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The views expressed in this paper are solely those of the author.
Students' Campaign Assists McCarthy's Momentum in N. H.

"With the momentum we have in New Hampshire and the support of the 100,000 students we have canvassed, we will perform in New Hampshire to be held April 16. The forum and speeches will be used for the Senator's campaign." (Continued on Page 4, Col. 5)

Students Campaign

Intensive campaigning by college students has noticeably characterized McCarthy's New Hampshire campaign, which began six weeks ago. During this last weekend, 1,200 students wound up the campaign and 3,000 students had been turned away for lack of available work. These students were encouraged to work elsewhere, where student activity during the weekend included door-to-door canvassing, babysitting, driving voters to the polls and talking results for use at campus headquarters.

Linda Patchell '70 was in Manchester during the final days. She commented, "The fun of this campaign.

Committee Reviews Raths Keller Model

The Student Development Committee, headed by Pat Alto and Fred Biddle, presented a report on the raths Keller model, receiving its approval by the Campus Life Committee at its Tuesday meeting.

The report reviews the facts involved in the establishment of a campus raths Keller.

"Friday" Magazine To Be Distributed After Spring Break

Friday, a regional college magazine, was distributed by the Yale Daily News Press, will be distributed on campus monthly to supplement the Conn Cenmus, beginning Tuesday, April 9. In the pilot issue of Friday, the editors sent a man grocery hunting in the wilds of Dutchess County. He learned that Tim lousy talks like a young poet, most of the time and does more than tangle with the cops. And if he talks to you only unfriendly or he writes to his business. "A friend of the court and an associate of this world of New York. The girls at Albertus Magnus College, who first heard about the magazine in the Yale Daily News Press, were shocked by the sudden "Friday" magazine is to be distributed on campus monthly to supplement the Conn Cenmus, beginning Tuesday, April 9.

Friends had thoughts on De- lay's paprika handbook, the new musical Odell, and the passing of the New American Dream.

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Letters to the Editor

And More

Edna Blassingame

And More

To the Editor:

I would like to reply to Melva Lowe's letter of the 13th, since Conn seems to have left me out mixed up as to my identity for my own real letter. I would like to explain myself a bit further.

First of all, I do realize and I have a current newspaper and I am biased. Because "everybody says fake it if you can't make it," I am protecting the fact that only one type of voice is heard on the Conn campus and that is the radical one. It is not only radical but "mystical" as the writer suggests to be heard, it is that they seem to be representing 100% of the Conn population, which they are not. Additionally, this is not the truth of the radio club, those who do not say themselves for a large part, perhaps it should be made instead to reveal the truth, that their letters will be printed, if they would send them in.

Second, if Conn Census should be like all other papers, they will not have a social column? They will not.

Third, if one does not get a chance to read about the outside world in a newspaper neither will they hear about the academic side of college life.

But the changes and innovations fostered by this Student Government administration will live on.

What has happened to this organization which, just one year ago was considered as a necessary outfit? Has it proved itself worth the faithful place it is held by those who fought to save the "existing structure"?

It was the final revision of the Constitution, a task initiated several different times which still required prodigious amount of detailed analysis of each phase of the structure. The result was a new student government, an ana
gale, but the constrengthening of the house as well as a majority in favor of a edition of the student government had been constituted, instead of a mandated democratic voting or opportunity for all students to have both a voice in the formulation of campus policy and a better understanding of what Student Government is trying to accomplish.

An important aspect of constitutional revision was the formulation of the Campus Life Committee, which provides a means for discussion on legislative issues. The Constitution, but also has been the evaluation and coordination of the Faculty Fellow Program.

In the area of student legislation, Cabinet this year pr~sented the Junior Car privilege and the extended weekend hours, a major concern of freshmen and sophomores. Last year's Cabinet and Claire '70, the Student body to the new national collegiate presidential primary to be held in April.

Although Cabinet cannot actively participate in academic legislation, this government has maintained vital contact in that sphere through the Curriculum Committee, who will be named a task force in that capacity. And also through its all-inclusive, the Preg-Fall and next year's College Academic Calendar.

Beyond successes in these individual areas, however, it is obvious that the government is functioning almost in a vacuum, since the processes of communication and lack of response, there now favored influenced on the part of a number of potentially apathetic individuals.

With its extension into the hitherto unexplored realms beyond signs of activity, the student government is receiving the support of many of its former detractors, who, it is believed, has successfully shattered that rescues image of the "basic student government."

But above all, a sincere thank you belongs to Jane Funkhanch who has discharged her duties as speaker, diplomat, lobbyist, and all who have realized that she has proven herself worthy of the trust placed in her.

Jane inherited a somewhat weary structure, extracted from it and practiced the half of retiring Cabinet and the entire student body, have Jane one piece there. This role.

Edna Blassingame

Theoxillum: Skidmore College

To the Editor:

In view of the fact that student involvement of questions whose views were already known by the moderator and consistent with the proposed change in partisanship. We were disturbed and discouraged that students who tried to be heard for a half hour and not called while other students were easily able to expressively express themselves.

Additionally, there was not shown toward the faculty and governance was perceived as being overly called upon to voice their opinions, which they so desired.

We would hope to see a more natural sample of students called upon at the next discussion meeting.

Suzan Sigal '89

Claire Scalfi '89

Jane Rafal

Beyond the Wall

Wesleyan University

Susan Seigel

Allen Kargman, organizer of the Trans. Action Committee (ACP)-Increased awareness of the need for self-defense among students who have been involved in incidents that involved violence.

Union College: A student recently won a newspaper contest for work on a story about "the experiences of a college student," and those who covered it 

Mitchell College: A letter was presented to the administration calling for a more open and transparent form of government and the removal of certain "political" roles within the college. The letter argued that the administration should take responsibility for the lack of involvement among students and the need for better representation of student voices. The letter included criticism of the administration's lack of responsiveness to student concerns and the need for increased communication and engagement with the student body. The letter called for a more open and inclusive form of government to address these issues.

Oxford University, England: A group of students wrote a letter against the administration's recent decision to implement a new set of policies regarding student behavior.

The letter criticized the administration's decision, arguing that it was motivated by a desire to maintain control and prevent any form of expression that might be considered "radical" or "dissenting." The letter emphasized the importance of student autonomy and the need for an open and transparent form of government to address these issues.

The letter also called for a more open and inclusive form of government to address these issues.

The letter concluded by encouraging students to remain engaged and active in advocating for their rights and needs, and to continue to work towards a more open and transparent form of government at the university.

The letter was signed by a group of students who were involved in various aspects of campus life, including student organizations, athletics, and cultural events.

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Dartmouth Professor David Baldwin stated March 8, in a speech before the visiting Committee for Peace Education, that there are three problems facing American politics: the state of the Civil Rights movement, the role of military force in foreign policy and the non-military, non-communist challenges.

"According to Baldwin, the "Civil Rights movement must not be approached from a 'militarized, unified, global approach.'"

Instead, mutual interests between Russians and U.S. should be stressed, Baldwin said. Enemy-Peace-Central-Reds in the U.S. have mutual interests in avoiding nuclear war, he continued.

"Military Role..." Baldwin stated, "is a national policy equated with military power.

The question, he said, is centered around whether or not we have to adopt those conditions which make war useful, as noted, "a past gone forever."

The past includes legal conditions, feasibility, calculability of outcomes and acquisition for territory, he said.

"War's utility is negated by the fact of our economic power," he noted, "certain tool of foreign policy."

Moreover, because the international situation controlled the U.S. and Russia, "we can 'throw the whole world in the game.'"

In addition to these factors one must, according to Baldwin, consider the purpose of this annual event is to initiate war through the formation of the United Nations.

"Democracy has a special problem in avoiding war in a limited war," he said, "...since all countries have mutual interests in avoiding nuclear war.

"Continuation of System Vital Minority Rights

(Continued from Page 1, Col. 3)

(Continued from Page 1, Col. 5)

" ... person which we can suggest..."

"...must be urged to drop in informally anyway..."

"...it is the job of the House to promote the program and encourage the students to become acquainted with the..."

"...this could establish a good rapport, since sixty percent of the students usually remain in a given dorm...

"...must take the time in learning the special interests of their faculty fellows and planing accordingly...

"...we've come up with some plans for next year's program. In the spring the Student-Academic Committee for the program's process and to see that it..."

"...be a more 'vigorous face: nationalism, the widening..."

"The Student-Academic..."

"...the program to a..."

"...be..."

"...be..."

"...must be utilized to mix fellows and..."

"...it would be..."

"...be..."

"...be..."

"...be..."
Frosh Elect Loubet - Pres.

Freshmen elected Trudy Loubet as their 1968-69 class president in a special election held last week.

Terry Swain was voted Vice-President, while Marg Shelby will represent the freshmen class on Student-Faculty Academic Committees. Janie Davis and Lisa Vogt will serve on Honor Court. Social Chairman "T" is Lynda Brooks. Elected Library Representatives are Anne Kemnitz and Marilyn Andrews. Jess Daley was voted A.A. Representative and Helen Kendrick will serve as 1969 Camden Play Director.

Student Activism Not Contrary To Purposes of Academic Institutions

(LP) - Student demonstrations are not necessarily contrary to the purposes of a university, said Dr. Ronald E. Barnes, vice president for student affairs at the University of North Dakota. Since the campus is an academic community which fosters exchange of ideas, "We can be proud of students who are concerned enough about societal issues to assert their views," he said.

We'd Better Communicate

Unfortunately, those of us in higher education apparently have not done a very good job of communicating to the public what higher education is about. The primary task of a college or university is not to train youth for job slots, nor serve as national resource centers, nor to "control" students until society is ready to absorb them into the job market.

The purpose of an institution for higher learning is to educate. This includes preparing a person for a specialized profession and the acquisitions of knowledge, but it is more. It means, among other things, that a student should develop a critical attitude of investigation, become capable of making independent judgments, liberate from prejudice, and exercise the adventure of learning. In other words, education should prepare one to live fully and meaningfully apart from his vocation.

This means that a university cannot avoid issues, dodge questions, shy from controversy or put safety before truth. The university bases its existence on ideas, their discovery and transmission; and ideas are risky but exciting.

Think, Relate

Members of the faculty and administrators want our students involved in this excitement, to question us, challenge us, examine and evaluate our ideas, criticize them, and relate their thoughts and lives to ideas.

Our responsibility is not to suppress students, it's not to suppress their interest, their dissent, their involvement in controversial issues. Rather, it is to listen, to try to understand them, to respond positively to them. We know, as do they, that they will make some mistakes, they may not use our advice, our ideas, express them, they may even run over us in their hurry for solutions, but also that they are trying, in their own way, to improve the society in which we live.

Q. What is your general interpretation of these activities on U.S. campuses?

A. My initial response is that the reporting of the student unrest not only exaggerates the situation in the minds of the public but it is an inaccurate reflection of what is happening on our campuses. Frankly, I wish more students were questioning and active in seeking to improve the society in which they live.

I believe the primary task facing those of us within our nation's colleges and universities is to awaken students to the importance of the educational process, who see the university as a means of acquiring a useful skill training, and who are complacently unmotivated in learning.

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Students Take Scuba Diving For Wide Variety Of Reasons

by Ginger Henry

Fourteen Conn girls have found a unique way to take a study break. Every Wednesday night for three more weeks to date, they don masks and snorkels or tanks and learn the art of SCUBA diving.

The course began three weeks ago and will continue for five more weeks. To be eligible for the course, the girls must be experienced swimmers. The girls own their own masks and snorkels, but Mr. Curry, the instructor, provides the tanks.

Mr. Curry, an instructor at the sub base in methods of underwater escape, said he felt that the girls were quite enthusiastic about the course. He remarked that the students, on the whole, are not experienced in diving, but that "they are learning pretty well."

Basically SCUBA diving is for sport and relaxation. Mr. Curry warns that one should "know the basic safety precautions and the techniques" of SCUBA diving before attempting it.

The girls are taking the course for a variety of reasons. Marian White said that "it's great, fantastical," and that she would do it again. Another niok, Stacie Burrett, hopes to do underwater archeological research next year. She is very enthusiastic about the course.

"It's great, fantastical, I love it!"

Although some of the girls think Mr. Curry "makes the course like boot camp," Stevie Mann continued by saying that "everyone can dive."

In response to her declared economics boycott, Ginger received a letter from J. R. Mann, a public relations consultant for the Reynolds company. Mann agreed with Ginger's political motivations. He wrote that "Like you, we, too, deplore the circumstances which make it necessary for our country to be in Vietnam." However, he asserted that "problems as complex as those that prevailed in Southeast Asia have no easy solutions."

Mann continued by saying that "while the amount of federal excess tax imposed on cigarettes is substantial, the loss of this revenue would not seriously affect the national budget." He proposed that ultimately an economic boycott might "only prolong, rather than solve, the Vietnam problem."

Mann expressed a sentiment of importance stating that, at any rate, "there is nothing more single-minded, or any one industry can do that would materially influence the course of events in Vietnam."

"The decision to end or escalate United States involvement in Vietnam," the letter continued, "rests in the hands of our President and Congress. We trust you will agree that direct communication with them [rather than economic boycott] is the most effective way for responsible citizens to express their opinions concerning the welfare and security of our country."

GETTING TANKED for Scuba class are left to right, Linda Platts and Marian White.

Students Boycott Cigarettes Tobacco Company Disagrees

Ginger Henry '70 influenced by Dick Gregory's recent remarks at Conn, sent an empty cigarette pack into the R. J. Reynolds Tobacco Co. with a statement explaining that she would not buy another pack until the war is over.

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Conn Alumnae Recognised For Prominence In Fields Of Study

Four Connecticut College alumnae, who have risen to prominence in their fields of science and languages, received honorary degrees this week by being elected to membership in Phi Beta Kappa by the College's Delta chapter.

The new alumnae Phi Beta Kappas are Dr. Joan Abbott, assistant professor of biological sciences at Columbia University; Dr. Thomas Lane, a research investigator for the National Institute of Mental Health; and Dr. Annette M.C. Rupin, assistant biochemist at the Massachusetts General Hospital and research associate at Harvard Medical School; and Dr. Olga Wetter Russell, professor of French at the University of Malaya.

Since 1935 the Connecticut College chapter of Phi Beta Kappa has recognized the accomplishments of its alumni by inviting them to join the society.

Biology

A zoology major at Connecticut College, Dr. Abbott is now concerned mainly with the area of developmental biology. Well-known for her numerous contributions to scientific journals, she received her M.A. degree from Washington University and her Ph.D. degree from the University of Pennsylvania.

Dr. Lane, a frequent contributor to psychology journals, is a specialist in the problems of schizophrenia in adults and children. She received her M.A. and Ph.D. degrees from Case Western Reserve University in Cleveland, Ohio, where she is currently a post-doctoral research fellow in psychology.

Biochemist

A chemistry major at Connecticut College, Dr. Rupin is now working in the field of biochemistry and research in this area have been published in number of scientific journals. She received the Licence es Sciences and the Doctorat es Sciences from the University of Lausanne in Switzerland.

Researches are the academic interest of Dr. Russell, who, during her undergraduate years, was named a Winthrop scholar, an honorary title that preceded the establishment of a Phi Beta Kappa chapter on campus. The author of Etude historique et critique des Burguieres du Vieux Hugue, she received her M.A. degree from the University of California, a second M.A. and a Ph.D. degree from Radcliffe College and has also studied at the University of Florence and the Sorbonne in France.
"The Crisis in American Foreign Policy—Containment in Asia" is the title of the annual spring regional meeting of the New England Chapter of the National Student Association at Northeastern University April 19-21.

Chosen because of the current questions concerning government objectives and methods employed in the conduct of the Vietnam war, the topic will attempt to provide a fresh approach to the future direction of American foreign policy.

Structurally, the program departs from the traditional conference approach. Instead of the usual barrage of speakers and panels, the emphasis will be placed on role-playing and involvement.

All-Asian Consultation

Divided into teams representing Asian countries and major powers, the participants will engage in an All-Asian consultation. Taking the position of its respective country, each team, after sufficient research, will stress the social and economic discontent and foreign policy.

A simulation of an international crisis will follow the consultation. The final session will run the knowledge gained by the conference and its implication for American foreign policy.

For those interested in participating in what has Fankhouser '68 thinks will be a "very different conference" contact her on extension 467.

Atwork, at bedtime, during odor and discomfort. Ask for individually foil-wrapped disposable Bidette in the nelf easy-to-open fanfolded towelettes ... at your nearest drugstore.

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The International Center for Academic Research is designed to help every student achieve his maximum potential in the subject, or subjects, of his choice.

We at the International Center for Academic Research are proud that these outstanding instructional techniques have shown proven results for decades.

The experiment suggests that after the first signal, many students showed little interest in the course taught by an unfamiliar professor, usually blaming the professor for the boring situation. This experiment shows that if student involvement were to manifest itself as attention and response in the classroom, perhaps there would be fewer uninvolved professors.

The experiment suggests that student "power" can be a meaningful epithet for student participation in education. But professors and students must realize that the learning process is a two-way street, requiring mutual awareness of shared responsibility for education.

I involvment

(Continued from Page 2, Col. 5) about 15 minutes, he noticed several students following his lecture closely. He became animated. He gestured, his verbal rate increased, he began to lecture without his notes and he showed a willingness to answer questions. At the second signal, students again showed little interest and he returned to his notes.

We know that students tend to become involved with courses when the professor is involved; conversely, they have little interest in a course taught by an uninvolved professor, usually blaming the professor for the boredom situation. This experiment shows that if student involvement were to manifest itself as attention and response in the classroom, perhaps there would be fewer uninvolved professors.

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IN-COLD-BLOOD

Without the crime and the condemned, there would be no 'in-cold-blood' story. A Columbia School Review in Retrospect.