Conn Nominates Coeds For Watson Fellowship

by Lee Mills

Melanie Dreisbach, Marit Griswold, Katie See and Edward Cobb, dean of the college, on Tuesday.

There are among 55 candidates chosen by twenty-five participating institutions. The Watson Foundation will choose 55 final recipients, following personal interviews by Foundation representatives.

The Watson Foundation, initiated in 1906-1909, is a program intended to extend to college graduates of outstanding promise to engage in an initial postgraduate year of independent study and travel abroad.

A candidate's proposed program should enable the recipient to pursue a program toward which he or she has planned to pursue the "right" area of potential interest.

If awarded the Fellowship, candidates have planned to pursue very different areas of study. Melanie Dreisbach will continue her study of a painting by Lucas Cranach the Elder, a 16th century German artist. Melanie first became interested in the painting "The Foundation of Youth," which she undertook a study of the religious significance of the painting. Melanie hopes to reinterpret the painting.

Katie See and Edward Cobb, dean of the college, felt that students should be allowed to attend meetings in order to become "enlightened members of the community." She felt that attending faculty meetings would be a valuable educational experience for students.

Mimi Griswold will research a French artist. Melanie Dreisbach, Marit Griswold and Edward Cobb, dean of the college, on Tuesday.

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Of all possible chamber group combinations, a flute, oboe, clarinet, bassoon and French horn make up one of the most sonorous ensembles.

The Dorion Quintet has captured this particular phase and presented a program of mostly Baroque music which lends itself to that unique quality of the group.

The first piece was an extreme fine opening number in the fact that it presented the group unisonously as individuals while still using much of each instrument's range and color. Besides this, it introduced the group's single musical purpose as an entity.

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The question of the work presented the group's relevance to that period. The opening movement was lyrical, as was the whole work, but the emphasis here was on a concerted sound and the subtle patterning of instruments. The most noticeable was the oboe with the flute clanging tenaciously trying to make it sound like one instrument. This precision is one of the prerequisites to becoming a fine chamber group.

The horn had the smallest part, in the middle movement and when used, was only a foundation. Perhaps this was in Nielsen's mind for when scored, the horn was given beautiful melodic fragments. The final movement solidified the piece in the repertoire with a deep moving Prussianism that melted to a theme and eleven variations.

The oboist took up his English horn and drooped the tone of the oboe to a fuller level. If this were not enough to work on, Nielsen had his last theme incredibly sweet-sounding and the variations were so diverse and interesting that it revitalized this form, so often thought of as being boring and academic.

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Mozart, Ibert and Soloist Highlight Romantic Program Of Dorion Quintet

by Michael Ware

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Editorials . . . .

Canvass For Peace

Students are in the midst of planning the November 14 and 15 March against Death in Washington, D.C. The March promises to give expression to extensive anti-war sentiment.

While periodic demonstrations similar to the November March and the October 15 vigil are important to keep the issue of Vietnam before both the government and the American people, it is also necessary to begin work toward a more lasting nature. It is clear that the New London vigil did not mobilize the student body and perhaps many people who can engage in anti-war activity on their own, they must be made aware of the compelling nature of the situation.

It is necessary, therefore, to begin the mobilization of the community through an intensive educational campaign.

There will be an organizational meeting tonight to plan a student door-to-door canvassing of the New London community. Students canvassing will be provided with detailed fact sheets about the war in Vietnam, as well as a list of suggested anti-war activities. With these facts and with this list of activities, students of New London will be in a better position to undertake anti-war activity by themselves.

Such community-initiated activity would aim at reversing the anti-war base through further canvassing, rallies, films, presenting speeches involving editors, city officials, P.T.A. members, Kiwanis and Rotary Clubs. The purpose of such an educational campaign would be to pressure local officials to convey the anti-war sentiment of their constituents to President Nixon.

Already 697,324 soldiers have died in Vietnam. This does not mean that the false assumption of deaths, Thirty cent of the annual fiscal budget of the United States goes toward the maintenance of the military and increased expenditures on the military base.

We must utilize every possible means of stopping the war now. Come to the organizational meeting tonight in Plant 7 3 p.m. Canvass for peace . . . human lives must remain on your conscience.

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Ad Hoc Committee Proposes Student Representation

The Ad Hoc Committee on Student Representation on Faculty Committees will present its final report on Wed., Nov. 5, their final report. The proposal was formulated after much discussion among the committee members themselves, and

Statement by the Chairman of the Committee:

It is the consensus of the Ad Hoc Committee that acceptance of the principle of student participation in faculty committee activity is of great importance to Connecticut College at this time. Our proposed plan is simple and clear-cut: equal numbers of students and faculty as voting members of the Standing and Special Committees as listed below is their final report. The proposal was formulated after much discussion among the committee members themselves, and

1. Administration: The Ad Hoc Committee recommends that student members attend meetings at which matters of academic policy are discussed but not those devoted to action on student's academic standing.
2. Admissions: This committee has student representation only in the phase in which it is established. The Student-Faculty Academic Committee and in voting to include students on the Academic Committee. Administration: The Ad Hoc Committee recommends that the Faculty and the Student Committee meet together to establish the Student-Faculty Academic Committee and in voting to include students on the Academic Committee.
3. Honor and Social Life: The Ad Hoc Committee recommends student membership on this committee.
4. Library: The Ad Hoc Committee recommends student membership on this committee.
5. Nominations: The Ad Hoc Committee recommends that students have their own nominating committee for nomination of student members and that the Student Nominating Committee and the Faculty Nominating Committee meet to establish the Student-Faculty Academic Committee and the Instruction Committee.
6. Faculty Committees: The Ad Hoc Committee recommends student membership on this committee.
7. Monographs: Ad Hoc Committee recommends student membership on this committee.
8. New Proposals: In addition to the above, the Ad Hoc Committee recommends student membership on the following committees:
9. Scholarship: The Ad Hoc Committee recommends student membership on this committee.
10. Student Senate: The Ad Hoc Committee recommends student membership on committees in which the College needs to be involved with decisions affecting the college community.

At the November 5th meeting of the Faculty the Ad Hoc Committee will present their final report recommending that the new plan be adopted. The ad hoc committee is now ready to make recommendations regarding the operation of the committee.

As a member of the Faculty, I would like to add the following comment: Since joining the Connecticut College Faculty in 1965, there has been a considerable amount of internal change, even though these changes have been viewed as slowly and have not been very dramatic in nature. It seems to me that the faculty committee structure has changed the least of our various systems. However, it is difficult to avoid any suggestion of "tokenism" or effort to "keep the pieces in place."

It is obvious that there will be problems for the Faculty in the mechanics of setting up the committees, scheduling meetings and coming to a consensus on the nature of the work. Once the committees are formed, there may be some difficulties in arriving at a consensus in various deliberations.

For the student, there may be problems around involving sufficient numbers of students in the nominating and election procedures so as to assure a reflection of broad as well as deep student concern and interest. Students are likely to find some of the committees more appealing than others which could give rise to difficulties for students, as there now are for faculty, in finding enough individuals who are willing to serve and able to commit the required amount of time.

Many individuals from the Faculty and the Student Body have brought to my attention the variety of problems which could arise. Nevertheless, our committee in supporting the principle, views "problems" as challenges to be dealt with as they arise rather than as reasons why a new plan should not be adopted.

Much consideration has been given to the question of parity. We deem this as essential in the light of the students' wish to form committees and be involved in the work. Otherwise they may serve merely as individuals available to express student opinion on issues of mutual student and faculty interest when the faculty members of the committee do not. It is our opinion that in no case should the faculty have the final say or the final authority. It is important to avoid any suggestion of "tokenism" or effort to "keep the system." It is sufficient and clear-cut: equal numbers of students and faculty as members on the Standing and Special Committees, as listed below, is the consensus of our committee that it would be in keeping with the spirit of our proposal that they have representation.

1. Administration: The Ad Hoc Committee recommends that student members attend meetings at which matters of academic policy are discussed but not those devoted to action on student's academic standing.
2. Admissions: This committee already has student representation. It is assumed that there should be a proceeding for student election these committee members would be elected according to established procedures for student membership.
3. Honor and Social Life: The Ad Hoc Committee recommends student participation in planning of all ceremonies.
4. Convocation: The Ad Hoc Committee recommends student membership on this committee.
5. Graduate Studies: Ad Hoc Committee recommends that the graduate students have their own nominating committee to nominate students for membership, such members to attend meetings at which a student's candidacy is considered.
6. Library: The Ad Hoc Committee recommends student membership on this committee.
7. Interdepartmental Majors: The Ad Hoc Committee recommends student membership on this committee.
8. Library: The Ad Hoc Committee recommends student membership on this committee.
9. Nominations: The Ad Hoc Committee recommends that students have their own nominating committee for nomination of student members and that the Student Nominating Committee and the Faculty Nominating Committee meet to establish the Student-Faculty Academic Committee and the Instruction Committee.
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Ad Hoc Committee Proposes Student Nominating Cite.

The Ad Hoc Committee on Student Representation on Faculty Committees has proposed that a Student Committee on Nominations be established as follows:

a. The committee will be elected three times, the first time on the Opening of the academic year, the second time in January and the third time in April.

b. To meet jointly with the faculty committee on nominations to receive suggestions regarding the operation of the committee and the formation of new committees.

c. The process of election shall be as follows:
1. The nominations committee shall present a list of students elected from the respective classes (one freshman, two sophomore, three junior and four senior) as recommended by the President of the Student Government, each class. The committee on nominations shall present a list of students who have been elected in February and will begin their activities in March. The elections will be carried out in the same manner and at the same time as the faculty committee on nominations.

WATSON (Continued from Page 1, Col. 2)
The Student-Faculty Academic Committee believes the proposed calendar to be more compatible with the academic interests of both the students and faculty for the following reasons:

1. By beginning classes earlier in September, students and faculty will be available earlier in the spring for summer employment at a time when the job market is open. Most summer jobs terminate by Labor Day, students and faculty are able to return at this earlier date.

2. The proposed calendar has an instruction period of 63 days as opposed to 65 under the 1969-70 calendar. Please note, however, that generally the instruction period will be longer than 63 days as in September, 1969, Labor Day Falls on the latest date possible, September 7th.

3. Having one's examinations before Christmas allows the student to be examined while the material is still fresh in his mind. (This is especially important for language students.) Such a system might also alleviate deadlines on faculty if grades did not have to be submitted before the end of the Christmas recess.

4. In light of the new campus job market, an extended period of vacation would allow the student to supplement her earnings with a short-term job.

5. Student opinion is divided as to whether a longer or shorter Special Studies Period is desired. Under the proposed system with Special Studies immediately following Christmas vacation, the student would have the choice of coming back to a short Special Studies Period or of beginning during the extended Christmas vacation a more specialized project to be continued during the Special Studies Period.

6. Please note that the spring recess dates are flexible and should be made to coincide with the Wesleyan calendar.

7. This proposal would be facilitated by the adoption of the proposal for self-scheduled examinations.

academic Committee Presents Proposal For Self-Scheduling of Examinations

The following proposal for self-scheduling of examinations was formulated in the intersession period adopted by Mount Holyoke College as a guideline. The Student-Faculty Academic Committee proposes that:

1. On the last day of classes each student will receive examination registration cards in each of her courses. These cards are to be presented to the registrar on the occasion of which examination she elects to take the final examination.

2. The student may report to the Office of the Registrar at one of three times, each examination day when she will exchange the examination card for the final examination.

a. Between 8:30-8:50 A.M.

b. Between 10:00-10:20 A.M.

c. Between 2:00-2:20 P.M.

3. The student may take the examination at any location she wishes, with the understanding that all classrooms normally utilized will be at her disposal if she so chooses.

4. All examinations will be composed and placed in a sealed envelope, and returned to the Office of the Registrar within a three-hour period.

5. All examinations requiring individual aids may be self-scheduled by the instructor during the first four days of the examination period.

6. All students must complete their last examination no later than 10:30 P.M. of the last examination date (Jan. 15).

The Student-Faculty Academic Committee has found that the matter of self-scheduling of examinations is of primary concern to the student. A proposed system is designed to alleviate tension. For this reason, a system allowing for possible examination time was established to provide a more flexible structure.

The Office of the Registrar has informed the Student-Faculty Academic Committee that due to the recent curriculum revisions, a more flexible system is now both desirable and preferable. The Registrar, however, requested that the examination period be shortened by two days in order to aid the faculty member who may find difficulty in grading the examinations over the extended period.

The proposed system would allow for an extended Intersession this year. The brevity of the present Intersession was one of the most consistent sources of complaint among students. Early in the second semester, both faculty and students will be given an opportunity for evaluation of the system.

The proposed academic calendar for the 1969-1970 school year is tentatively set as follows:

- September 5: Freshmen arrive
- September 8: Freshmen registration
- September 9: Sophomore, Junior, and Senior return
- September 10: First Semester Classes begin
- November 25: Thanksgiving recess begins
- December 29: Thanksgiving recess ends 11:30 P.M.
- December 29: First Semester Classes end

The Academic Committee has recommended the above dates to the Academic Calendar Revitalization Corps, which has been formed to present a proposal for either a shorter or longer calendar to the Academic Committee. The proposed system would be adopted by the Academic Committee that due to the recent curriculum revisions, a more flexible system is now both desirable and preferable.

Students wishing to apply for Fulbright-Hays Full Grants, Fulbright-Hays travel grants or foreign grants offered by foreign governments or universities should consult with their major advisors regarding their proposal before submitting applications to Dean Jewell Cobb by the Nov. 25 deadline.
Rock Concerts Come To Conn This Winter
by Gail Herbert

This college year has been brightened by the advent of rock concerts on campus. Last Friday night, the first indoor concert was held in Palmer Auditorium.

The evening started off slowly with a traditional Tammany malcontent group called Baxter. They played songs from the Beatles and from Simon and Garfunkel, as well as some of their own compositions. Among their selections were "World of Fantasy" and "Loud and Clear.

As musicians Baxter had a good feel for their instruments. The songs with vocal accompaniment were weaker because of the lack of quality of the soloist's voice.

Behind the band projectors flashed a light show on the back-up screen. The colors coaxed and pulsed to the rhythm of the music, creating an atmosphere of sight and sound for the audience.

After an intermission, folk-singer and guitarist Rob Buchanan performed. He had a pleasing and sonorous voice that went very well with his choice of songs. Rob sang songs with which the audience was familiar, such as "Sisters of Mercy" and "Get Together." For a change of pace, the next group was a blues band. The group, Room Full of Blues, was very good and sounded quite professional. The lead singer gave an excellent voice to its best use when he sang "I Smell Trouble," and "Ain't No Big Tall On You Babe.

The band was composed of a pianist, two guitarists, a drummer and a member who played both the saxophone and the harmonica. All the performers played their instruments with skill, and the sound produced was true blues.

The last group to play was Happy Sonnys. After having some problems with their equipment, they warmed into their music and produced a heavy rock sound. Again a light show was projected behind the musicians, and the stage became a collage of sound, rhythm and color.

Although the concert was four hours long, most of the audience stayed until the very end. It was well attended and well received, and it promised to be the beginning of a successful winter of concerts.

The Andante was particularly notable in that it didn't give in to excess development. Brevity completed the material and in not overemphasizing, made this petite composition end very soon after it began.

The final work again was just perfectly enjoyable to make the listener feel at home; yet the melodies here, on which a chamber group so often depends, were lifted to a higher level, making the music brighter and not letting the evening's program regress.

"Scherzo" from Wright's Quintet in E flat, K. 452, omitted the flute and added a piano played by Mr. Christiansen.

It was supposed to be the highlight of the evening and Mr. Christiansen rose to the challenge in a most impressive fashion. For his third work, a transcription of the last movement of Bachianas Brasileiras No.6 for clarinet by Villa-Lobos, Mr. Christiansen and the clarinetist at first seemed to be somewhat frayed at times.

To Conn This Winter

Bachianas Brasileiras No.2 for flute and clarinet by Villa-Lobos gave us a sample of his highly melismatic style of melody as shown to a greater extent in a later work, "Bachianas Brasileiras No.6." The flute and bassoon, in the final work, a balance is struck between the melody treatment and the rhythmic pattern being set, and syncopated.

Mr. Christiansen explained that the elimination of nuclear or biological and chemical warfare should rest with the government or an affiliated corporation. Mr. Christiansen believes that the public's primary concern over defense weapons should rest with the desire to eliminate nuclear weapons.

The student attendance at these discussions was poor. Mr. De Santo emphasized that the elimination of nuclear or biological and chemical warfare weapons will depend upon the persistent effort on the part of the citizenry to make its feelings known to the federal government.
write a single history of the one people of God; it turned instead to the writing of a public history which can, and must, be accepted not only by Jew or Christian but also by atheist.

Likewise, in our society we have rejected the total Greek solution of the politi, where the political good is identified with the abstracted black instructions. I hope that the College will succeed in these efforts. My concern, however, is that some of the arguments advanced during the meeting may threaten the very existence of the College by their misconceptions or heritage.

The College is not a church; it is not a political party; it is not a branch of the government. The essential function of the College is to create and foster a public domain of language, thought and knowledge. It can be seen that in the modern world neither a creed nor a universally imposed party doctrine can provide this and that we must somehow construct it through the kind of knowledge exemplified by modern science or history. Hence we live in a society

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It seems to me that all of us have recognized substantial agreement that the College ought to make vigorous efforts to attract qualified black instructors. I hope that the College will succeed in these efforts. My concern, however, is that some of the arguments advanced during the meeting may threaten the very existence of the College by their misconceptions or heritage.

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Playtex tampon was always a little society which must demand these colleges and universities cannot long exist without them.

At this point, I think it is evident that the little reflection will show that in such a college in such a society it is as foolish to argue that only whites can teach white history as it is to argue that only a Nazi can teach Nazism as to argue that only a Jew can teach the Old Testament. All these arguments involve a college in what is for the one "we against the Holy Ghost," the one unforgivable sin, which is the denial of its essential function in creating and preserving the public domain of thought and knowledge.

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