Report Of Task Force Proposes Alliance
Youth/Establishment

By Mary Ann Sill

"Instead of worrying about how to suppress the youth revolution, we are worrying about how to sustain it. The student activists perform a service in shaking us out of our complacency." This preface is an excerpt from a speech delivered by John D. Rockefeller 3rd to the Rockefeller Task Force on Youth in the spring of 1970.

The report of the Task Force on Youth/Establishment is being released today. A total of 872 students, 403 business executives and other leaders interviewed. Students were chosen in a representative manner from a cross-section of universities and colleges across the country. The sample of the business community was concentrated in the large corporations, but was representative of all areas of the country.

The Task Force found that the top priorities of a large majority of college students are bringing peace to Vietnam (77%) fighting poverty (75%), combating racism (76%), and reducing pollution (68%).

Business leaders agreed "with the mainstream of society that economic growth is necessary to establish leaders are cent and student reaction to the destruction of the nation's infrastructure is 28%."

College students were discovered to prefer working with community leaders rather than with business, political or government leaders. The Task Force found that students are not eager to align themselves with the Left, old, or new, and continue to seek alternatives within the system. According to the study, 68% felt the burning of the Bank of America at kitty Vista was unjustified, 26% hold doubts about the matter, and 4% feel the act was justified.

The study found that the most serious obstacles to collaboration between the business community and students are the attitudes of misandry, alienation, anger, and mistrust on the part of the students. These feelings have generated, the Task Force continued, by "the emergence of issues and places students who hold them in variance with the mainstream of society. The new values have become an "overriding philosophy" for many, "involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a call to authority, a search for more meaningful personal relationships, a quest for meaning in life, and to make a social contribution."

The Vietnamese war factor, and 40% of all students, strongly believe the war is an "international problem," while 40% believe it is a mostly local problem. Also, student reaction to extreme violence of the student population is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (70%), and "the middle class." Other feelings only intensify the unfriendliness of college students towards the Task Force's summary of the conclusion as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need for student action, but no agreement on what course of action to take.

(2) There is a majority of students' students who want to get in touch with students, and want to hear students' views, and want to get in touch with the progress of the Vietnamese War.

(3) There is a majority of students who want to get in touch with students.

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Parents and Partisanship

In a letter to parents, dated January 21, 1971, the Parents Committee of Connecticut College Students concludes their epistle with this statement:

"We have established a Parents Association which we hope will serve as a two-way channel of communication to encourage better understanding among all the elements in the Connecticut College community: trustees, administrators, students, faculty, alumnae and parents; to restore optimum parental support (financial and otherwise), understanding and confidence in the College; to achieve this, we propose to promote an atmosphere on campus conducive to free expression, to the fair and full consideration of all points of view, and to the attainment of a maximum degree of tolerance; to foster and emphasize upon the educational function of Connecticut College, and to emphasize any trend toward the active participation of the College in partisan politics, to promote in general the welfare and best interest of Connecticut College.

This sentence of one hundred and twenty-one words might well qualify as a statement of purpose of the group. Many of the words and concerns expressed are laudable, and do not permit any dissent or attack. Virtually all of the community holds dear such things as free expression, tolerance, and better understanding; and hopefully we all wish to promote the welfare and best interest of the college.

There is, then, little in this statement that is new or specific. And that makes us wonder if this committee really has any useful purpose that is not already served by other groups, such as the administration or the Parents Fund Committee. We suggest that the Parents Committee of Connecticut College Students give itself a re-evaluation, and determine if it really is of any use to the college. If the group is concerned over the Strike activities of last May, as well as does not seem fair to call such activity "partisan," in the true political sense of the word. And while the strike was politically oriented, it is well to remember that this was voted overwhelmingly by the college, and that students were not compelled to take part in the activities, true to the "free expression" notion which must be an integral part of any college with all educational institutions.

Finally, it must be understood that no educational obligation to encourage students to be informed participants in the political process. A college should enable its students to learn and to how and what to take sides.

Black History Week

Last week was Black History Week at Connecticut College. Several events marked the celebration here: the Hon. Shirley Chisholm spoke on women in politics, students in the Humanities-Upperclassmen Program, and a talk on "The American Dream," by George Cunningham of the history department. Speaking on the topic of "Black History Week-a celebration of past and present talents of African Americans," Dr. Cunningham noted that President Shain distributed notices concerning "active participation of the College in partisan politics." The news story left the incorrect impression that 231, The History of Jewish Thought, Religion, and culture offered a combination of travel and study for a low package price. The program offers 60 days of travel cheaply in Europe, a new package. The program offers a vacation for two months. The program includes travel to 10 cities, including Paris, Rome, and London. The program also includes transport and accommodation, including a four-day visit to Paris. Interested students should write to EUROJ OB, Department INR, 143 West 43rd Street, New York, N.Y. 10036.

Contemporary Trends in Western Religious Thought, offered this semester and again in the fall by Mr. Fackenheim, received rave reviews from modern Jewish thinkers. The course on Religion in America also gives a combination of travel and study for students to a low package price. The program offers 60 days abroad for $875, inclusive of all travel. Students choose from a list of accredited Universities in France, Spain, Austria and Italy, and live either in student residence or in homes of families. Also included is a Eurailpass, allowing unlimited travel for two months, and a booklet of the 1971 brochure, Contemplative Study Projects, Inc., New York, N.Y.: 1.0022.

Letters To The Editor

To the Editor:

The important issue of Judaeic studies at Connecticut College was raised in the article "A meeting of Jewish studies on Febr. 3 ("Hillel Tendards, Judaism Banner," Satyagraha, Feb. 9).

The Religion Department, of course, is a small department, in a small college, and must necessarily spread its energies over a wide range of subject matter. This department functions with realistic expectations by making explicit that "particular interests in Judaism-Judaic tradition..." (carnal, p.172). This may vary the incorrect impression that 231, The History of Jewish Thought, Religion, and culture offered a combination of travel and study for a low package price. The program offers 60 days of travel cheaply in Europe, a new package. The program offers a vacation for two months. The program includes travel to 10 cities, including Paris, Rome, and London. The program also includes transport and accommodation, including a four-day visit to Paris. Interested students should write to EUROJ OB, Department INR, 143 West 43rd Street, New York, N.Y. 10036.

Those who merely want to travel for a month or two on a "freedom-travel" program have been introduced by the French government. The program allows travel in Europe, Educational Travel and Study and Car-Tours Europe, Inc. This program is offered through Europe plus optional, low-cost lodging at 50 European Universities, Carson, low as $15 a day for each person at a party of four. Lodging is $3.50 to $4.50 a night per person. Fares and information may be obtained by writing to Director, Student-Faculty Programs, Car-Tours in Europe, 555 Fifth Ave., New York, N.Y. 10017.
Cat Stevens Sings Of Life, Love, Childhood
by Lynn Gorsey
Anyone who listens to Cat Stevens’ new album, “Tea for the Tillerman” for the first time, in one sitting, in 44 minutes and 1 second of sheer enjoyment. The album consists of a variety of songs which deal with subjects ranging from ecology to the generation gap. The musical arrangements range from hard rock rhythms to guitar and cajon beats. With this album and his first, “ Mona Bone Jakin’,” Cat Stevens, an ivory-tower singer, has firmly established his reputation as an innovator in the folk idiom.

The first side begins with “Where Do The Children Play?” which is a commentary on the impact of technological progress and its effects upon the environment. “I will tell you. It’s a hard birth in the years ahead, taking a ride on a cosmic train, wound up on summer from a slot machine. I know you walk a long way, we’re changing day to day, but tell me where do the children play?” The musical accompaniment, primarily guitar, begins softly but increases in rhythm and volume with the increasing coherence of the lyrics. The cat and the viruses are listening. “Will you make us laugh, will you make us cry, will you tell us when to laugh, will you tell us when to die?” This song is one of the best on the entire album for it reflects the intensity and the facility of Cat Stevens’ unique style.

The next three cuts, “Hard-Headed Woman,” and “Sad Lisa” are all love songs but each differs in the heart of their lyric and arrangement. “Hard-Headed Woman” is a story in contrast and surprise. It begins slowly and tenderly but is violent and appralling in the eyes of someone that’s your fault, the innocence. “For you I may. The listener became aware of the need to know the meaning and volume with the increasing capability. This is a way, and it’s hard, but it’s harder to ignore it. I’d agree, but it’s impossible. I’d say, ‘I know you were right.’”

Young that’s your fault... For you I may. The listener became aware of the need to know the meaning and volume with the increasing capability. This is a way, and it’s hard, but it’s harder to ignore it. I’d agree, but it’s impossible. I’d say, ‘I know you were right.’”

The same arrangement of the solo voice. One might call this song a “metaphysical” song. The vocal emphasis is the confusion and surprise. “If they were not right, they’d be black. And they know not me... there’s a whole world outside it.” You must listen to this cut to get the feel of what it is saying.

The album concludes with the title song, “Tea For The Tillerman.” This one minute cut is a sort of nursery rhyme set to a melodic ending of the lyrics. It’s really anything special, but it provides a pleasant commentary (Continued on Page 4, Col. 3).

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Miguel Rubio Exhibits “Warmth and Beauty”
by Michael Ware
A classical guitarist is a weaver, patient and full of concentration. The guitar is a solo instrument, it allows no moments of indulgence, limited resonance and its dependability on constant pressure to fret the chords demands anything causal.

Miguel Rubio, appearing in the evening of February 17 in Palmer Auditorium, exposed his demanding instrument in music of a lyrical tone that made the trek through the show worthwhile.

The twelve works scheduled on the program may have looked imposing at first, and indeed things were tiring a quarter of an hour. The music to this point was being played well, was not lavish. Not until the last bit of “Suite A L’Ancienne” and “Minuet” by Rameau had raised the air one could sense the instrument being called to do more meaningful duty. From that point on, the program settled, unfolded like a map. The listener became accustomed to the genre and subletions were easier to grasp while being more plentiful in addition. “Study and Two Preludes” by Villa-Lobos began the second part of the program and was the most interesting moment of the evening. It had alerted the audience, and they were rewarded with a full forty-five minutes of lyric expressive guitar music. The program became so that Mr. Rubio, heartily thanking the good sitter gathering for facing the weather, was called back for three encores. The effect of those pieces was remarkable. It was as if he were in one’s home being asked to play just one more before retiring.

Guitar is a painstaking study. Indeed little comes of it until one becomes sufficiently capable to draw out the instrument’s subtle qualities. Miguel Rubio has studied to this point. He exhibits warmth and beauty on the instrument. His program, like his playing, evolved over a period of time into a confident enjoyment.

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Over your depth in literature?

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The annual Community Fund Drive, sponsored by the Organization of Community Affairs (Service League), will be held March 1-5. This is the only campus fund raising project that solicits students, faculty and administration to contribute money for campus and community organizations as well as local organizations of their own choice.

In previous years, funds have been donated to Recording for the Blind, Learned House, the Connecticut Student Scholarship Fund and the Office of Community Affairs.

For information on this year’s drive are Laurie Cossandere and Giana Ventura.
However, any cooperation between youth and the business community that the Task Force can bring about will improve the more or less unfriendly relationship between these two groups.

ROCKEFELLER RESEARCH
(Continued from Page 1, Col. 3)
reporting 44% (all students) are willing and eager to devote time and effort at minimal compensation and at the cost of reorganizing their individual career paths to working toward the solution of pressing social problems.

The study concluded that youth/establishment cooperative effort is most promising in the areas of poverty, pollution, social justice and the reform of party politics. "Student presentation of the report was continued, "will have to believe that more than the prisoners in the parish are involved and concrete results can be achieved. Establishment participants will not "cop-out" when their own parochial interests are at risk.

Simultaneously, business leaders must realize that students are seriously and constructively, students are prepared for a partnership based on mutual concerns triggered at through discussion and analysis, students are willing to accept some of the experience and know how of business leaders and not just their financial support for projects with which business may or may not be sympathetic, and students are not unduly impatient and unrealistic in the kinds of results they anticipate.

The report of the Task Force Youth seems to be rather clear. It is a valid attempt to ally youth and the business world, and perhaps can be done on a small scale, but to anticipate large-scale collaboration is quite unrealistic.

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