The Student Advisory Committee, which were established to provide broad student representation in decision-making processes within the various departments, were assessed for Satyagraha by various students and faculty committee members. The general consensus 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 Helfman, '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 here. 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 of the committees has occurred 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 finding out what needed to be changed." Thus the students 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 with one of these disciplines.
- Another innovation is the granting of credit for summer internships, provided that the student prepare a paper and has an interview with her professor.
- Ellen McCay '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 committee 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. Continued. Among the areas covered were course critiques and possible programs to replace the integrative function of the committee.
- Department size seems to have little bearing on the kind of faculty and students. The case of two small department, students met frequently during the first semester to discuss and decide upon curricular changes that will be effective next year.

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A Modest Proposal

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

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

The intention of the proposals authors was not, as they have since made clear, to make anyone or all of their innovations 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, indeed, 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 Amalgam, originally scheduled for March 5, had to be cancelled. Because of the high student attendance at the student government candidates' February Speech Amalgam, the prospect of having a successful induction meeting seemed remote.

At one time, of course, attendance at an "Amalgam" was compulsory. With the abolishing of things compulsory, attendance at these "all-college" meetings plummeted. But both the Speech Amalgam and the Induction Amalgam served a purpose.

The Speech Amalgam, obviously, served to acquaint students with the policies of student government candidates. The Induction Amalgoms of old not only acquainted the college community with new students, but also in the commonality in which we will live—we of the Conn-Cquest Committee—would prefer to remain leaders. Conn-Cquest was not designed to proselytize; rather, its goal is to inform and educate, and if the students, faculty and administration 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 amongst us? If you can show as much enthusiasm in this cause as you have shown in your recent academic calendar, then I am sure Connecticut College will become what it professed to be—"a liberal democratic institution". You can't turn your faces on the black students that need you. Can we now see justice to Conn, or will we continue to struggle democracy until the is no more.

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

A Bluff Student in Love.

J.W. Walters

To the Editors:

Conn-Quest has been in recent days a focal point of American youth, and one of the members of the Conn-Cquest Committee, is a rising tide. The abnormally low level of participation in Conn-Quest by the faculty, students and administration of the college makes us highly concerned about our "community". At most, there were 350 people at the major colloquium and forum, and this number fell rapidly after the first speaker. We estimate that the same number attended the after- noon sessions, 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 on this campus were here on the weekend, and the disinterest recorded for the faculty and administration was just as bad if not worse. The redundance of The Prophet walked out of Palmer in the middle of one of the morning morning speeches was as amazing as the apathy of those who stayed in their dorms.

We realize that there are those students who have participated in a week-end with an unpaid obligation, all of us enjoy being told to not participate.

The Conn-Cquest Committee

Letters to the Editor

To the Editors: Connecticut College—A Fraud

This letter is an appeal to all the students of Connecticut College. We will all be accomplices to a crime committed by the faculty, and hence the philosophy department. They have defined "maturity" to be four different things in four different courses. The upshot of all these courses of arm- chair philosphers 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 what is going on and they have condoned it. They have exhausted the constitution in order to get true black instructors at Connecticut College. If you don't believe me, 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 liberate Connecticut College.

Students, I urge you to join together; we have a common cause. I say this because that 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 amongst us? If you can show as much enthusiasm in this cause as you have shown in your recent academic calendar, then I am sure Connecticut College will become what it professed to be—"a liberal democratic institution". You can't turn your faces on the black students that need you. Can we now see justice to Conn, or will we continue to struggle democracy until the is no more.

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The Conn-Cquest Committee

To the Editors: the article by Susan M. Grewey which appeared in its entirety on page 10 of this issue represents a misunderstanding of the concept of a 101-point academic program which appeared in the column of May 20.

To say that the proposal pro- vides a feasible, realistic approach to the education of all students is to radically misrepresent the intent of the proposal. With the exception of the separated proposals, 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 facili- tation as would best suit his or her needs.

All the structure which presently exists would be left intact if the eleventh 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 (majors, grades, faculty- instructed classes, prerequisites, requirements) as now exist. None of these would be swept away.

We agree that "a college should act as the center of the academic community". It was for precisely this reason that an all-college structured education was suggested. By allowing students to choose their own options, the proposal provides for an "undergraduate freedom of indi- vidual choice. This, in turn, would allow each student to design his/her own education suited to his individual needs.

To the Editors:...
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 February 10 and a front-page story of February 17, have called our attention once more to the matter of heavily subscribed courses. Both

Dean Jordan Explores Comple...

What remedies can be suggested for this dual problem? Changes in departmental staffing and course offerings provide one incomplete solution. But there are others. What requirements (this is their second year) for stable enrollment patterns may become class size department will grow larger. In future years, and other courses, will contract. This process of redistribution is already under way. But the response inevitably lag behind student demands. Wesleyan's specialties, for better or worse, are already limited by the College's financial resources and its commitment to a wide variety of academic offerings. We have already established the enrollment floor of some courses and the ceiling of others. 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 filled. Students can hardly be expected to attend courses that are not open to the public.

Let us also explore the merits of enrollment limits in certain courses coupled with fair rules governing access, rules which give priority to majors and follow principles of seniority. If limits are known to students, properly administrated and enforced by the registrar, the results may be more beneficial than burdensome. Students in such courses will not find themselves unexpectedly part of a mass. Others temporarily denied access to the courses may reapply for admission when programming next year. Waiting for something you want is bearable if you are reasonably assured of getting it eventually. To deny them limits, for fear of leaving one critical course without adequate students, though in some cases they would then be able to fill, limits are desirable for the College. Students may have to decide which courses they will be able to grow as student interest dictates and the size of the class room permits.

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 slightly faster than the student body. In 1959-60 there were 93 full-time faculty (plus 36 part-time) and 1,101 full-time students (plus 278 part-time). The notable increase in part-time students reflects the success of our Return-to-College Program and the growing number of local residents who study here as Special Students. But before 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 student body has grown by 478 (48% increase) 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 10.13 in 1969-70. If one includes in the calculation part-time faculty and students, the student-faculty ratio during a time of rising costs in higher education. While the College...
BOOK REVIEW
The Success Major: An Educational Crime
by Valerie Fletcher

Education becomes more universal, our universities grow larger, but the American educational system does not necessarily entail a better, more learned, and more useful student. This is the opinion that Robert M. Hutchins supports in his book, "The University: An Also-Ran." In American colleges, students are trained and separated from study and are ignoring many other useful subjects. As a result, today's students are channeled into believing that the ultimate goal in life is not to learn, but to be a success. In order to accomplish this, one loses the goal of things that will help him in achieving this aim.

As a result, today's students specialize in their own particular area of study and make little effort to understand the basic principles. Economic majors know little or nothing about the natural sciences. At the same time, many students, after graduation, suffer from a severe "lack of communication." They are ignorant of the methods that lead them that are narrow and far from wise.

Hutchins, in a protest, questions this entire system. He insists that education reform is needed in order to prevent the production of wise citizens. Instead, he prefers to reform his students, his faculty, his courses, his university. He insists that all students must be taught universities. It is apparent that a coffee house around central campus. As funds for the proposed coffee houses are increased industrialization. Universities are to be taught universities. It is apparent that a coffee house around central campus. As funds for the proposed coffee houses are increased industrialization. Universities are examples of suggestions came to arise.

The biggest need for a coffee house is for a broad education. The aim of an education is to prepare students to take in the future. (At the same time, the college for their opinions. Students are students who are capable of being wise but to be a success. In order to accomplish this, one must learn about controversy or corruption. Professor should present them with the possibility that the students may study, think, and discuss, and evaluate the contrasting beliefs and choose the most reasonable one.

For him, the success major is a "load of bull" or "baby-sitting" setting. Curriculum must include only the number of subjects that will stimulate the student into producing something of his mind. Hutchins' goals for purifying the educational system are marked by a number of extremely reasonable responses, indicated broad support for an alternative to the present system.

The success major 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 course on meditation. Clarke also installed that students should not be taught only one opinion on a subject. Hutchins believes that students should be revealed to students capable of mature reasoning. No ideology or philosophy should be banned as too controversial. Trained students will be able to discuss, discuss, and evaluate the contrasting beliefs and choose the most reasonable one.

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The "Living-Learning Community" is a recently formed group of students at Wesleyan University, equally divided between men and women, and most committed to the effectiveness of the community. The female members will be drawn from the transfer students at Wesleyan as well as those cohorts who will be at Wesleyan in the next Eleven College Conference Program during 1970-71.

The organizers are seeking a diverse group of people who will stimulate a variety of interests. These activities, in such areas as music, theatre, politics, and everyday community service. Specific programs will evolve as a result of the group's concerns.

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-developing 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 revivals in the political programs and suggest more effective approaches to instruction by participating in actual classroom situations, especially at the introductory level. Their aim is to attempt to run programs of constructive criticism and raise basic questions. The members hope that this will eventually stimulate other students to follow their lead.

Some similar communities have been started on a few campuses, such as "The Living-Learning Center," a student project on Ohio and "Project Ten," an extension of Free University City, in the University of Massachusetts. "Project Ten" included five ethnic communities, the"students, equally divided into men and women, equally divided into men and women, who had proposed the following plan:

UP AGAINST THE IVIED WALL??

By Cheryl Tennen

The organizers of this group, David Black, Mark Hodges, believe that there is an immediate and urgent need to build autonomous and legally recognized communities across the United States. They recognize the merit of not only isolated, rural communities but also the equal validity for autonomous and largely autonomous institutions based on fundamental concepts of the community.

The organizers view the "Living-Learning Community" as a potential catalyst for the creation of autonomous and largely autonomous base within the university by working within the existing structures. They believe that there is an immediate and urgent need to build autonomous and largely autonomous 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 during a visit to Pendle Hill, a Quaker community outside of Philadelphia, Pennsylvania. Thus 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 offers a unique service—\n
The "Living-Learning Community" is held 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 sulfur content of fuels to one percent by September 1971. The regulation will help limit the amount of sulfur dioxide pollution as the result of combustion of fossil fuels with high sulfur content. New York and New Jersey have similar regulations concerning the sulfur content of fuels.

Mr. Walter supported the regulation, but recommended some modifications in the schedule for the implementation of the plan. The modifications called for gradual decrease in the sulfur 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.

come forth and add his voice and ideas.

Please note the following for present and future use.

Chairman of J.B. Ames "Living-Learning Center", 382, extension 511, Darkness; Class of 1971: Cara Tasca-Torres, box 1890, Wright; Lucy Van Box 175, Bluf uur, box 1070, Freeman.

Women Continue to Suffer Unfair Academic Policies

by Maryann Vargentes

Women have recently become more vocal about their distress over academic policies which discriminate against them. They want not only to obtain rights equal to those of their male counterpart but also to understand and benefit from the many and according policies of the college.

In her 1968 speech, "Women: Academic Freedoms and Group-Discrimination Practices and the Double Standard," Miss Van Voorhees, member of Connecticut College's registered group of women of the Department of Sociology, stated, "A woman is not a woman in a man's world, mother, grandmother—everything. So she was not the one expected of them. Nobody can live up to it... We have to change our notions about what a happy home is, no longer enough, for a college educated woman."

It has been commonly 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 themselves. Many women feel that the early 20th century suffrage movement has not proven to be continually pervasive in our society. Since 1969, in the Psychology Today, Marina Horner has stated that "the struggle for women's liberation and women's rights is not only a "women's" movement, it is a "men's" movement. Men have openly begun to contest the notion that "women's liberation" is "women's business". They have been considered to be "nurturing" and "subservient" to men, both individually and organizationally, by all other movements. But sex roles are changing, and many feel that the Women's Liberation Movement is a natural extension of internal liberation."

Although this group is completely independently of the college, the members hope that this will eventually stimulate other students to follow their lead.

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House of Rep Debates Academic Proposals

by Peggy Mclvor

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

Linda Mano 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, grades would not be recorded by the floor.

Much discussion centered on point four which would provide every student with the option of taking a course pass/fail 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) grades and b) purists credit with pass/fail.

"EXACTLY WHICH EUROPEAN COUNTRIES DID YOU VISIT?"

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COMMING EVENTS

JULIARD STRING QUARTET (ARTS CENTER) March 11 Palmetto

EASTERN CONN. ORCH., William Dale, Conductor March 15 Palmetto

Richard A. Underwood March 11 Chapel

PENNELLAS RESTAURANT AND BAKERY Decorated Cakes for Birthday Parties and Other Festivites

COMING EVENTS

JULIARD STRING QUARTET (ARTS CENTER) March 11 Palmetto

EASTERN CONN. ORCH., William Dale, Conductor March 15 Palmetto

Richard A. Underwood March 11 Chapel

Thoroughly Modern Mama...

photo by CPS

1972

Gail Coad '72

(Continued on Page 7, Col. 15)

Junior Year in New York

Three undergraduate colleges offer students from all parts of the country an opportunity to broaden their educational experience by spending their Junior year in New York. New York University is an integral part of the exciting metropolitan area of New York City— the business, cultural, artistic, and financial center of the nation. The city's extraordinary resources, which broaden and complement the experience of living at New York University with the most cosmopolitan student body in the world.

This program is open to students recommended by the deans of the colleges where they have earned their degrees.

Courses may be taken in the following fields:

School of Commerce
School of Education
Washington Square College of Arts and Science

New York University also sponsors: Junior Year in France (Paris) Junior Year in Spain (Madrid)

Write for brochure to Director, Junior Year in New York.

NEW YORK UNIVERSITY New York, N.Y. 10003
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 notorious fumes emitted from the cars driven on campus.

If the writers of this series are looking for nominations for a Species award, I think one only fair that we award ourselves this prize.

Sincerely,
Cynthia Haines, '72

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Dear Editors,

I was not surprised to learn that the "Liberal Mafia" of Connecticut 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. Chestis- sen's gold earring was not visible.) But never mind appearances. I suppose one should cast a sympathetic eye on the rather desperate efforts of long-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 Jacobs, 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-baked 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 deplore the fundamental right to embody the collective sense of values in rules or law? Mr. Shepard 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 entirely. They would be going back to "structure" instead of re-structure!

I'm afraid that's something dangerously like anarchism that they are now pushing. Heaven help us if they start applying their laissez-faire principles to economics too. Back to the 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 about the difference that there are biological, psychological and moral reasons for the moralrelevance of the evil of the efflent. Having no illusions about human nature, we must all recklessly attempt to change or eliminate our institutions, for we strongly suspect that whatever crops up to replace them (and something will, anarchism is not possible in the real world) will be as bad, probably worse, and possibly even catastrophie. 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 ideologists.

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, told me that a small army of gigni has firmly imprinted itself upon our dorm life making all life impossible for serious students. But I shall say no more. The forthcoming publication of the former YAF chapter, (now transformed into the WINING COALITION OF CONN COLLEGE), will tell it all. I'll read the drafts and must advise you not to miss the explosive revelations and incisive sketches soon to appear. Almost shamelessly tampered upon are, "Jellyfish Shain, pigly and all charm, who has prodeed over the degeneration of the College..." Bloodhound Shepard, tirelessly unfalling out the footsteps and direction of Sloan Coffin of Yale... and..., that shell and legion Jay- Reis, whose chief aspiration is to become the Marconis-East. I am reminded of a situate inspection made by a gentleman who spent his evening with the "Liberal Mafia." Mr. Oliver Brown said, "You can't become com- munity at an animal level." Indeed not.

Wm. Todt Withington, Ill

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"At the foot of the hill"
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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 Garvy 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 Goes Moochie." After the Cleaver article appeared, Hammond set up a two-member advisory board—composed of literary, social studies, mathematics or science professors, and two students in other fields—to permit a campus newspaper to be a truly a vehicle for ideas the state or the college administration deems appropriate.

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 of censoring appears intended to be a form of prior submission to an advisory board 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."

Garvy wrote, "The state is not necessarily the unenlightened 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 informed student awareness, it would be inconsistent with basic assumptions of first amendment freedoms to permit a campus newspaper to be a truly a vehicle for ideas the state or the college administration deems appropriate." The state has not indicated whether it will appeal the case.

COFFEEHOUSE
(Coffeehouse (Continued from Page 4, Col. 2)

Many residents 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.

Ends interested in helping with the coffee house should contact Joanne Harrington in Market Hall.

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THE WESLEYAN GRADUATE SUMMER SCHOOL FOR TEACHERS, faculty discussions, counselling, singalong sessions, and Creedence Clearwater Revival. Among the more presentable answers to the questioner's poll, was an attitude of apprehension that the coffee house might well be inconsistent with basic assumptions of first amendment freedoms to permit a campus newspaper to be a truly a vehicle for ideas the state or the college administration deems appropriate.

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NEWS NOTES

The sophomore and junior class Comptet Plays have been re-scheduled for Tues., March 10 at 8:00 p.m. The sophomore class will present Tennessee Williams' "Nothing Unspeakable", and the junior class will present Jean Claude VanItalie's "Interview with the Experimental Theatre in Palm Auditorium.

Princeton University Press published on Wed., March 4 a major historical analysis of mid-nineteenth-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.

* * *

Dr. Paul Felt, 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 Palm Auditorium.