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Student Newspapers

12-10-1968
ConnCensus Vol. 52 No. 34
Connecticut College

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Students Favor Co-education
With Exception of Class of '72

Connecticut College students (with the exception of the class of '72) were the strongest supporters of co-education. Seventy-four percent of the sophomores and only 36% of the seniors favored this idea. Seventy-seven percent (285 men as compared to 26%, 15% of the freshmen responded positively to this statement. Women would deferred or completed their freshman year because of the "lackadaisical attitude toward co-education on the part of many students," they concluded.

Porters of co-education (but supported by 28% of the juniors, 14% of the sophomores, and 12% of the freshmen) favored this arrangement.

Only 55% of the freshmen either agreed entirely or with reservations to this statement, while 54% of the seniors agreed. Juniors were 78% in favor of co-education while sophomores were 76% in agreement. Thirty-five per cent of the freshmen disagreed entirely with the statement.

THREE WESTERN STUDENTS TO LIVE HERE NEXT SEMESTER

Two of the Westmen, Harvey Yazjian (left) and Elliot Daum, who will be attending Conn next semester, survey their future living arrangements in Freeman.

Black women on campus have voted to give their active support to the members of Pembroke College Afro-American Society in Pembroke's demand for intensified recruitment of Black students.

Six months ago, Pembroke Afro-American presented a site-specific policy for recruitment, but because of the "lackadaisical attitude" of the Administration Office, Afro-African confronted the administrators to reiterate their demands. The Pembroke Black women conferred with the Administration, but again the Administration made no commitment, and in a letter to Conn-Afr-Am, Pembroke Black women stated that "apathy is to be a blatant form of racism."
Dear Editors,

I am certainly outraged and offended by the lack of what we consider appropriate taste in the "—-tion" issue of Conn Census. The public act of being " boorish" is clearly beyond expression. If you only had invited so disinterested a thought as from your photograph, it may have served as a model for the front page of your newspaper.

Wendy Sloan '70

To the Editor,

The red thread of Marc Feinstein's article on the Sanctuary at MIT in the November 19 Conn Census reflects to some degree the nature of its structure. The Sanctuary issue is not only a political matter; it is a matter of access for those who seek to use these facilities. The sanctuary, by virtue of the fact that it was created for the benefit of human beings, is a public resource. As such, it is subject to the laws and regulations that govern other public facilities.

The first necessity for any sanctuary's success is an active social-political program; thus the legal ramifications of the Sanctuary issue will be the primary focus of the sanctuary's activities. The Sanctuary committee has made a commitment to work towards the establishment of a sanctuary in the United States, and will continue to do so until such time as a sanctuary is established.

After the weekend had ended and Miss Feinstein returned to school, MIT's resistance, thinking that no school should be without a group of professors and students to hold classes in the De Salle, a policy which Miss Feinstein was against, closed the sanctuary. The students at the De Salle had made a mistake, and were entirely different from Mr. McPherson's view. The students at the De Salle were more interested in the social-political aspects of the sanctuary, and less interested in the academic aspects. However, the problems that the liberals of this decade were not prepared to face, the problems that the radicals of the early sixties—the remnants of McCarthyism and the Communist threat, the problem of racism, and the problem of the history of the United States—were all the right elements, but is paradoxical by the rhetoric of his views.

The inadequacy of liberal solutions in the face of increasing critical problems is well documented. In the Vietnam involvement, we will see on what the University of California has been ready to do, while it comes down right into the dirty work of writing his card, he quickly shies away.

We, along with our liberal readers, have a great deal of responsibility in the dissemination of new information and values. It is through the work of the Press, the magazines, and the newspapers that we can achieve this goal.

Sincerely,

Conn Census—E tablished 1916
Published by the students of Connecticut College every Tuesday through the college year from September to June, except during mid-year holidays;


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Outstanding Concert Given
By Guarneri String Quartet
by Lynda Herskowitz

The Guarneri String Quartet performed chamber works by Mozart, Beethoven and Zoltan Kodaly in an outstanding performance Tuesday night in the second concert of the Connecticut College Artist Series. Their well-balanced program at Palmer Auditorium opened with Mozart’s Quartet in D Major. In this composition, Mozart seems to be the impersonal commentator on different emotions, with outstanding dramatics. The quartet beautifully expressed the intimacy and understatement of the emotional intensity and melancholy that pervades this work.

The second work of the evening was Beethoven’s String Quartet in E minor, opus 59, no. 2, in four movements. It is characteristically intimate and soul-searching, and the constant interaction between the first and second violin, cello and viola heightens the contemplative mood of the music.

The Quartet then took a sharp departure from the classical period with the brilliant contemporary String Quartet Op. 10, by Zoltan Kodaly. The elements of Hungarian folk-music, Beba Bartok, still pervaded this composition. The Quartet demonstrated a different technique and style than in the preceding classical works, giving dramatic contrasts to the variety of vibrant rhythms. The artists in the Guarneri String Quartet were Arnold Stein, violin; John Dailey, violin; Michael Tree, viola, and David Seyer, cello.

Marcuse Cites Revolutionary Goals
(Continued from Page 1, Col. 5)

Based on Oglanly’s themes of oppression, the right wing (which has “no idea what fighting for”), and the inability to survive in a multiplying atmosphere.

Marcuse’s Tactics
Marcuse thus chose to concentrate on the tactics necessary to combat this enslavement. Assuming a principle considerately altered from his previous basic philosophy, Marcuse asserted that we cannot say destroy and we will see. Our own morality must be visible in our actions.

Educate the People
The task, then, is one of “enlightening, educating and developing political consciousness” in a majority which exists under the need for change. It is essential, then, to achieve this mass base, and to do so through “democratic persuasion.”

Target: Revolution
Affirming revolution as the target of the New Left, Marcuse insisted on shifting from a large, “coordinated movement” (the classical concept of taking over the Pentagon) to a “localized, diffuse movement, realistically capable of dealing with individual incidents of labor exploitation, education, not geared to social change and the immoral culture.”

(Continued on Page 4, Col. 3)
H. Rap Brown Hurls Contempt at White Radicals

"You don't have a corner on revolution." With this, Rap spilt, and a Black knowingly commented, "He wanted that to happen anyhow."

Cohen Gives Eyewitness Account

(Continued from Page 1, Col. 5) for Biafran relief sponsored by the Connecticut Biarian Relief Committee. In connection with the fast, Mr. Maxwell T. Cohen, his daughter, Barbara, is a freshman at the college, gave an eyewitness account on the Biafran situation. Mr. Cohen, a New York City lawyer, had gone to Biafra, at the request of the Biafran government, in order to advise them of their rights at the Geneva Convention of the U.N.

Stating that the Biafra-Nigeria conflict contains the potentialities for a third World War, Mr. Cohen went on to parallel the situation in Nigeria with that of Spain in 1939.

Mr. Cohen concluded by praising the fact that the Biafran, American college students may directly affect the attitude of Africa toward America.