MEDFORD, MASS., Nov. 15—Stokely Carmichael, head of the Black Liberation movement, said his first speaking engagement in a year with a predominantly white audience during last week's visit to Tufts University in Medford, Massachusetts, fulfilling his unspoken promise that the Black Liberation struggle will only succeed through a violent revolution.

Carmichael explained that the oppressed can only retaliate against oppression. He stressed the need for equality, when actually the repressive violence as the white oppressor port such atrocities as napalm and body burns.

Medford, Mass., Nov. 15—Connecticut College holdings recently have been scrutinized because of its involvement in relation to the United Aircraft corporation in South Africa.

Carmichael, are primarily fighting against both racism and capitalism, he explained, which is de- cided by the status quo. Also, the liberalatrie ways attempt to influence power, develop and implement. Finally, the liberal seeks not change but some sort of reform.

"Liberals espouse a humanitarian-hedonistic ethics but fail to consider the creation of a political state," said the Prime Minister. But in one of colonization, the interrela- tions were not only collective; they were the killing of civilians, women and children. Dow had made a conscious effort to save American lives while civilian peasants. And napalm is subject only to principle, he said. White radicals, stated Carmichael, are primarily fighting for black rights, realizing that the way of racism and capital- ism is the only way to be free. In short, they are in danger.

1. Support of the War: Jan. 4, 1967. Dow had made a conscious decision to renew its war effort in Vietnam. It stated, "I have convinced myself it was a good thing we were in Vietnam," he said.

2. Protection of the Government: Jan. 5, 1968. Dow argued that it would not support the Three-Fourths Corporation, which was curtailed in 1967, Chas. Manfield, Dow and United Bank. It is no exception.

The current policy of the Dow Chemical Company and the role assumed by this college in relation to it necessitates a comprehensive examination of the current controversy.

In 1965, Dow's New England Chemical and United Technology campus, a part of the United Technology Corporation, were successful bidders for a government contract solely entailing the production of napalm. The company itself composed of 40 percent polyethylene, 33 percent polyvinyl acetate and 21 percent benzene. This phenomenon was originally developed before World War II, but not until the Atomic Energy reorganized its specifications to include the base, styrene, did Dow and United Chemical assume the contract.

by Linda Manco

Conn Joins Wesmen in Experimental Ed.

Collegiate Securities Examined: Holdings Include Stock

In Dow Chemical, Chase Manhattan Bank and I.B.M.

The investments of many colleges and universities have recently been scrutinized because certain of their holdings are in corporations which actively support military activities, some more in the war in Vietnam, apathetic in South Africa, as a result of the third world in general.

Under the present system of capitalistic, highly centralized, complex, even the most liberal of liberal arts institutions must rely on such corporations as a source of revenue. Connecticut College, which holds stocks in Dow Chemical, Chase Manhattan Bank and I.B.M. is no exception.

The current policy of the Dow Chemical Company and the role assumed by this college in relation to it necessitates a comprehensive examination of the current controversy.

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College Joins Wesmen

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Subективity vs. Objectivity

To the Editor:
I'd like to comment on what I consider to be some rather senseless confusion concerning Conn Cen¬sus. I would like to make some points about sub¬jectivity.

The editorial board of the newspaper did not say that it would stick to the style of objectivity, but just objectivity in the Ameri¬can sense, which I take to mean that the editor is objective. Now objectivity in the liberal sense, that personal commit¬ment, involvement and advocacy are sacrificed for the sake of personal detachment, disinterestedness and some vacuity in the talk of equity, when that sacrifice occurs, rhetoric, takes the place of action, and in some instances it prevents action altogether. We are in danger with the prose style of liberal objectivity. No personal pronouns are ever used — it’s always “we” say instead of “I say.” Verbs are always in the passive voice. “It was good,” “it was well done,” “it was well by all.” In a real sense, “in a real sense”, all claims that assert that “it is,” or “it is not” are lame claims. What we construct under the form of liberal objectivity are so burdened, it is needed to find qualifications that they begin to use their own mean¬ing, and the person who offers such chit-chat laments along with their meaning.

When Conn Cen¬sus announced that it would artfully gav¬er objectivity in the American sense, I understood it was an attempt to do. The board had decided that it was saying what it meant, and it was giving up its way of saying it, as a consequence of the im¬plicit objectivity in the liberal sense in the fact that such events as such events in connection in Biha are, the incompetence of children by naps in South Viet¬nam, and other events in exploitation and the United States. Conn Cen¬sus has perhaps much more reflection and rhet¬oric about it. We all know what’s wrong, and we all know what should be done, and that is to set things right again in the world. But the fact is that we do not act.

Instead we talk, and we talk some more. And somehow, the pres¬ence of evil, which cannot be, has been forgotten for the sake of detachment in inquiry and eloquence. If it was the worse of all pos¬sible worlds, each of us could maintain some balance between objectivity in language and in¬quity and personal commitment. Involvement and advocacy are issues of any kind of world, and where there is evil, there is injustice. I would like to favor¬ite philosopher of mine once said that: “there is all in return, it is man’s duty to act.”

Whether you happen to belong to other political persuasions, to political ideology, I think we still think, that somehow one has to “cry sticking” fish, but if the liberal would soften that they could get some of these fish with a bit of fish, it still can be done. The idea that the board of Conn Cen¬sus has fish sticks and cannot be consumed is not correct. Let me say that it is correct in its judgment.

Sincerely yours,
Lester Reis
Assistant Professor of Philosophy

Means to End

To the Editor:
If, as you stated in last week’s edition, you do in fact “get down” about dispelling racism, ending the war, aiding Biafran children, or other liberal ideas, then your paper, as a whole system, may say that you would look at your own newspaper and honestly evaluate what good it is doing in solving these problems.

It strikes me that you have not given enough consideration to your readers, nor have you exam¬ined the most effective way of reaching these readers. You cannot cram ideas down people’s throats, in the same way that you can ideas may be. It seems ridicu¬lously inconsistent with articles which themselves contain very little other than con¬ tempt and hate. Moreover, how can you expect a musen lover, for example, to be sympathetic to your ideas when you do not even appeal to appreciate music or to consider a concept a la alone review? You are ask¬ing people to feel the same way as you feel, their hearts, their sympathies and their time to many worthy causes, simply because you are not able to give any¬thing.

I wish you would try to truly clean up the “dirty realities” of our world, then start doing something about it. However, if you only wish to be an alternative to the causes you profess to care so much about, please open up the (edi¬torial) pages of your paper so that it is clearly not available to read.

Diane Levy

Conn Dissension

To the Editor:
Seventy-five students voted election results! Since when has 5% of an election been considered a consensual?
We have read the unrealistic, infantile opinions of the editors. Why aren’t there statements from the Young Democrats, the Young Republicans or the Political clubs on these problems?
Why must we students substitute, through the Blank, a paper which refuses to print and has the right to print, all and any opinion? Why are we subjected to the infantile opinions of the editors? Did you actually read the evidently pro-SDS newspaper stuff? Why must we put up with the obedi¬ence (editorial) picture, Nov. 12, 1968) which presumably represents our own thoughts on the subject of the election?

Finally, Doug Watson, why isn’t there more than one campus student group for the Year Ten? Indignantly,
Virginia Lynn Coo.

For the Majority

To the Editor:
As I only work at Conn Col¬lege I feel obligated from writ¬ing to you if I felt this may be some of your business. But each week as I read the Conn Cen¬sus I become more fur¬ious at the articles that appear week after week. I am bored with your pro¬posal to support all of these, support of every govern¬ment decision or policy, and sickened with the sim¬mons 2000,” which is used as an excuse for “women” uses disgusting gestures and words. I also think it’s a shame for the majority group of conn students to have a conn student who actually seem to feel such strong hate. If I reside at a level where they would be a wel¬come change to open your Conn Census and see a few articles on the creative activities of most of the Conn students. Why don’t you try speaking for the majority? Barbara Strather

Rafael, Sue Simkin, Karen Topping, Gayle Cunningham, Sue Der¬
nade des in the indicative mood. Verbs are mostly forgotten for the prose style of liberal objectivity. But intellectually devisive, genuinely closed and generally stubborn than its political counterpart, it is never to see two things at once. Yet it is almost impossible to absent yourself from this process.

A general form of confrontation dominated the open forum on comprehoreasoning Tuesday. Some who attended, and our column¬ists, Thomas Nash, and others who did not, to the forum in anticipation of a free, open exchange of information and ideas, some points were worn out to be sure but possibly there’d be other with a new slant. However, however one attended the Student lounge with statements memo¬rizt and minds sealed. They had long before decided the issue in private, with a few well-chosen arguments of persis¬tence and therefore with obviously superior judgment of insight into the problem.

The forum instantaneously dissolved into a context, albeit an entertaining one. Prizes were awarded to the student and faculty participants who most cleverly and wittily and condes¬cendingly eloquent in saying, “Hoary for our side.”

Organized student-faculty discussions need not inevitably re¬sult in a tiresome sequence of questions and so after stalemate both sides sitting on a brick wall.

Last week we also attended a smaller student-faculty meet¬ing to discuss the recent petition put before the faculty to ad¬dress to a student to faculty committee on termination of appointments.

The meeting wasn’t a paragraph of total communication. Each group, faculty and students had met separately among them¬selves to organize their discussion points-plan strategy and other media that there seems to be no good reason to

(Continued on Page 3, Col. 1)

Beyond the Wall
by Myrna Chandler

Williams College.
Students at Williams College in Williamstou, Mass., will be given a voice in recommending people for the college awards honorary degrees.

Conn Cen¬sus has approved the creation of a six-man committee to consider the nominations of three faculty members. Names of faculty members and other members of the committee on Degrees, will continue to make the final choices.

Staussena College.
As a result of the strong stu¬dent government at Simmons College in Newton, Mass., the students now have an Hon¬ors-Fall System, no curfews, un¬limited cuts, and (by second se¬mester of this year) part-time, and new in a calendar which is first semester, devoid of any exam period, ends before Christmas.

Virginia Lynn Coo.

Students at Simmons College in Newton, Mass., will be given a voice in recommending people for the college awards honorary degrees.

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Students urge re-evaluation of Comps: Faculty remains divided on the issue
by Barb Shohet

Aging on the need for some reorganization of academic life, students urged a re-evaluation of the present comprehensive system and a democratization of the issue divided on the subject at an Open Forum on the campus, last Tuesday.

Over 150 students and faculty participated in a running dialogue between the opponents and advocates of the comprehensive system.

Two Themes
Two themes that recurred during the course of the evening were (1) the bearing pressure resulting from the fact that graduation is contingent upon passing all comprehensive exams and (2) the possibility that the comprehensive system is not the best way to integrate a student's four years of study.

During the course of the evening, numerous proposals were suggested in answer to these problems.

Series of Problems
Mr. Dick D. Duvanov, chairman of the child development department, suggested a series of problems devised by the various departments to be given to students at the end of their college careers in order to alleviate the training.

Agreeing that there are good reasons for a process of integration, Mr. John T. Morris, chairman of the philosophy department, stated that the comprehensive exams are now more a question of memorization and feedback than their original objective of creativity. "You can't be creative on the comprehensive," he said. Nancy Horowitz '69 argued comprehensives are a "creative concept in the entire educational experience," and therefore should not function as a "tutor" in education.

Give Questions In Advance
Nancy Horowitz '69 argued comprehensives are a "creative concept in the entire educational experience," and therefore should not function as a "tutor" in education.

Lower Level of Degree
Mr. Wiles also suggested that the comprehensive examination would lower the value of our Connecticut and a Boston College degree.

Mrs. Virginia Vhich, assistant professor of psychology, said that writing questions is very time-consuming and that the process of writing questions could be remedied by the creation of a professional study committee.

Emblem Tastefulness
Barbara Kochen '70 drew a round of applause and laughter when she stated that "We take a test and we are supposed to be the best in the world. She is only indicating her interest, she is not making a definitive commitment.

Two-Day Integration
Pro and anti suggested this theme by commenting that seniors that year will have the last two days of school to work over the college, disagreed with the suggestion of a directed seminar during the second semester of the senior year, because "integration and feedback than their original objective of creativity. "You can't be creative on the comprehensive," he said. Nancy Horowitz '69 argued comprehensives are a "creative concept in the entire educational experience," and therefore should not function as a "tutor" in education.

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Connecticut College and the Community

TUTORING

Monday and Wednesday afternoons, around ten minutes after one a couple of 18-year-old drop-outs climbed the stairs very deliberately to the second floor of Palmer. They are followed by a 17 and a 20-year-old and finally by several obvious college students. They talk of families, and maybe pass around a picture and then break up into small groups in the corners of the room and settle into three one-hour study sessions of math, English and American studies. The young adults are from the New London area and their Coon tutors are working to prepare them to pass the High School Equiva

Other young people, channelled through the Thames Valley Council for Community Action come for remedial work in the basic skills of reading, math, and writing. One tutor who has returned to the program from last year commented, "I learned by my mistakes last year and I want to see if I could do a better job.

"They were never as prepared as I'd hoped they would be. Last year in my American studies group we tried to decide together what we would study. We made great plans but they didn't come through, except with excuses. It sounded so good when we talked about it. I could see they had real perception and potential, but they were totally without motivation.

"These dropouts are so far re-moved and alienated from the traditional 'school' situation you have to go beyond and almost above the regular teaching level. "We've got good materials to work with; books and articles and studies help, but that's not nearly enough. You have to give of yourself all the creative en-
dergy you can muster."

New Tutorial Program

A new tutorial program is being run in conjunction with several other established organiza-
tions in the New London area.

This educational project is di-
vided into four sections: adult, high school, junior high, and elementary. The adult education program is one of the two proj-
ects that has actually been started.

"Progress is dependent on the individual—and often because of family problems, the tutor can't come consistently. It is difficult to know whether I am helping," said one tutor.

Drop-outs between the ages of 17 and 22 come to the high school program on campus, which is run in conjunction with the T.V.C.C.A.’s Neighborhood Youth Corps. Through the Corps, they are
given a job, and after six months they must return to high school through a tutorial-type program which enables them to hold their jobs.

The program is run in two stages: 1) general study, where the duration varies according to the tutor and 2) intensive prep-
aration for the equivalency test.

The program, conducted on Monday and Wednesday after-
noons, is supplemented by ten women from the New London Area Association of University Women. They add continuity to the program because their teach-
ing is not interrupted by hour-
lies and papers, nor do they leave for vacations.

The junior high school pro-
gram begins next week. Coon-
tutors will be taught in English, French, new math, biology, physical sci-
ence, and American history.

In one program on the ele-
mentary level, reading and math are taught to deprived children. Books and materials are supplied by the New London schools.

The second program on the elementary level, to begin after Thanksgiving, stresses teacher-
tutor contact to give the tutor an idea of the student's prob-
lems. There will be a three-to-
one student-tutor ratio, with each group consisting of mixed socio-
economic backgrounds.

PSYCHOLOGY DEPT.

The Education Department is providing experience for students in the community through the student teaching program. Thir-
teen students are teaching in areas ranging from the elementary level and 8 on the second-
dary level. Six of the students are doing it for credit in place of an academic course.

In the Psychology Department there are several programs avail-
able for students. The Depart-
ment has widened its scope for majors who beginning this year may take the Individual Study course in the form of a seminar of field experience in a local agency, such as a child guidance clinic, mental hospital or com-

C. D. DEPT.

Believing that working with children is the best way to under-
stand their growth, the Child De-
velopment Department sponsors tutoring and companion pro-
grams, and works with the Win-
throp Urban Renewal Center and General Hanes.

In addition, the Department has enrolled children from the Winthrop Urban Renewal Project as students in the nursery school on campus.

Students enrolled in C. D. courses have established a study hall program at Winthrop.

They supervise study halls in the home by talking to the children, answering their questions and en-
couraging the children in their schoolwork.

Outside Speakers

Enrollment will be limited to 10 or 12 students with a serious interest in the study of social problems. Speakers from the department will be invited each week to discuss the problem un-
der consideration.

Mr. Desiderato stated that he

believing student involvement in the community is important, for a university cannot live in a

vacuum. What the experience can do for the student is equally as important as what the student is doing to help. It is essential

that the gap is bridged between the educational institutions and the community with opportuni-
ties for student action.
How We Are Involved – Now

CLAUDE CHESTER

“She understands me. She lets me talk to her, she lets me cry. She gives me free tickets to Theater One’s The Wizard of Oz. The program is supported with money from Conn’s Community Fund.”

Approximately thirteen Conn students are presently working individually with as many Claude Chester youngsters who have had difficulty in adjusting to their school situation. The meetings are casual. Activities depend on the child’s mood or momentary interest. You can laugh and talk and run down the hall; you might even run into the principal and he’ll smile.

He doesn’t recognize her as such; his new friend is an “emotional tutor.”

The 11-year-old boy who offered this appreciative report to his school psychologist was not describing his friend, his teacher or a child psychologist.

The subject of his devotion is a Conn student who spends at least two hours a week at his special friend and private companion at Claude Chester School in Groton. Together they play games, read books, play on the swings, or simply sit and talk.

Although he doesn’t recognize her as such, his new friend is an emotional tutor.

A previous Claude Chester tutor, Linda Glass ’69, said, “All their associations with adults, especially with teachers, have been irregular and nearly always negative.”

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The students are there to share themselves with an individual they respect. And the children know it.

If you want statistics or graphs to prove that this idea has begun to work, I don’t have them,” admitted Harrison Day, Claude Chester’s assistant principal.

But we can begin to measure results when a non-communicative child offers to tell his social studies class about a conversa-

CHILD GUIDANCE CENTER

The Southeastern Conn Child Guidance Clinic in New London offers Conn students the opportunity to work under staff supervision with emotionally disturbed children in the New London community.

The primarily state-supported clinic handles children between the ages of three and 17 from low and middle income families. Children with emotional and behavioral problems are referred to the clinic by schools, organizations or individuals.

Participating in group-play therapy sessions and psycho-
drama, acting as a companion to a child in the community, and attending staff meetings to study case histories of patients are ways in which Conn students can become active at the Child Care Center.

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Group-play Therapy

Two juniors, Diane Levy and Janet Rome, participate in group-play therapy sessions as a psychology department independent study project.

They work individually with a 15-year-old girl as companions in the form of “non-directive therapy.”

Carol Bilecki, ’69, stressed that

SEASIDE

Located in Waterford, Seaside is the Regional Center for mentally retarded, serving the Grot-

New London, Norwich and Middletown areas.

At Seaside, 75 Conn girls participate in a volunteer program coordinated by Marilyn McCreary ’70 from the College Service League and Mrs. Joseph Cavanaugh, acting coordinator of Volunteer Services at the cen-

ter.

They work in groups dealing with physical therapy, speech therapy, rhythm instruments, choral expression, recreation, arts and crafts, and many other activities.

Elaine Davey ’89 is approaching her volunteer work with special ambition as she is correlating the teaching of modern dance at the Center with her independent study. A zoology major, Elaine’s interest is in the ability of retarded children to develop motor skills.

Nancy Fillihin ’71 has assumed the responsibility of organizing a Brownie troop, and she says she finds the experience rewarding but tiring.

Fifteen other Conn girls are working in the Work-Study Program, where the girls are paid to carry out duties specified by the Center, such as secretarial work or recreation aides.

Athena Demos ’90, who worked last summer as editor of the Seaside Tidings, which is under the auspices of the Parents and Friends Association at Seaside. She also accompanies the chorus.

CHILD GUIDANCE CENTER

The Southeastern Conn Child Guidance Clinic in New London offers Conn students the opportunity to work under staff supervision with emotionally disturbed children in the New London community.

The primarily state-supported clinic handles children between the ages of three and 17 from low and middle income families. Children with emotional and behavioral problems are referred to the clinic by schools, organizations or individuals.

Participating in group-play therapy sessions and psychodrama, acting as a companion to a child in the community, and attending staff meetings to study case histories of patients are ways in which Conn students can become active at the Child Care Center.

Group-play Therapy

Two juniors, Diane Levy and Janet Rome, participate in group-play therapy sessions as a psychology department independent study project.

They work individually with a 15-year-old girl as companions in the form of “non-directive therapy.”

Carol Bilecki, ’69, stressed that

SEASIDE

Located in Waterford, Seaside is the Regional Center for mentally retarded, serving the Groton-New London, Norwich and Middletown areas.

At Seaside, 75 Conn girls participate in a volunteer program coordinated by Martine McCrea-

y ’70 from the College Service League and Mrs. Joseph Cavanaugh, acting coordinator of Volunteer Services at the cen-
ter.

They work in groups dealing with physical therapy, speech therapy, rhythm instruments, choral expression, recreation, arts and crafts, and many other activities.

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Reverend Shepherd Observes Trend Toward Investigation

by Lynda Herzowitz

I've been chaplain at Connecticut College for a year and a half," says Chaplain Barry Shep-

Reverend Shepherd, "and in that time we've tried to make Chaplain's Office the side gate to the middle of the campus. Now I would like to see it moved into great involvement with the New Lon-
dom community.

The new intensified role of the chapel became evident in this stream of activity within the Col-
lege community. Religious life on campus has been increased as being relevant and neces-
sary to fulfill the student both as an individual and as a con-
sicus member of the world community. When asked if he
had observed any trends in stu-
dent religious thought and belief, Reverend Shepherd cited two im-
portant answers.

"I don't believe that students are moving toward assimilation, but rather, a more realistic,
ance, understanding and interest in the meaning and beauty of other religions. They are also
aware of the need for honesty in their religious lives and in the differences between reli-
gions.

Trend of Investigation

"In light of this trend toward in-
vestigation, what we may see is the gradual elimination of differences between denominations within Protestantism - Methodism, Cong-
pregionalism and Episcopalianism.

"It also see a trend away from the social center of traditional religions. The church and syn-
gagogue are organizing more and more to help the poor, to send food to the hungry and to respond to the needs of the world, includ-
ing the immediate family of the student community."

"When the church becomes more ready to shift its emphasis from the friendly little social gruop to the growing needs in the society, students will return to the organised church."

It is this spirit within the struc-
ture of religious activities that Reverend Shepherd has created that should shape a movement on campus. He sees his role as threefold. "I hope to func-
tion as a catalyst-to get students and faculty involved in activities within and outside of the college community."

Second Function: As Pastor

A second function that Re-
verend Shepherd cites is that of pas-
tor. "If you are a good pastor, you have the basis upon which to be a prophet, in the traditional sense-to call upon people to act and respond to forces in their community."

The third function is that of teacher. "I teach the courses in our department as attempting to pre-
sent religion as an exciting and academi-
sic discipline."

The chapel has been shifted to the middle of the campus in a movement that has given im-
petus to the religious, social and academic spheres that Barry Shepherd finds so relevant to his own life and to that of the mem-
ers of the College. As catalyst, pastor and teacher, he is open and eager for creative, individual response from all members of the college community.

White House Fellows '68 Urge Youth Participation

WASHINGTON (CPS)-White House Fellows are men and women between the ages of 23
and 25 who get a year of first-hand experience in national af-
fairs at the president level. This summer, afraid such ex-
perience was not available to other levels to young people, they
prepared a report called "Con-

formation on Participation?" The Federal Government and the Stu-
dent Community. In it they
noted that of 27 communit-
es in the U.S. Office of Education dur-
ing the vacation period, no one
had young people represented on it.

Education Commissioner Har-
old Howe II wants to do some-
thing about the absence of stu-
dent participation, and has an-
ounced a "comprehensive effort" to get young people involved in USOE program planning.

"Student viewpoints are alter-
ing our outlook, our social prac-
tices, the intellectual, political, and spiritual life of our nation," he said. "It is impera-
tive that Federal education efforts re-
flct these viewpoints. The U.S. Office of Education make positive use of the enthusiasm of today's students which is by and large directed to the great public issues of our time."

Commissioner Howe who is re-
signing his job to join the Ford Foundation, said the student par-
ticipation would be implemented in a heavy way.

Students will be asked to serve as members of certain public advisory committees and on consultant review panels. Stu-
dent representatives will be in-
vited to USOE conferences and seminars.

Writers of proposals for USOE-
handed programs will be en-
co urged to show evidence of di-
rect student involvement in the
development, administration, and evalua-
tion of the programs. Student-initiated proposals will also be encouraged.

An informal student advisory group will be available to pro-

provide some kind of a sampling of a student opinion on educational issues and future plans of USOE's bureau of higher edu-
cation and of educational per-
sonnel development.

USOE Summer interns will be
offered more-relevant work ex-
periences.

When President Johnson was
presented with the White House Fellows report, he acknowledged that relations between the gov-
ernment and young people are stran-
ged.

"I quite agree with you that we are not communicating with young people as much as we should and vice versa. They are not communicating with us," the
President said.

The White House has asked various educational agencies to estab-
lish committees of young educators to evaluate their experience. The
President said he hopes these
recent college graduates can serve as a link between the ad-

t and the students back on campus.

When asked the Civil Service Commission to coordinate a study on how this might best be ac-
complished, its report was expec-
ted late next month.

The White House Fellows
based their nine-point package of recommendations to increase student participation and involve-
ment in our established insti-
tutions" on contacts with students at 75 colleges and universities.
DANCE REVIEW

NIKOLAIS COMPANY ILLUSTRATES MULTI-MEDIA THEATER IN IMAGO'S SENSUAL BARRAGE OF COLOR, SIGHT, SOUND

November 26, 1968

Conn Census Page Seven

DANCEREVIEW-----------,
NIKOLAIS COMPANY ILLUSTRATES MULTI-MEDIATHE TER
IN IMAGO'S SENSUAL BARRAGE OF COLOR, SIGHT, SO

Tuesday, November 26, 1968

Conn Census Page Seven

DANCEREVIEW-----------,
NIKOLAIS COMPANY ILLUSTRATES MULTI-MEDIATHE TER
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Math Majors:
Will your first position be worth your time and talent?

It will if you join the National Security Agency. In fact, working for NSA will bring you face to face with mathematical challenges so great that they frequently go beyond the known boundaries of mathematical knowledge.

NSA is the agency within the federal government that is responsible for designing and developing invincible communications systems and EDP devices to transmit and retrieve vital information.

The Career Scene at NSA

As a mathematician at NSA, you will play an active part in defining, formulating and solving communications-related problems, many of major national significance. Statistical mathematics, matrix algebra, finite fields, probability, combinatorial analysis, programming and symbolic logic are but a few of the tools applied by Agency mathematicians.

Theoretical research is also a vital concern at NSA, owing to the fact that the present state of knowledge in certain fields of mathematics is not sufficiently advanced to satisfy NSA requirements.

Your Imagination, a Vital Factor

Because you will be working at and beyond the present-day state-of-the-art, your imagination will be stretched to its limits. Mathematical problems will seldom be formulated and handed to you; instead you will help define the problem by observing its origin and characteristics and the trends associated with it. You will then determine whether the problem data are susceptible to mathematical treatment, and if so, how.

Career Benefits

NSA's liberal graduate study program permits you to pursue two semesters of full-time graduate study at full salary. Nearly all academic costs are borne by NSA, whose proximity to seven universities is an added asset.

Starting salaries, depending on education and experience, range from $580 to $15,000, and increases will follow systematically as you assume additional responsibility. Further, you will enjoy the varied career benefits and other advantages of Federal employment without the necessity of Civil Service certification.

Check with your Placement Office for further information about NSA, or write to: Chief, College Relations Branch, National Security Agency, Fort George G. Meade, MD 20755, Attn: MS21. An equal opportunity employer, M/F.

Campus Interview Dates:

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Katharine Gibbs School

olved in Palmer Auditorium

last Tuesday evening by his well-accomplished company, in a very literal definition of the performance, the image portrayed in each scene could be imagined in a "city curious". The images were not restricted to those of human characteristics. They included those of animals and inanimate objects.

Puppet-like State

"Dignitaries", the opening selection of movement depicted man in a puppet-like state of being. The costumes, long, straight, sleeveless shifts and narrow pull-plissed head-pieces, set the scene. The dancers, with stiff bodies performed with small, agitated but precise movements.

Animal Image

An animal image was created in "Mantis". Narrow cylinders with large square cups on one end were extended from the hands of 5 dancers. As they transformed each pose into another, these so-called props gave them a creature-like appearance, the appearance of an animal—perhaps the praying mantis—rather than of a human.

Uses the Object Itself

Mr. Nikolais' company did not create inanimate objects only through his dancers' movements; he used the object itself in some form. For example, strips of material were placed across the stage to depict a "Fence". In "Kites", small kite-like objects were suspended from above the stage and attached to the hands and feet of three dancers. When any part of the body was moved, the kite moved also to form patterns against the backdrop.

Each dance would not have been effective without its distinct lighting and background designs. Bright colors illuminated a background on which slide pictures had been projected. Some of the backdrop was blank with an array of colors setting the scene. Nikolais' Own Music

The music composed by Mr. Nikolais himself, consisted of electronic sounds made with voice and various instruments, not necessarily musical instruments. Alvin Nikolais' company appealed to the senses of the audience. It made the audience aware of the broader realm of the dance world and of what can be accomplished within it.
The "underground press," that group of about 150 sharply fi-
nanced, anti-establishment newspapers and magazines, has experienced a force instrumental in this change is a small but vital news service known as the Liberation News Service.

But now, after a heated clash that left two factions both claim-
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When the first underground newspapers started publication three years ago, their appeal was limited to the growing "hippie" enclaves of the major cities. A typical issue contained one or two articles attacking the drug, a dash of pornography, a page of very unusual classified ads.

"Disenchanted With Flowers" he concluded. Don't Care About POI

Mr. McPherson commented that the LNS, like any other "underground" phenomenon, is a natural reaction to specific social problems in the period of the Great Depression, because their economic value was much less.

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