforts to please faculty, students and departments with high salaries, low tuition bills and required facilities, I'm thankful that Connecticut College financially equipped this summer to fulfill the ambulatory needs of its residents.

Not only might the College have lost its insurance had students stumbled on unfenced paths, not only might transient teams of bikers have catastrophically crashed had they not been guided by the white glare of the new cement throwaway, and not only might the beautiful green have been utterly ruined by off-limit feet. But also the College might have wasted a timely financial opportunity had it not invested in the new highway. Certainly this highway is pleasingly practical, and ostentatiously attractive.

Perhaps, since this monotony of a "sidewalk" is very much with us, we should all express appreciation, I hear psychodelic sidewalks are very groovy nowadays.

Randall Robinson '70

NEWS

NOTES

Juniors and Seniors who plan to elect one first semester course Pass/Fail are requested to file a Pass/Fail Subject Card in the Registrar's Office, Fanning Hall, by Fri., Oct. 3 at 4:00 p.m.

Further details concerning Pass/Fail courses are given on page 56 of the College Business.

The Student Health Service will again present a series of four lectures on sexuality, the first lecture, which will be on human anatomy, physiology and venereal disease, will be given on Oct. 6.

The remaining lectures are scheduled for Oct. 12, Oct. 20 and Nov. 4. All will be in Palmer Auditorium at 7 p.m.

A "Master Class and Lecture in African Dance" will be presented on Thurs., Oct. 2 in the Dance Studio by Mr. Edmund Duodo and Mr. Abraham Adzrohita, visiting artists from the University of Ghana, visiting artists from the University of Ghana, visiting artists from the University of Ghana, visiting artists from the University of Ghana.

The lecture will begin at 7:30. Observers are welcome. Dance stu-
dents interested in participating should contact Mrs. Martha Myer.

Conn College, laboriously endeavoring to keep up with the times, must still contend with the stigmas of a "Suzette College." But now it's the guys who are packing and road-tripping on Fridays, coming to Conn to celebrate open perilitals.

Freed From Fishbowl

With a smug grin the dates crowed past the Pinkie Palace, nod and noticing that the feet in front of the fishbowl were living, punctuating coffee, and increased expense of Miss Wisner's board. The other friends willingly firmed the drags.

All Dorms Open

At house meetings Wednesday night each dorm opened its doors to "Those not staying overnight ... and it was really nice!"

Concern about bathroom privacy was voiced and dismissed with sophisticated shrug, "The Europeans do it.

Repercussions

Whatever the various opinions of the vote may be, we have to face the inevitable repercussions--crowded Friday classes, disgruntled, outcast roommates, and the strange feeling of sitting in the joke and noticing that the feet in the adjacent stall are bigger and furnish and facing the other way.

The Ad Hoc Committee on Student Representation on Faculty Committees will hold the first of three open forums this Thursday, Oct. 2, at 5 p.m. in the Main Lounge of Cro.

The open forums are designed to gather student opinion on the issue of student representation so that this opinion may be considered in the forthcoming Ad Hoc committee report.

There's A Guy In The John

Or: Parietals Are Passed

...photo by keshen

WHAT'S TO BE DONE

by Barbara Keshen '39

Linda Manno '23

To the Editor:

At the risk of sounding at best conservative, at worst reactionary, I am acknowledging that radical social change has been rapidly achieved on this campus. Unfortunately however, this observation does not obscure the fact that academic liberation has been slower in coming.

The C-Book of three years ago was a veritable testament of "shut up and study!". I shall not drink in the dorm. Thou shalt not entertain male guests except during the magic hours of 1:00-11:00 on Sunday—not to mention behind closed doors.

Thou shalt not enter a female guest more than two nights a month. Thou shalt not enter or leave the dormitory after the 12:00 witching hour. Etc. etc. etc.

With the burial of these scriptures, social freedom was attained. But constraint lives on in the form of archaic academic imperatives. Admittedly, there has been progress toward the liberalization of these constraints. Yet, a lessened restriction remains, nevertheless, a restriction.

Thus academic reforms appear necessary to insure personal enrichment, the expressed aim of the liberal education. Such reforms would include:

1) the abolition of compulsory juggling
2) the abolition of required courses
3) suggested rather than compulsory prerequisites
4) the abolition of the traditional grading system and the consequent institution of an optional pass/fail system
5) self-scheduling of exams
6) extension of the special studies period
7) institution of an experimental college system in which students could create credit courses to be taught by either qualified professors or equally competent students.

The realization of this ideal is within our grasp, but only if we approach our goal with the same determination and thrust which eventually culminated in social liberation.

The education we strive for is unqualified and unstrained. The academic freedom we seek is inherently ours.
A discussion of the possibilities of initiating a major in East Asian Studies was held Tues., Sept. 23. It was sponsored by the Asian Club and by Thomas Havens of the history department.

Chris Webb, '70, president of Asian Club began the discussion by introducing Pam Brooks, '70, who has been trying to gain faculty and administrative support for the East Asian Studies program. Pam pointed out that such a program would be advantageous because it would allow a student to gain an appreciation of the entire Eastern culture rather than confining the student to the requirements of a history major or a Chinese major.

Havens Discusses Format
Havens discussed the format that an East Asian Studies program might take. He indicated that new courses would not have to be added but could be drawn from the existing Asian history, literature and philosophy courses dealing with East Asia, in particular with China, Japan and India.

The only new course which would be added would be an introductory survey course. Havens added that faculty opinion seemed to indicate that most members were in favor of such a program.

College Council Backs National Moratorium
by Linda Rosenweig

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Tuesday, September 30, 1969

DEAN’S LIST - SECOND SEMESTER

Nancy Kay Florida, Regina Anne O’Brien, Susan Ellen Paly and Diane Elizabeth Wasman, all seniors, were named Winthrop Scholars at opening convocation. These Rushwomen were chosen to receive this distinction on the basis of their early election to Phi Beta Kappa after only three years of college study.

Parties and Other Festivities

On Campus Every Tuesday and Friday

Non-Alcoholic Beverages

Two hour delivery charge on orders of any size.

Mr. G’s Restaurant Feeds The Hungry! 452 Williams St. New London, Conn. Telephone 447-1371

DON’T FORGET TO CALL

CHICKEN DELIGHT

Open 7 a.m. to 10 p.m. 24 Hour Wrecker Service

Nancy Kay Florida, Regina Anne O’Brien, Susan Ellen Paly and Diane Elizabeth Wasman, all seniors, were named Winthrop Scholars at opening convocation. These Rushwomen were chosen to receive this distinction on the basis of their early election to Phi Beta Kappa after only three years of college study.

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SANTINI
superintendent to that of a plant manager in an automobile factory. 'There is someone that designs the assembling process, someone else designs the machinery, some-
one else assembles it, and some-
one else inspects it, but we don't expect the plant manager to do all these jobs. Therefore why does the public expect the super-
intendent to accomplish every-
thing?'

Although he describes himself as once a dreamer, Santini still is enthusiastic about establishing the ideal task force that would study in depth the educational system in each city. According to Santini, present reports simply rehash old information.

His plan would call for a com-
plete reordering of priorities such that education would receive the attention of all the country's re-
sources. But, more importantly, there would be a commitment from the local, state and federal governments to implement a real-
istic strategy mapped out by the special task forces "regardless of cost."

Santini explained that instead of the government subsidizing physicists, space scientists and defense operations, it would sub-
sidize members of the task forces: sociologists, anthropologists, edu-
cators and other social scientists.

Needed Institutional Promise

As superintendent of New Haven public schools, Santini failed in an attempt to initiate such a project because of lack of financial support from public and private organizations. "Individuals offer their services, but there was no institutional support."

In reference to Conn's Depart-
ment of Education, Santini was hesitant to express too many grandiose plans, such as urban education programs, for fear of producing rising expectations among the students.

Although he believed that Conn was too small an institution to make a significant dent in the field of education, Santini hoped that this department will assist students in understanding society and its educational system, and will encourage them to do some-
thing most relevant.

"The problem is that we don't have enough brain power in Amer-
ica. To be a good educator you have to have heart and brains. Too often other fields of study are more attractive to those who have "brains."

"The students at Conn have the brains and the heart, and I want to impress upon them the need for improving public educa-
tion."

Miss. Floods

(Continued from Page 3, Col. 5)

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(Continued on Page 7, Col. 1)

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John Meyer

speaks your language

The importance of looking absolutely
smiling! A stupid never
be underestimated.

But it's no problem
when your wearing
the longest coat.

Because John Meyer
went to great lengths
to make the Malton
planner the coat of
the very, $75.

And underneath, the
most important of
Marine in significant
colors: $15.

You meet the
nicest people...at

elmore shoe shop
state st.
Connecticut College has come a long way since 1924 when chaperons were required for all women after 10 p.m., and only choir music could be played in the dormitories on Sunday. Since then, the college has initiated changes which have affected both the academic and social atmosphere of the campus. But, as in most colleges and universities across the nation, there still remains much dissatisfaction in the present higher educational system.

In keeping with this harbinger of change, student challenges to the existing college system reached new heights during the past year. Underlying the challenge is the belief of many students that they are being unjustly held responsible for the final product of their four years in school when they have little control over social and academic matters which affect them. Their major theme is "student responsibility with participation."

Using Non-Activist Tools

In attempting to express their wants, Connecticut College students have not used the activist methods so often associated with student protesting by the public. Demonstrations, sit-ins, occupation of buildings and strikes were practically non-existent tools of the students. This was powerfully illustrated by the almost unanimous rejection by the entire college community of a formal statement on the subject of student disorders which was not applicable to a unique campus as theirs which had been able to handle student wants in the past without major disturbances. Instead, students sought to accomplish their goal of "student responsibility with participation" by means of discussions, ad hoc committees of students, faculty, and administration, and by using existing channel of communication even though they are often slow and ineffective.

Much frustration resulted from this choice of methods, but not any more than would be expected when one chooses to use established channels of communication which tend to resist change.

Changes in Social Sphere

The greatest changes occurred in the social sphere of the college. Students were given complete control over hours in which they may have visitors in their rooms, curfews were abolished, and liquor regulations were relaxed. Visitors of the modernized social code were placed in the hands of the students themselves under the jurisdiction of the student court.

In sharp contrast, academic affairs have not been treated in the same manner. Curriculum and evaluation of professors still remain primarily in the hands of the faculty and administration. Student interest in gaining direct participation in the academic decisions took several directions. First, students, both on their own and in conjunction with a segment of the faculty, sought to broaden their interests in the world outside Connecticut College by sponsoring an unusually high number of teach-ins which included such issues as Vietnam, ABM, Biafra and the Grape Boycott.

Other students worked as tutors in the neighboring communities, or worked on major weekend projects such as Const. Quest, Black Womenhood Weekend, and Religious Fellowship Weekend in order to make education more relevant to world events.

Want Say In Education

Second, students asked for a say in their formal education. This led to a major controversy on student participation in exams which have been traditionally faculty controlled. Some success was achieved when students obtained access to such committees as the admissions committee, special studies committee which plans a liberal independent study period, the student-faculty academic committee which submits proposals to a closed faculty instruction committee, and the newly formed student-trustee committee.

Student representation on this committee has resulted in the present pass-fail system, more flexible scheduling of examinations, the initiation of student-planned interdepartmental majors, special studies period, new and relevant course offerings, and fulfillment of over-restrictive academic requirements. But students still desire even more drastic alterations in the present system.

For example, students want a more extensive pass-fail system, revision of the present comprehensive examination system, more courses which are relevant to today's problems, self-scheduling of examinations, and a role in the termination, hiring and promotion of the professors that teach them. Many believe that increased participation of students in the initial decision-making process in the academic sphere of the College would give students an opportunity to design a more relevant and unique academic program for themselves.

Favor Student-Faculty Ctte.

Some students and faculty favor a comprehensive system of student-faculty committees as a solution to the problem of "student responsibility with participation." They advocate giving students legitimized representation either through a vote or other formal mechanisms on the present faculty committees.

Their main argument is that students are a significant杰 that a professor's ability to teach and should have some say in what they are being taught.

This group states that there is now no legitimate mechanism by which students can express their opinions on a professor's status or course selections. Usually students do not even know of a professor's dismissal until after the steps have been taken.

Students help out in the community.

Another group of students and faculty favor a more moderate approach—a continuation of the present system of closed faculty committees with parallel but separate student advisory committees.

This group basically considers the judgment of faculty on course offerings a professional matter to be handled by faculty members with advice from students. They recognize that in order for students to evaluate a professor they must have access to all personnel and documents associated with the matter. This involves many confidential statements which they believe do not belong in students' hands.

Students Work With Dept.

One step in this direction has already been taken by establishing student departmental advisory committees which will transmit (Continued on Page 7, Col. 1)
You've Come A Long Way
(Continued from Page 6, Col. 5)
the department facilitates the student point of view on staff appointments, curriculum and other matters of common interest. But students are still not given a definite vote or representation on these matters.

Towards the end of last year an ad hoc committee of students, faculty and administration was appointed to comprehensively study the entire question of student representation on faculty committees.

The committee has been working during the summer and will submit a report to the president of the college at the beginning of the school year. Most students believe that the change which has come about in the past year has been good, but they want assurance that this change will not end. They seek to establish a mechanism within the present decision-making process to allow for continual change, and in doing so they hope to establish more effective lines of communication which will allow for equal expression of the views of all sectors of the college community.

The student's ultimate goal is to form a true community government at Connecticut College where responsibility means active and direct participation and where education is "relevant" to those being educated.

napkins, blankets and children's items. In the destroyed towns are people referred to as "grave-diggers" who are selling bars of soap for $2.50 each and glasses of water for $1.00. Even when the federal funds come through, they will be used to rebuild the towns and not for the personal needs of the people.

Boxes will be set up in each dormitory so that everyone can help contribute. According to Kate Fowler, who is organizing a Mississippi Flood drive on campus, if every student on this campus would donate a bar of soap it would be a tremendous help.

Anyone who would like further information on what they can do to help or is interested in assisting in collecting items is asked to contact Kate in Lazarus or Box 1354.

According to Kate money should not be sent directly but instead should be given to the New London Red Cross which would then buy supplies and ship them down.

"Please, if you possibly can send these people some personal items, I know they'd be eternally grateful for they're just coming out the animal existence they've been living since the flood."

Students write letters to Congressmen concerning ABM.

LIBERAL ARTS MAJORS:

Each year, NSA offers challenging career opportunities to Liberal Arts majors through participation in the Professional Qualification Test. This year, NSA has scheduled the PQT for Saturday, October 18, 1969. Completion of this Test is a prerequisite to consideration for NSA employment.

The Career Scene at NSA: The National Security Agency is the U.S. Government agency responsible for developing and maintaining communications security systems that are vulnerable to attack. As an NSA professional, you will be trained to work on programs of national importance in such areas as:

- Cryptography—developing & logical proving of new cryptologic concepts
- Research—the gathering, analyzing, and reporting of substantive data
- Programming—includes data systems program writing, and development of mathematical and administrative procedures
- Documentation—technical writing in its broadest sense, including research, writing, editing, illustrating, layout and reproduction
- Your specific academic major is of secondary importance. Of far greater importance are your ingenuity, intellectual curiosity and perseverance—at least a desire to apply them in assignments where 'imagination is the essential qualification.'

SALARIES start at $7,039.00 and are supplemented by the benefits of career federal employment.

ADVANCEMENT AND CAREER DEVELOPMENT—NSA promotes from within, and awards salary increases to assume greater responsibility. You also to stimulate your professional and intellectual growth in many ways, through exposure to formal and on-the-job training. Staff advanced study at any of seven area universities can be partially or wholly reimbursed through NSA Fellowships and other assistance programs.

The deadline for PQT applications is October 8 (for the October 18 test). Pick up a PQT booklet at your Placement Office. It contains full details and the necessary test registration form. College Relations Branch, National Security Agency, P.O. George D. Meade, Maryland 20755. Afrn: M221. An equal opportunity employer, M/F.

national security agency

PQT can open a whole new world of opportunity...

...where Imagination is the essential qualification.

Miss. Floods
(Continued from Page 5, Col. 4)

the price of chains and slavery! Forbid it, Almighty God! I know not what course others may take, but as for me, give me liberty, or give me death" Speech in Virginia Convention, St. John's Episcopal Church, Richmond, Virginia. (March 23, 1775)

Buy U. S. Savings Bonds, new Freedom Shares


Washington, D.C., 1969

...where Imagination is the essential qualification.