Follow this and additional works at: http://digitalcommons.conncoll.edu/ccnews_1967_1968

Recommended Citation
http://digitalcommons.conncoll.edu/ccnews_1967_1968/20

This News Article is brought to you for free and open access by the Student Newspapers at Digital Commons @ Connecticut College. It has been accepted for inclusion in 1967-1968 by an authorized administrator of Digital Commons @ Connecticut College. For more information, please contact bpancier@conncoll.edu.
The views expressed in this paper are solely those of the author.
White students on this campus are forming an organization to prepare them for intelligent community action. The Committee for the Understanding of Racial Attitudes will hold its meeting Wed., March 6 at 7 p.m. in Luceheve living room. The formation of the C.U.R.A. represents the White man's realization that our Black movement no longer desires his participation and that most Whites must work in the "White ghetto." The group's program includes the steps progressing from study to concrete action.

As stated by the charter the group shall first "study the history, psychology, sociology, economics, and general cultural conditions of U.S. Black-White relations.

Strategy

Using information gathered by this study they then plan to "develop strategies, techniques and understanding for confronting the white community."

Finally they "as white men and women, meet the white community formally through public speaking, writing, study groups, or other appropriate forms of personal attraction, in hopes of developing an awareness of racial attitudes and of acting to reduce prejudice."

Because Conn's chapter will be the second in the country, there will be ample opportunity for expansion and creativity in this field of race relations.

Summer Plans

For example the other C.U.R.A. chapter at Union, Theological Seminary is formulating plans to integrate their committee too into their summer plans.

The first chapter at Union was formed by a group of concerned students under the guidance of Prof. C. Eric Lincoln who was a speaker at the Religious Fellowship weekend held recently on this campus and who will speak at the Conn C.U.R.A. meeting. Several members of this committee are working in conjunction with Rev. F. Barney Shapley, to plan to come to Conn to help us begin our chapter.

Discontent with the war in Vietnam erupted at Crosier-Williams last Wednesday with an all-day protest vigil against the war during Army, Navy and Marine Corps recruitment on campus.

As a result of the demonstration, letters were written to some 300 members of Congress, 325 students and adults signed a petition denouncing the war. 20 to 25 students committed themselves to aiding draft resisters, and plans were made to organize an economic boycott of the war.

Students and faculty members, numbering from 200 to 400, assembled on the steps of Crosier at 9 a.m. with signs in hand. Two recruiters from the Woman's Military Corps, and WAVES arrived at 9:45 and wounded their way through the protesters who were gathered around the steps. Except for a few muttered insults, they were not antagonized.

Spontaneous Organization

For example the organizing for the protest began Monday afternoon, when Sandy Sawyer, "71, and a group of concerned students called a meeting Tuesday night to voice objections to the military recruitment on campus."

Approximately 75 students attended the meeting. Debate immediately began as to whether the demonstration should be held against the military being on campus, or against the war in general, though the military representatives.

Solosy Against the War

An agreement was reached that the protest was to be held solely against the war. These students who wished to do so would spend the whole day at Crosier, from nine to four, calling on their classes if they thought it necessary.

Dr. Gordon S. Christiansen, professor of chemistry, and Philip A. Goldberg, associate professor of psychology, represented concerned faculty members at the meeting. They offered to notify some of their colleagues, hoping that they would cancel their classes in protest.

Students Argue

Each dorm was contacted Tuesday night, signs were made and posted everywhere; students argued vehemently through the night.

Wednesday morning, the protestants mailed nervously around the steps for the first hour in the cold mornings.

The vigil took on the air of a gigantic "teaching-in" as individual students and Ronald Glausman, assistant professor of sociology, spoke informally.

"Things are going to get worse before they get better . . . but the war doesn't end, this country can't make it . . . " We're going to become practically impossible not to bring the world situation into your academic courses."

The Cop's Fault

James L. Bagley, assistant at the University of St. Thomas in Houston, replied, "we're going to make damn sure that whether we get shot by the police or by the black students, it will still be the cops fault."

If police start shooting and killing white students, Yeger said, the police power structure will be in trouble. "White people in the South may not get disturbed when black students are killed, but we don't think they will let the police get away with it.

REV. SHEPARD asks students to join in a prayer for peace.

—photo by E. Christiansen

In the midst of the dialogue, President Shain identified himself to the recruiters and assured them that the demonstration would remain peaceful.

It's nothing personal . . ."

(Continued on Page 6, Col. 1)
The formation of the Committee for the Understanding of Racial Attitudes at Conn offers an answer to the White's chronic, pressing question, "What can I do to aid the struggle against racist attitudes?"

Since the emergence of the Black Power movement, Whites have been eliminated from the Black struggle for economic, social and political strength within their own community and, consequently, have been left to stand aside and watch the scene unfold. But there is a way out of this dilemma, if in this case, creating an effective channel through which they can develop and advance toward the building." Sounds as if they were about to meet their elections. We are merely hoping that in the near future the New London Day and other news media will try a little harder to publish all the news that's fit to print, rather than all the news that fits.

Answer for Whites

The formation of the Committee for the Understanding of Racial Attitudes at Conn offers an answer to the White's chronic, pressing question, "What can I do to aid the struggle against racist attitudes?"

Since the emergence of the Black Power movement, Whites have been eliminated from the Black struggle for economic, social and political strength within their own community and, consequently, have been left to stand aside and watch the scene unfold. But there is a way out of this dilemma, if in this case, creating an effective channel through which they can develop and advance toward the building." Sounds as if they were about to meet their elections. We are merely hoping that in the near future the New London Day and other news media will try a little harder to publish all the news that's fit to print, rather than all the news that fits.

Answer for Whites

The formation of the Committee for the Understanding of Racial Attitudes at Conn offers an answer to the White's chronic, pressing question, "What can I do to aid the struggle against racist attitudes?"

Since the emergence of the Black Power movement, Whites have been eliminated from the Black struggle for economic, social and political strength within their own community and, consequently, have been left to stand aside and watch the scene unfold. But there is a way out of this dilemma, if in this case, creating an effective channel through which they can develop and advance toward the building." Sounds as if they were about to meet their elections. We are merely hoping that in the near future the New London Day and other news media will try a little harder to publish all the news that's fit to print, rather than all the news that fits.

Beyond the Wall

by Jane Rafe

The News considers this type of event as well as the elimination of the "synthetic" writer as an aid to the promotion of creative writing. As Mr. White said of the ConQuest Committee, "We have not been the occasion for a new Vietnam, nor for a political forum on the war in Vietnam, and the speakers have used our forum as they would use any other White community—either students or faculty.

I learned two lessons from Dick Gregory. First, that along with the anger and bitterness, there must be compassion. Second, that talk can be cheap, in any case; you must vest it in additional to our intellectual qualities.

One important point that Jonathan Kozol and Moeller Smith may have overlooked is that Conn doesn't necessarily mean running (Continued on Page 7, Col. 1)
Wesleyan Abolishes Course Requirements
by Chris Sanborn

Wesleyan University faculty approved the Educational Policy Committee's proposal to abolish general requirement

Feb. 20

According to the Wesleyan Argus, the University requirements of English 101, a foreign language, Humanities 101 and 102, and a 100-level Science 101 and 102 or 103 and 104, or the equivalent, competence in written English and the requirement that a student complete at least six courses in the two academic divisions other than his major field, will be replaced by a system which allows the major department to set the requirements for concentration.

The proposed system, "that each department, program, or college specify in full, with the approval of the Educational Policy Committee, its requirement for concentration, generalization in the field of concentrations, including not only the courses required within its own structure, but also languages, skills and competencies under its own disciplines."

The courses from which the student will choose will fall into seven general areas: English language and composition; second modern languages and literature; natural science and engineering; social studies; history and social science; mathematics; and the natural sciences.

In addition to the abolition of generalization requirements the faculty voted to initiate a new advising system, which, according to the proposal, "will not only give the student with competent personnel for the academic advising of students, especially freshmen."

Each student is expected to designate a primary advisor. However, since the freshman will still tentatively select a major at the end of his freshman year, he must note the prerequisites of the department of his major of interest. A random combination of courses is not advocated, for, as the statement warns, "it is possible, this does not constitute a "twice education."

The guidelines for the student's curriculum plan will be supplemented by the counsel of his advisor. Although so advisor will designate his students' courses, he will expect the student to present a reasoned plan of study. At the end of his registration his program will be analyzed by the academic counselor or his advisor, and the student will be advised on the basis of his own educational needs, but those needs must be determined realistically by the faculty advisor, with his major department.

Professor Richard T. Vann, Chairman of the DPC, stated, "I am very pleased that such a large majority of the faculty voted in support of a principle of student responsibility, and a more flexible curriculum. It is a great deal of students and faculty.

According to Professor Vann, "The curricular changes voted by the faculty do not take effect until the academic year 1968-69. Therefore this vote does not disturb any change in undergraduates' present course enrollment."

Students' Support Widening Of Requirement Categories
by Anne Linus and Linda Benowitz

In response to individual concern over general group requirements, Conn College invited the student body to discuss their problem of course requirements.

Jane Fashnuk, Student Government President; Nancy Finn, editor of 'The Campus'; and Kitty Montgomery, Chairman of the Student-Faculty Committee; Kathy Riley, Conn College News' Editor; Chris Sanborn, Features Editor; Anne Werner, Speaker of the House of Representatives attended the Feb. 21 discussion.

The following comments represent some of their key thoughts.

Moderator: Which requirements do you think should be maintained?

Katy: I think the changes that are coming in the fact that we have to have requirements, students have here expecting a liberal arts education. Many of them are now coming from the five much better prepared, they have already graduated requirements for some of the courses they must take.

choice. Expand the Choice

Ann: You mean opening up the close system, so that people will have to take only 5 out of the 10 courses.

Katyr: Or how about 3 semesters of natural science and 3 of social science? You mean this is your great concept of the future?

Katy: There is also the possibility of a course geared to people who will not continue in science, a course like the history of science.

Jane: If you are taking a science, you've got to study science. Besides, the history of science really a science course? Are you going to sacrifice the quality of the course for the flashiness of the history of the name of the title? We're all excited by the history of ideas, but we need the scientific background. You've got to understand what you are talking about before you can throw around generalizations.

Moderator: Have you any ideas for the regrouping of the general group requirements?

Ann: Okay, you put math and science together.

Jane: What are you aiming at? Abolishing the requirements?

Moderator: I think regrouping is the best method. A girl spent almost 2 years just fulfilling her requirements.

Katy: I don't think it's regrouping so much, but instead being able to take an upper-level requirement and to fulfill the requirement.

Moderator: Have you any Economic History course (210), for example, where you do not need the knowledge of Economics 111-112, but you still get some idea of economic history. This background would be useful for history majors to have some background in economic theory. So why can't they use the more advanced course in economic theory? Katy: I think the problem exists in that same department.

Why not just make a Shakespeare course if you're interested, rather than forcing through 111-112 as it is?

If girls come from high school and they have been conditioned they should be able to go to a course like this. But a lot of girls are bored and rebel because they've already had the math requirements.

I also think that by reducing the number of the "baby courses" and having a class with fewer students, they will really want to be there, it will be a better course.

More Creativity

Nancy: Why not structure the course in a different direction to allow for more than a direct out

of English literature? You need more flexibility and more relevant courses.

Katyr: The "baby courses" are too structured to allow the professor to put his own mark on it.

Moderator: Do you think any of these new courses should be abolished?

Ann: Most upperclassmen look back upon all the courses they've taken and all the courses they could have taken. It's a question of not having enough time to take all the courses they wanted to, rather than having to take too many requirements.

Ann: So what we're saying is not to structure the courses but to relax them so that if a student thinks she can handle a course, she should be permitted to take the course of the department to move ahead. If a student is capable of handling an economics course beyond 111-112, then she could talk to the people in the economics department.

Freshman Advisers

Nancy: And there should be freshman advisers.

Ann: Advising is too big a job for one person and there could be a faculty member that each freshman could consult with, who knows her, and knows what she's interested in. This could be an advisor for one year when your adviser really is an advisor for you.

Nancy Yes, and an adviser would

(Continued on Page 6, Col. 2)

Girls Displaced By J. A. Fire Settle Into Slow Process Of Reorganization

by Lynda Herskowitz

Girls displaced by the recent J. A. fire have been removed from their initial shock and numbness and are settling down to the slow process of adjustment after water-logged notes and books, replenishing damaged clothing, and beginning to live in new dorms.

Although the extent of losses suffered from the fire varied, all girls found immediate support and help from the entire Wesleyan community.

In the comfort room, a recently restored department office in Larabee's Hall, which had burned, who lived on the third floor of J.A. commented, "I have been looking at the fire, I really know people can help and care.

The past weeks have been so disastrous that in about two weeks behind in my work. I hope that when we begin to take our holdies, the teachers take into account the conditions in which we girls have had to work.""Gail Shulman '69, who lived on the third floor of J.A. for only three floors of J.A. com- mented, "I thought I was going to die, I really know people can help and care.

Girls have been running around the cage and the room," Gail said, "I wanted so much for them, but I don't know if they must have died quickly or still be in the room.

Another exile from J.A. Suzy Blakely '69, who survived said, "I hate to salvage only jewelry, To Suzy, who has taken her losses in stride, the destruction of all her Seventh Floor roommate room.

One J.A. upperclassman, whose room was situated directly under the collapse roof, said that because her window were shut tight, smoke was retained in her room for some time.

After her clothes had returned from the cleaners she found, because of the smoke stain removal process, loose threads at the hem of the pants, an over-frilled machine-accordingly mended, a course of textured cosmos sweater and sweaters shrink to half the original size.

"I've had only four to five hours sleep each night, she continued, "I don't know of anything I'm going to wear, I'm going to continue with, who knows her, and knows what she's interested in. This could be an advisor for one year when your adviser really is an advisor for you.

Nancy No, and an adviser would

SPRING THING, Boutique customers model spring jump suits, left to right: Linda Hicken, Paula Benowitz, and Jeanne Caldwell.

---photo by staff

Have you ever wanted to go to Boston with a date and not had the opportunity, the money or the date? This is your great chance Win the Junior class raffle by eating

MICHEL(2)
Kozol Deplores Ghetto Schools, Charges White Responsibility

by Jeanne Carter and Ruth Aaron

的孩子在非洲的黑人学校是生活从文化压抑
Mr. Hicks at a possible and
product of what he does is training and that kind of is going to
He answered that what they're looking for is what, he got a
and Jonathan Kozol, former
of Death at Early Age
Mr. Hicks, speaker sat, Feb. 24, for Connecticut's event, is teaching
in the Negro school, it was a
a Founder for the Center for New
Black Power At Its Beat
This school is a "successful and
example of what culturally deprived children can do,"
Kozol believes in the epiphany of "Black Power in the Negro school because it is expertise in education, the position of what is needed.
This has been so successful
superiorly integrated. However, according to Kozol, the first stress is still upon the purposeful exile of Negroes and culture and history in order to make up for the White man's misdeeds.

Cultural Deprivation
Kozol stated that the curricula is poor in many schools but in all elementary schools, the amount of work he is doing is worse primarily in the Negro schools. He explained that although most teachers teach the stum child "culturally deprived," it is the teacher that is "culturally deprived."

Kozol states that when a teacher decides: it can be because the worst college
and that the teachers' attitudes tend to be too gentle, but the most black kids don't trust their teachers because they don't trust those who want to live on the same blocks with them."

U.S. Racism
He described racism as a term that is "easier to classify than the image of the whites non-white than people in South France." Kozol said evidence also in the difference between repeating violence in the Negro school and in the Southern White cities.

Constitution
Kozol believes "deeply in integration" as a construction to American. An example of this construction is the burning of children, out of Boston's inner
ty to the suburban communities. Noting that these children are "doing superbly," he stated that they are receiving a "much better education in integrated schools than in segregated schools."

Concerning
Kozol explained that the Blacks in the Boston refer to "urban renewal" as "Negro removal."

White Greed
Kozol spoke several times about oversimplification of the ghetto problem. He indicated that much of the problems are ignored and personal selfishness on the part of Whites.

Second Grant Presented
By Rockefeller Foundation

Connecticut College has received a second grant of over $1,900 from the Office of Economic Opportunity to support its work in the administration of the Rockefeller Foundation's program for high school teachers in the United States. The college is working on the original program which ended with the 1967-1968 academic year.

Initiated With $150,000

This year's grant is initiated in follow-up work to a project which supported the college's work during the past summers. Last year an additional grant of $1,400 was also received from the Office of Economic Opportunity to make it possible to increase the enrollment by 13 students.

Connecticut College's program for high school teachers differs from others in that it aims to improve education in non-native academic. In addition to inspired girls to grow intellectually, it seeks to awaken self-confidence in all students.

انونת
As far as individual actions are concerned, Gregory had these comments to offer:

"We are a group of young people, who have the privilege of being in a position where we can make a difference in the world. We want to do something about the problems that face us, not the politicians. The citizens and intellectuals who are to be found on college campuses are the trained, informed members of society. These are the people equipped to answer the questions that society.

Gregory Goes His Platform

For Presidential Nomination

Gregory would like to see Mr. McCarthy's views on foreign policy. He said that "to us, he has a very clear view of foreign policy, and we feel that it is necessary to have a tough, strong stance on foreign policy."

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government. You can run this country the same way you run a college," Gregory explained, "if you're the president of a country, you don't bring your brother in to head the hospital department just because you know him. You go out and you find the best man for the job and not just because you know him."

Statement and Intellectuals

The statement and intellectuals in this country today can be solved by statute and by politicians; and I'm running as a statistician.

"To be a candidate for the presidency of the United States simply because in 1964 I couldn't vote for the lesser of two evils," this statement was made by Dick Gregory, writer, comedian, and Civil Rights leader, at a recent appearance held in the Green Room in Palmer before his recent appearance at CrossQuest, Stoneman National.

Gregory continued, "I feel that the problems facing this country today can be solved by statute and by politicians; and I'm running as a statistician."

by Barbara Kasen

To be a candidate for the presidency of the United States simply because in 1964 I couldn't vote for the lesser of two evils," this statement was made by Dick Gregory, writer, comedian, and Civil Rights leader, at a recent appearance held in the Green Room in Palmer before his recent appearance at CrossQuest, Stoneman National.

Gregory continued, "I feel that the problems facing this country today can be solved by statute and by politicians; and I'm running as a statistician."

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government. You can run this country the same way you run a college," Gregory explained, "if you're the president of a country, you don't bring your brother in to head the hospital department just because you know him. You go out and you find the best man for the job and not just because you know him."

Statement and Intellectuals

The statement and intellectuals in this country today can be solved by statute and by politicians; and I'm running as a statistician.

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government. You can run this country the same way you run a college," Gregory explained, "if you're the president of a country, you don't bring your brother in to head the hospital department just because you know him. You go out and you find the best man for the job and not just because you know him."

Statement and Intellectuals

The statement and intellectuals in this country today can be solved by statute and by politicians; and I'm running as a statistician.

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government. You can run this country the same way you run a college," Gregory explained, "if you're the president of a country, you don't bring your brother in to head the hospital department just because you know him. You go out and you find the best man for the job and not just because you know him."

Statement and Intellectuals

The statement and intellectuals in this country today can be solved by statute and by politicians; and I'm running as a statistician.

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government. You can run this country the same way you run a college," Gregory explained, "if you're the president of a country, you don't bring your brother in to head the hospital department just because you know him. You go out and you find the best man for the job and not just because you know him."

Statement and Intellectuals

The statement and intellectuals in this country today can be solved by statute and by politicians; and I'm running as a statistician.
Richardson Asserts Theme of Individual

by Barb Skolnik

Interviews

Richardson Asserts Theme of Individual

Richardson Asserts Theme of Individual

by Barb Skolnik

It is your program, not mine," concluded Mr. Ben Richardson who had previously spent the entire day continually speaking with students about his work in the Chicago ghettos and his unique artistry.

First being questioned about his political views which he had not discussed previously, Richard-

son replied: "Although it was almost impossible to avoid pol-

itical issues especially in Chicago, his main concern was the "indivi-

dual"—the Negro and White in the ghettos.

Many students did not question the value of his work but did question his effects on the mass society. Richardson answered: "I have no effect on the national side, only on the indi-

dividual; but if you were that one

individual when I helped what would you say?"

Believing in Myths

During the panel discussion. Richardson had professed a strong belief in myths—myths that would create hope for the poverty

stricken.

He spoke of an individual

myth, that would prevent the Negro and White from dispar-

ing so that they will be able to continue reading that arithmetic or solving problems on their own.

He explained to continue by

way of an analogy. He looked at

the table he was sitting at in two ways—either it was small and disorderly or immense and beau-

tiful. If it was immense then

only he could get bigger since the table could get no bigger.

In the same way, if one con-

vinces a poverty stricken family

that what they have is beautiful and immense, then only they can improve and get bigger.

Self-Reliance

During the course of the day, Richardson related many success stories which he believed

giving the poor Negro or White money, clothing and food. The question asked was about the problems of "help someone to help himself" and the respect of the people receiving these monies.

Richardson agreed that the problem of self-reliant did exist, but that the level of corruption and inef-


ciency which he admitted was not always achieved. He ex-

plained that he gave these people clothing and food because they were too.poor to be expected to give them a taste of another way of life.

(Continued from Page 1, Col. 3)

I see you are not being neglected. This is part of the students' educational experience here."

"I enjoy seeing the girls take an active part. It is their right."

Ben Richardson

No Press Conference

An attempt was made to hold an open confrontation with the women; but they indicated that they did not want to subject themselves to a press conference.

They did, however, invite small groups of 10 to 15 to meet with them at their recruitment tables.

Students resembled in the green in front of Courier to hear "A Matter of Principle and Quotations from Chairman LBJ," and Sandy Turner read letters from Vietnam.

Mr. Boutique Cooper

An idle guitar singing, group discussions, and the shuffling of used Boutique customers, hamburgers and doughnuts were renamed around graduate, Mr. Vichid of the sociology depart-

ment contributed 30 cups of coffee.

At 1 p.m.,flagging, free

spots were revived as Mr. Shep-

ward conducted a two-minute prayer for peace among standing students.

It was a time of silent medita-

tion and a reaffirmation of per-

sonal principles.

Confrontations With Recruiters

At 1:15, Kathy See reported the progress of group confronta-

tions with the recruiters. She ex-

plained that they had been driven by the point of self-contradiction.

She urged students to continue debates with them in the hopes that eventually they would de-

ounce the government's Vietnam

policy. This proposal met with some audience disagreement.

Faculty Walk By

During lunch Stanford walked past the students sitting on the lawn. Some ignored his pres-

ence, while others joined him. At the entrance to the lunch-

room, a petition was circulating against the war and each faculty member was asked to sign.

Opposite Coldberg drew the line between the "sophisticates inside and the morons outside."

He stated that the "sophis-

ticates" will moor, but the "morons" will act. It is the morons who will gain self respect for their actions.

Draft Resistance

He then explained the petition's draft resistance, say-

ing that the legal implications were "too bad to do the deed of card burning."

He advocated each individual to evaluate the extent of her com-

mitment and then decide whether or not to sign it.

The petition would later be presented to Mr. Lilin. St. Gaffine.

Letters To Congressmen

All day, students were busy writing letters to the congressmen of all the states represented at

CONN COLLEGE GROUP

FLIGHT TO LONDON

June 18—departing from JFK in London, air-arranged flight to London.

June 19—arrive in London in morning.

September 5—departing from London, flight @ 9:25 a.m., return flight @ 10:55.

November 9—arriving at JFK, 6:49 p.m.

245 Round trip, $285 deposit

Travel Reserve: 221

See Travel Reserve about stu-

dent I.D.. hotels, student flights in Europe at the Main Desk in Cio., Mon. Thurs. 4:15-4:45 p.m.

Relate the University

By a process of relating the political activities which were conducted in the community so that they are associated with enacted types of people rather than only with other students and students involving themselves with the people in the community by pro-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.

More Things Of Worth

People who argue that the uni-

versity drop everything else and concern itself only with inte-


gress as table-tennis fanatics.
South African Preacher
To Speak at Sun. Vespers

A Black South African who has been arrested and confined by the White government of that country will speak at Vespers Sun., March 10, at 7:00 p.m.

Having been arrested in South Africa under the "90-day detention" clause of the "No Trial Act," Reverend Gladstone M. Nhlabathi remained in solitary confinement for 87 days until he was charged under the Suppression of Communism Act.

Following his departure from South Africa, Rev. Nhlabathi became involved in the African National Congress and is currently working on behalf of A.N.C. raising funds for the liberation movement.

Speaking of his other activities, Rev. Nhlabathi spent the summer of 1964 working in the south of the United States with civil rights, including the Student Non-Violent Coordinating Committee.

Previously Rev. Nhlabathi has testified before the United States Foreign Relations Committee on the situation in South Africa as well as before the United Nations in conditions in South African jails.

Serving in the capacity of guest lecturer, speaker, preacher and chaplain, Rev. Nhlabathi has spent considerable time touring college campuses in the U.S. and addressing many conferences and seminars sponsored by various religious and social groups.

Several black students said they thought the system was worth a try, although they did not appear overly enthusiastic. They agreed, however, that if the "alert teams" work like a small-scale civil defense system, "We will get dependable students who can be mobilized as soon as we hear trouble is about to break out on a black campus. We will get there the quickest way we can," he explained.

Morris said the success of the system will depend on cooperation between the whites and the blacks. "I don't believe we'll let them in if we know when trouble is about to occur," he emphasized that the "white students will be on the line and the blacks will be the 'quartermasters.'"

Several black students said they thought the system was worth a try, although they did not appear overly enthusiastic. They agreed, however, that if the "alert teams" work like a small-scale civil defense system, "We will get dependable students who can be mobilized as soon as we hear trouble is about to break out on a black campus. We will get there the quickest way we can," he explained.

Morris said the success of the system will depend on cooperation between the whites and the blacks. "I don't believe we'll let them in if we know when trouble is about to occur," he emphasized that the "white students will be on the line and the blacks will be the 'quartermasters.'"
Letters to the Editor (continued)

off campus to confront social problems, that Connecticut College has its own hypocrisy, such as in the arrest of some students. Konol commented on the fact that you see many differences here, and the reason is not that there are no qualified black professors. With this being the case, real effort to look, we would have to take it from the students.

In response to those who ask what they can do, I have two words: ask questions.

On Mar. 7 at 7:00 there will be a black student here speaking about black power at the university.

In this speech there will be a discussion of possible lines of action we can take on campus. Also, early in March, Eric Lincoln is bringing six black students from Boston Secondary schools here to speak about the whole question of black power and what white liberals can do not to repress the militant but to act in concert with black students.

Sincerely,

by Student 68

Dear Editor:

The Editor:

Idealism

Idealism is an intangible that cannot really be lost, and it appears very special circumstances to remain intact. We submit that the presence of Barbara, Ruth, and Connecticut College for purposes of these circumstances in abundance.

Sincerely,

Ted Breslin

Lehigh University

To the Editor:

National News

To the Editor:

Most of us are opposed to the war in Vietnam. We demonstrate on campus reaching only those who are in accord with us, but the detail of our distress is communicated beyond Connecticut College to those who can only see the outcome. We have passed the time of action might be over. However, our college community can afford to use themselves only as units in a larger battle of a student revolution. In addition to protesting with all the techniques of the following positive ways: First, we should acquaint those in office with our opinions, and then we should assure the elections of those who are truly effective. This will also mean the support of their parties, for they can most effectively represent us.

I urge you to voice your opposition beyond the College to intelligent, well-written statements in the men who hold the purse strings of the war, our senators and representatives. Writers Dorothy Di and Bible set in the Bulletin Board. They have hoped that this will make clear that students are aware of the activities beyond this campus are indeed relevant to our whole educational process.

The publisher has been an active member of the College Press Service ("an outside the college that is a part of AP college news media. Nobody has objected when Conon used CPS stories on other college's parochial news systems or curricula. Why, then, must our concern with fellow students working with "inappropriate" when three of them are killed?

There is another Letter to the Editor, that power exists in this country. We would say that we have experienced it.

However, Konol and you other will not believe it until it happens to you. If you choose to ignore the evidence that such brutality exists, it will continue. If we allow it will be too late for academic arguments concerning its relevance to the war.

B. Ann Breslin '69

Kath Suman '68

Purpose?

To the Editor:

I am in opposition to the involvement in the war in Vietnam. I believe there is an area, in which the United States has no interest.

I am also opposed, however, to poorly organized, ill-defined protests. Without clarity of goal and purposeful organization, a change of policy is truly ineffective. It is only a farce.

Connecticut College is finally ready for some form of planned, constructive protest, but maximum participation in any movement cannot occur until its purpose is precisely defined.

Before my Logan

I was amazed at your editorial last week concerning the appointment of Philip Judson to the position of associate dean for academic affairs. The appointment is certainly to be commended, but the attending remarks about the article were unwarranted.

I wonder, in fact, if perhaps the neglect of your coverage of the contents of your lead article on the college's new academic calendar (April 14, 1967) and its new academic calendar, abdication of the Spring Reading Week, and all of the remaining events be ignored? You imply that numerous ideas for academic change are circulating with no answer on 10. Expanded

(Continued on Page 10, Col. 1)
Amherst, Columbia, George Washington
Lift Their Bans On Military Recruiters

CODDC.DUI
Amherst, Columbia, George Washington
Lift Their Bans On Military ... a cloud or rain.

MODERN BRIDE

A Letter Did It

The apparent reason for the dropping of the recruiter ban idea is a letter which Presidential assistant Judge Califfano sent to the presidents of the Ivy League schools last December. Califfano said draft boards will not be used to "repress unpopular views" or judge the "right" of demonstrations.

Although General Hershey tersely commented that he knew what was in the letter "but I didn't write it" and the White House has not formally disavowed Hershey's letter, administrators at Columbia, Amherst and George Washington all subsequently re-admitted recruiters.

The Army and Marines recruited last week without incident at Columbia, the first campus to ban recruiters. In fact, the campus chapter of Students for a Democratic Society voted not to obstruct the recruiters.

However, there was some student criticism of university officials.

GW Criticism

Student criticism of George Washington's President Elliott was even stronger when he lifted GW's ban as soon as Columbia's letter was released. The student senate passed a resolution opposing Elliott's action, but he has not reestablished the ban. And the college council voted to re-admit recruiters, while restricting where they could recruit, after filling a long report which quoted Califfano's letter as authorizing that draft boards prevent the decline of a powerful country. He is strong and he is dedicated. He is a statesman.

Dellinger

(Continued from Page 5, Col. 5) from American shores." However, there was some student criticism of university officials.

New Structure

There are problems in this country and Dick Gregory both recognizes them and proposes positive solutions for them. He breaks down the present degenerate political structure and build up a new structure founded and comprised of statesmen and intellectuals.

Dick Gregory is not a politician. He is a man who wants to
Look at those crazy college girls.

Running around New York without escorts.

Skirts all the way up to their ankles.

Making a spectacle of themselves right out there in public.

And all for what? For the right of women to vote!

Heaven help us! The times we live in!

Well, we feel a bit differently about those girls. They marched for the right to vote, and we, in the ILGWU, marched for the right to a voice in our shops!

We wanted the right—and we won it—to ask for decent wages; for shorter work-weeks; holidays and vacations with pay; health insurance and retirement plans.

Today, over 450,000 of us in our union, enjoy these and other benefits because we did win that voice in our shops.

We are proud of our union—in the progress made and the progress yet to come.

We sign our work with the small label you see at the right. Look for it when you buy women's and children's clothing.

It's one of those little things that mean a lot. To us.

If you'd like some interesting and brief reading plus many fascinating historic pictures, send for our 64 page publication entitled "Signature of 450,000."

GPO, Box 1491, N.Y., N.Y. 1001, Dept. C-7.

What's this younger generation coming to?
LEITERS
(Continued from Page 7, Col. 5)

direction, ret these new changes
tually to them.

Granted, some of these decis-
ions have been long in coming,
perhaps too long, but the impor-
tant thing is that they did come.
And in a college structure such as
can, based primarily on com-
mittee action, such decisions re-
m.png-ture much time to be worked
out.

You mentioned changes in the
eax schedule, general require-
ments, and honors programs, "un-
til now" ("now" being the coming
of Mr. Jordan) as consisting of
"innovations, or the workings of a
small number of interested indi-
viduals." At this present time
(before Mr. Jordan), however,
the Student-Faculty Academic
Committee, composed of elected
student and faculty members, is
discussing self-scheduling of
events; the Instruction Committee
is reviewing the general require-
ments in the process of completing
a new statement of the Honors
Program.

Can it be said, given our
present college structure, do we
oppose such an academic change
than those already-existing com-
mittees, which, as indicated by
your page-one story, have
achieved success in their opera-
tions.

I am not criticizing the ap-
pointment of Mr. Jordan per se.
in fact, I believe his appoint-
ment is a significant recognition of the
fact that new academic innova-
tions now warrant the attention of an administrator devoted en-
tirely to them.

But I do think that you have
overlooked or omitted on page two
what you so vigorously stated on
page one, namely that Conn College
has already entered a new phase of
academic change, initiated by
its already-existing committees,
composed of faculty, students, and
the administration.

Katy Montgomery '69
Chairman, Student-Faculty
Academic Committee

PENNELLA’S
RESTAURANT AND BAKERY
Decorated Cakes for Birthday
Parties and Other Festivities

THE CINEMA SHOWCASE
OF NEW LONDON
415-7000
Free Parking of Mohican Lk

GARDE
HELD OVER!
1-305-510-7160

ERON
OF DUNAWAY
BAR & GRILL
NOMINATED FOR BEST PICTURE
OF THE YEAR

Stationery, Greeting Cards, Party Goods, Wedding Invitations
THE HOUSE OF CARDS
New London, Connecticut
442-3000

To order call 415-7000

140 STATE ST. NEW LONDON
In New York City: Colvin/Kaplan/Ross-743 Fifth Ave.

KAPLAN’S TRAVEL BUREAU
Low Cost Charter Tours to Europe
Now Available to College Students

How to cure the travel ICh...
...without a lot of Scratch.

This summer, for the first time, you as a
college student can take advantage of low-
cost group charter rates. Your travel agent
can sign you up as an individual (or your
college group) for one of the new "Inclu-
sive Tour Charters" offered by S.T.O.P.
Tours. You’ll get full transportation, hotel
accommodations, guided tours and more.

Stock down Munich’s Hofbrauhaus.
Dortmund Band · "Ramble" through his-
toric sections of Paris and Rome · Hydr-
aul the English Channel · Try a traditional
"pub crawl" in swinging London · Visit
the Siriace Chapel · Swim in Nice · Sail in
Amsterdam · See the full ballet ·
You’ll fly on the new Boeing 707

intercontinental fan jets of World Airways,
the world’s largest charter airline. Gourmet
dinners, wines, beverages, snacks. But you
better hurry — sign up now while space is
still available.

For information on your travel agent or
contact S.T.O.P. Tours, 2139B Alden
St., Brooklyn 4704.

LEITERS
(Continued from Page 7, Col. 5)

direction, ret these new changes

"Black Power: Beauty or
Chaos" will be the subject of
a lecture presented by Reginald
Gilliam, a third-year student at
Harvard Law School. On Wed.,
March 6, at 8:30 p.m. in the
main lounge of Crouter Williams.
After the lecture there will be
a chance for discussion with the
speaker and also for discussion
on what can be done to help get
a Black professor on campus and
to Black History in the
Connecticut College curriculum.
Reginald Gilliam, a native of
Lincoln, graduated from Lincoln
University, majoring in history.
After graduation he anticipates
community work in Harlem. He
is presently the president of the
Harvard Law School Black Stu-
dent Alliance and has been visit-


Gilliam To Present Lecture
On Black Power Movement

On Black Power Movement

PHONOS ( Phonos Repaired)

GUITARS •
MUSICAL INSTRUMENTS

"Everything in Music"

NEWS NOTES


Conn defeated Central Connect-

49-24 in a basketball game

Feat.

JUNIORS PLAN SHOW PREVIEW

Juniors will announce the title

and give their classmates a
deam preview of the theme of

Junior Show '68 at the Junior
class banquet Wed., March 6, in
Harris Benevolent.

Juniors will present this years

mentally comic Fri.-Sat., May

5-3, in Palmer Auditorium.
The program will include sing-

ing, dancing and the traditional

kickline. For a new twist this

year, the plot is more related to
the world outside of Conn.

Mixed Music

Music will be provided by a
selected band and orchestra with
the piano, flute, drums, clarinet
and other instruments.

Nancy Schwaehn will direct the
show. Assisting her are Sallie
Williams, technical director; Anne
Hutchinson, action director;
Cindy Linsky, kickline; and Jane
Little, choreographer.

Scene composers include Lee
Doolittle and Jackie Forbes.
Kitty Miller is writing the lyrics.
All scores are original.

Plot writers are Ruth Kunstadt,
Score composers include Lee
Doolittle and Jackie Forbes.
Kitty Miller is writing the lyrics.
All scores are original.

Plot writers are Ruth Kunstadt,
Score composers include Lee
Doolittle and Jackie Forbes.
Kitty Miller is writing the lyrics.
All scores are original.

Plot writers are Ruth Kunstadt,