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Connecticut College

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# Satyagraha

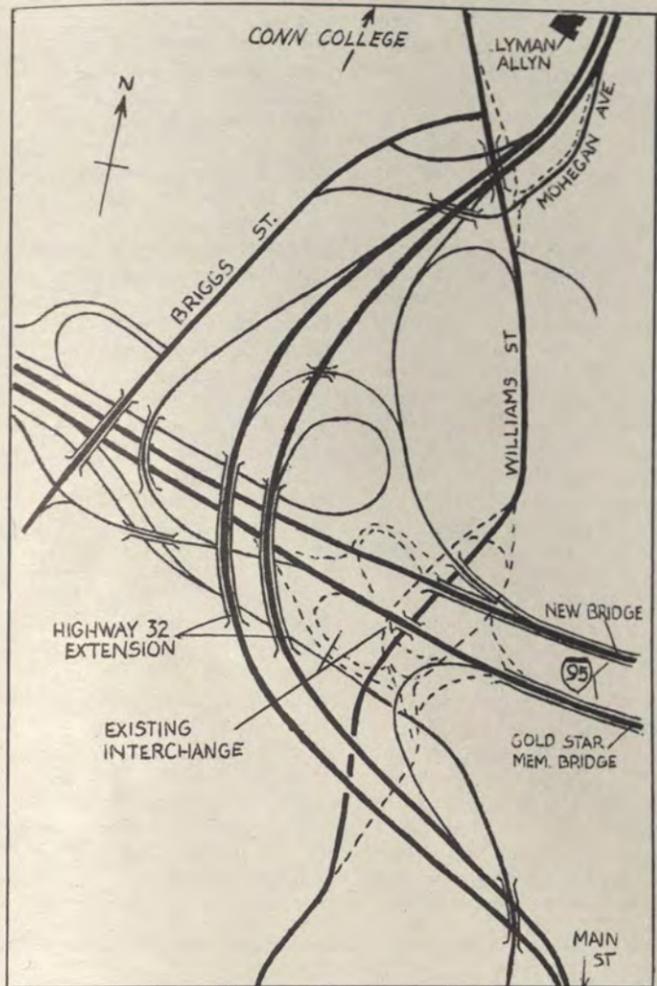
## CONNECTICUT COLLEGE



Vol. 54, No. 2

NEW LONDON, CONNECTICUT

Tuesday, October 6, 1970



drawing by carroll

## Construction Begins On New Interchange

by Allen Carroll

The Connecticut State Bureau of Highways is in the process of acquiring land for the construction of a \$20-million approach and interchange for the Gold Star Memorial Bridge.

Included in the project are plans for a 7000-foot extension of state highway route 32 from Mohegan Avenue near the Lyman-Allyn Museum to Main Street south of Interstate 95.

Robert Neiser of the State Bureau of Highways stated proudly that "plans are quite far developed" for the complex series of ramps and approaches, the greater part of which will cover a crescent-shaped area of approximately 1/2 by 3/4 of a mile. This interchange will tie into the existing Gold Star Memorial Bridge and a second bridge over the Thames River, which is currently under construction.

Mr. Neiser stated that according to present estimates, the cost of the project will be "close to \$20 million." Since the construction of the interchange comes under the interstate highway program, 90 per cent of the funds will be provided by the federal government and 10 per cent by the state.

Construction of the new bridge and interchange will be completed in approximately five years, according to William Prue, head of land acquisition for the interchange. Mr. Prue said that "we are presently in phase one of the project" which consists of construction of piers for the second bridge over the Thames. The second phase—the construction of the bridge structure, will begin this spring.

"The next phase will be the construction of the ramps and roadways, which will be advertised for bids in June," Mr. Prue continued. Actual construction will begin in the fall of 1971.

According to present plans, the northern limit of construction for the approach will be about 200 feet north of Lyman-Allyn Museum and will not include the section of Mohegan Avenue adjacent to Connecticut College.

Included in the plans for the approaches and interchange are the following:

- a 1 1/2-mile-long relocated section of state highway 32 between Mohegan Avenue and Main Street (see map). The limited-access highway will cut across a 250- by 270-foot section of lawn and trees in front of the Lyman-Allyn Museum;

- the re-location of Williams Street north of Mohegan Avenue including a bridge over the state highway extension;

- the widening of Interstate 95 approach to the Thames River bridges;

- the complete replacement of the existing Williams Street-highway 95 interchange and traffic circle with a series of ramps and exits;

- an extension of Briggs Street (now a dead end) to Williams Street, with ramps connecting with highways 32 and 95;

- a ramp connecting the Coast Guard Academy entrance to highway 32 and Williams Street;

- the relocation or removal of several houses, especially in the area bordered by Briggs Street, Williams Street, and Interstate 95.

Land is currently being acquired by the State Bureau of Highways for the interchange.

**A SURVIVAL meeting will occur at 7:30 p.m., Wednesday Oct. 7 in room 122 of Hale Laboratory. Survival will not survive unless plenty of survivors attend.**

## Summer Study Committee Reports to Pres. Shain

by David Clark

The Summer Study Committee, appointed by President Charles Shain has submitted their report to him and to Connecticut College in general in the form of a 39 page document encompassing academic phases of Connecticut College life and the ramifications upon college government administrative procedures, and budget.

The Committee in its earliest sessions decided to concentrate on five major topics. These were, "(1) the mission of the College; (2) the nature of the freshman year; (3) academic programs and procedures; (4) policy-making and administrative organization; and (5) the budget."

The Committee, comprised of 14 students, faculty, and administrators concluded opening deliberations on June 19, 1970 and adjourned until August 8. At that time, the material from committee members was heard at sessions with representation of the board of trustees; and deliberations began.

The Committee, concerned with the "mission" of the College, described two points of view which they thought needed to be reconciled before a decision on the College's direction could be reached. They called these two views, "two approaches to liberal education." The Committee went further to say, "Some assert that colleges should prescribe what is excellent, and that is enough. Others insist that every individual student should decide for himself what is excellent, or 'relevant', or 'meaningful', and that is enough. One group views liberal education as the acquisition of knowledge which makes possible a public community of the mind. The other equates it with the personal development of the individual in his unique capacities and commitments."

The Committee came to realize that, "the apparent conflict between the two claims can be resolved in a larger context and that both have their validity." Once this was ascertained, the committee could then begin to discuss the "mission" of the college within the framework they recognized, that "Students... expect colleges to provide the means and opportunity for their discovery of personal identity and their articulation of social purpose," and that colleges can no longer "reaffirm with comfortable assurance traditional assumptions about education or traditional academic practices."

The committee concluded that the educational, and thus most important, mission of the college was to provide "a unified education with the student as its center and a world within its circumference."

As this view of education emerged, the committee found itself examining the college curriculum. They proposed some changes, made some recommendations supporting the continuation of certain programs, and sought to provide creative guidelines for both new and existing endeavors.

Three general concerns were spoken to directly. The first area was "An Academic Plan for Connecticut College." The group found its discussions centering on four basic topics: The Degree of

Bachelor of Arts; The Freshman Year; Evaluation and Grading; Course Design and Teaching Techniques.

In discussing the question of the awarding of the degree, the committee again found itself caught between traditional and progressive viewpoints. It was obvious to the members that the college should neither impose fixed requirements, nor grant degrees automatically for a certain number of completed courses. The members show concern that every student's program show some cohesiveness and direction of purpose. To replace the traditional "major" the committee brought forward the concept of "models" which would more liberally "exhibit coherence" in a student's program of study. It gave illustrations of what might be a good "model" or description of the central question that would be the basis of a student's four years of study. Other recommendations in this area concerned three- and five-year plans and advising of students by faculty in their area of concentration.

A new idea that comes out of the report is the suggestion of a required course, a colloquium on liberal education, for all freshmen. This obviously sprang out of the committee's concern for the constant need to reevaluate the goals and means of the education the college should provide. Such a course would challenge students to define more clearly their own reasons for attending college and also define what they hoped to gain from the experience.

The group came up with two detailed proposals for a new grading system. The essential guidelines for any new plan for the evaluation of student work, the committee contended, should spring from the notion that "a rigorous standard of achievement for the B.A. degree" should be maintained. However the committee saw the need for the development of each student's ability to judge and criticize his own

work "in terms of own and commonly held standards."

Concerned with the possible increase in student responsibility in academics and the effective use of faculty members, much discussion by the group centered around new ideas of what should constitute a course. New ideas brought forward concerned, among others, Student Assistantships, half-courses and self-taught courses.

Having spent the bulk of its time on academic issues, the group then turned to the two other areas of general concern. Entitling the second area simply "Governance And Administrative Procedures", the summer group looked into the "structural and procedural factors that affect operations at the college". The need for streamlining the structure of authority on campus was of primary concern. The committee asked that the trustees clarify, make more precise, and publicize "to whom authority and responsibility have been granted and for what purpose." With this primary guideline set down, the group made specific recommendations concerning All-College Assemblies and Student-Faculty Committees. These recommendations were made to help with this streamlining process.

Lastly the Committee studied the College Budget. Keeping in mind the goal of maintaining academic excellence while not sacrificing economic pragmatism, the group again called for streamlining, this time in the area of faculty and class size distribution and departmental expenses. Suggested as a smart economic move was that the college "not increase the level of student aid until budget deficits are eliminated."

Two appendices came with the report. One was a series of suggestions about the new academic program as recommended. The other was a model calendar set up for the academic year 1970-71, suggesting two long terms and a short "individual study" term in May.

## Parent's Committee Reveals Findings Of Questionnaire

by Pat Strong and Sue Kronick

This summer a group of parents of Connecticut College students formed a committee as a result of their concern about various aspects of campus life. The three primary areas that brought this group together were the Connecticut College Student-Faculty Strike, Parietal Rules and Administrative Responsibility.

The committee decided that the best way to determine parents' beliefs on these issues was to send out a questionnaire during the summer. The questions asked dealt solely with the three areas. The committee reported that 1,031 questionnaires were mailed, 480 of which were returned within the designated time period.

After tabulating the results of the poll, the committee requested a meeting with members of the Board of Trustees. A meeting was held on August 10 with 12 members of the Board of Trustees and eight parents. The committee's contention was that the results of

the poll were a representative sampling of parent's sentiments. Since the entire Board of Trustees was not present, the meeting did not culminate in any definitive answers to the questions posed by parents. After a general airing of views, mainly on the part of the parents attending, the meeting adjourned.

As a result of the meeting, President Shain decided to send a letter to all parents of students to clarify basic policies on campus life. In the letter, dated August 20, President Shain concluded with the following statement: "Recent experience teaches us that in these days patterns of conduct of students entering Connecticut College represent a wide latitude of personal freedom and responsibility inculcated at home. We believe that in dormitory life only self-regulation and canons of mutual respect can be depended upon to sustain a moral atmosphere."

The committee's next step was (Continued on Page 4, Col. 1)

### Discussing Our Purpose

The Summer Study Committee Report on Connecticut College is a thoughtful document concerning how we might best go about educating ourselves. The report, however, does not accommodate the uninspired educator or student. The academic proposals concerning program, grading, type of course elected, and the time involved call for serious thinking and decision making.

The essence of the report lies in its concern for an animated, committed approach to each individual's education. The framework for the realization of this education depends basically on individual students for its success.

No longer can the College feel secure in dictating how and why a student should pursue a particular course of study. Rather, the committee's proposals require the student to provide the course of study and the reasons behind his choice.

With the added responsibility on the student for the direction of his education, the College's teaching methods must in turn be responsive to more students in varied ways. This would require a flexibility on the part of all members of the teaching staff, and a flexibility of the departments in which they teach.

The overall effect of the Committee's proposals, if adopted, would probably be a higher personalization of and commitment to a student's education.

Each student would be called upon to conceive of his education in the framework of what Connecticut College can provide. And this institution would be called upon to reward thoughtful student course programs with the opportunity to carry them out.

The Summer Study Committee's report is in each dormitory with the Housefellows and at the bell desk. The academic principles here are sensitive and pertinent; they demand attention from every member of the College.

### Noncensus . . .

We reject the report of the Parents' Committee of Connecticut College Students on the basis that the methods used in conducting the survey were unsound. The information used in the questionnaire was not verified with the College, and was based on a set of assumptions, many of which are obvious misconceptions.

The Committee's report states that the poll's results represent an "overwhelming consensus". The 46% who returned the questionnaire can hardly be considered to have voiced an "overwhelming consensus."

As for the questions themselves, there can be no doubt of their rhetorical nature. In the Committee's second letter, they "acknowledge the failure of the present parietal system." Since the survey contains no direct question to this effect, we can see no basis for such a conclusion. It appears, therefore, that a group of 14 parents (the Committee) has decided that the parietal system is "a failure."

The most blatant example of a question based on a false premise is 3-f, "Do you want your student's education to be controlled by other students rather than by a salaried faculty and administration?" This question invents an issue that has never been raised on this campus.

Before we accept the conclusions of the Committee, we would like to ask them to take a look at Connecticut College instead of the back pages of the New York Times.

### Topic Of Candor

by Dave Clark

With the national elections less than one month away, one of the dominating figures on the political scene is Vice President Spiro Agnew. He must be considered a serious factor in the campaigning that is now going on. His enthusiasm and his effectiveness show an indication of what Agnew has made out of the office of Vice President.

In 1920 Vice President Thomas Marshall said his office represented a "cataleptic state", and that the Vice President "cannot speak; he cannot move; he suffers no pain; and yet he is perfectly conscious of everything that is going on around him." The office had not changed much from those days, until Agnew appeared on the scene. What has changed is the public's view of the office, and the popular expression "a heartbeat away" came all too true in Dallas and was in the minds of the people during Eisenhower's illnesses. Now, in the light of the antics of Agnew, it seems that the people's attitudes are changing even more.

Essentially, Spiro Agnew is trying his best to truly "make" something out of his office which has stifled most of the men who have been in it. One of his constitutional duties is to preside over the Senate, something that modern Vice Presidents have shied away from as a dull, unfulfilling job.

Agnew, though, seems to enjoy doing his homework on the Senate business. When he is not travelling, Agnew likes to take part in the Senate's affairs and usually shows more alertness and preparedness than his predecessors did.

But Agnew calls more public attention to himself with his speeches around the country. He has become the most controversial Vice President in modern American history. His speeches have drawn praise and criticism in a volume that has never been seen before.

What is Agnew trying to accomplish with his speeches in which he lashes out at the "effete snobs" and "Eastern liberal establishment"? It is obvious that by doing so he is alienating parts of the society that his running mate, Nixon, promised to "bring together". And yet at the same time is he not rallying the forces of the "silent majority" that his administration relies upon for support? The answer is that Agnew has decided, or perhaps had it decided for him, that he must play the role of the mouthpiece of the administration that speaks directly to and for the Americans that helped to elect Nixon president. More than that, in light of the fact that Nixon would like a broader base of support, Agnew has taken on the role of being the one that must actively try to win new sup-

porters into the fold.

Agnew is to be admired for his efforts and imagination. No matter what one's feelings are about his ideology and sensitivity, one must appreciate his attempts to be a good public servant in the roles he has set for himself. No matter what one's feelings are about the goals, and the means to reach these goals, of the Nixon administration it must be clear that Agnew is helping substantially in the attaining of these goals. He has established a new kind of Vice Presidency, he is active and not passive; he is articulate and not silent; he has shown some independence, a quality most modern Vice Presidents have sadly lacked; he has not been tied down to the precedents or examples set by those who have gone before him. Most of all, he has a good idea of what he is doing, he has established that a Vice President can be essentially loyal to the administration and yet not be confined by that administration.

If those that follow him in his office, whatever their ideology or party, establish themselves in a similar manner to Spiro Agnew, he should be remembered as a positive influence upon the American Political System, not necessarily for what he said and did, but more for his inventiveness in an office that has been stagnant too long.

### News Notes

Educational Testing Service has announced that the Graduate Record Examinations will be given on six different dates during the year. The first testing date will be October 24th. Scores from this date will be reported to graduate schools by Dec. 1. Applications not received by Oct. 6 will incur a \$3.00 late registration fee. After Oct. 9, there is no guarantee that applications for the October test date can be processed.

Other test dates are December 12, 1970, January 16, February 27, April 24, and June 19, 1971. Choice of test dates should be determined by the requirements of the graduates schools or fellowships to which one is applying. Scores will be reported five weeks after each test date.

Full details and registration forms are in the GRE Information Bulletin, available on campus.

The schedule for the Math Review for the GRE is as follows:

-October 5 at 4:20, repeated Oct. 6 at 7:00: Ratio and Proportion, Area, Pythagorean Theorem, Business, Angle Relationships, Equations and Inequalities.

-Oct. 7 at 4:20, repeated Oct. 8 at 7:00: Volumes, Averages, Coordinate Geometry, Numerical Relations, Misc. Verbal Problems, Graphic Interpretations.

-Oct. 12 at 4:20: General questions.

Sign-up sheets will be posted on Fanning bulletin board; rooms where sessions will be held will be posted on the second floor of Fanning.

Jobs Europe announced they have 700 salaried positions available, anytime of the year, in London for those aged 18-26. Jobs are in first class London hotels, 45 hrs. per week, room and board usually included, 300 jobs are also available in Switzerland for the summer.

For details, send a self-addressed, business-size envelope to Jobs Europe 13355 Cantara St., Panorama City, Calif. 91402.

Ti-Grace Atkinson, veteran

woman's liberation leader and founder of The Feminists, a new women's rights group, will speak at the annual lecture series at the University of Hartford.

Miss Atkinson will speak Wednesday, Oct. 7 at 8:30 p.m. in the Phys. Ed. Center. Tickets may be purchased at the Information Desk of the Gengras Campus Center.

Bertram Ross' new ballet, "Oases," will be presented by the Martha Graham Dance Company on Oct. 3, 4, and 7 at the Brook-

lyn Academy of Music. Student tickets are \$1.00 with I.D. one-half hour before curtain.

For further information contact the Brooklyn Academy of Music Box Office, 30 Lafayette Ave., Brooklyn 11217.

Holy Communion will be celebrated according to Episcopal liturgy, Wednesday, October 7 at 12:30 p.m., in Harkness Chapel. Rev. Frank Johnson, assistant professor of religion at Connecticut, will be the celebrant. All are invited.

In response to the report of the Parents' Committee of Connecticut College Students, the editors of SATYAGRAHA plan to draft a letter. We urge all members of the College community to consider the text of the report and to submit their opinions by October 20. We will attempt to include a general sampling of these opinions in the final text of our letter, which will appear in SATYAGRAHA on October 27. Any comment in the form of Letters to the Editor is also welcome.

### Letters To The Editor

To the Editor:

Traditionally, day students have been encouraged to affiliate themselves with certain houses as members, thus taking part in student government and social life in much the same way that house members do.

This system was adequate for as long as the number of day students was insignificant and their needs could be satisfied through these channels. At present, however, the issue has arisen over whether day students should continue in this status or assume a degree of autonomy, an issue which they are currently voting on.

I personally am in favor of autonomy and separate representation in student government for all commuters, including R. T. C.'s, special students, and matriculated students. Speaking as a commuter, my opinion is that the questions facing commuters and their needs cannot be administered to by a system which was

geared to the molding of the student's social life; they are no longer social questions, but political ones instead.

The rise in the number of commuting students, most of whom have their own social lives off campus, the consequent rise in the number of automobiles on campus, and further crowding of present facilities are all factors contributing to a widening political gap between commuters and residents.

These two factions can no longer be interested in each other's problems—commuters have no interest in parietals, quiet hours, dorm officers, etc., nor do house members have any interest in commuter parking areas, eating or studying places. These problems can feasibly be solved only by the people involved, and I strongly urge the Student Government and Administration to grant commuters autonomy and separate representation.

James Shackford

## Satyagraha

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# Goldberg Active in Political Campaigns

by L. Resnikoff

Philip Goldberg, Associate Professor of Psychology at Connecticut College, is an active member of the Eastern liberal establishment. A pioneer in the local McCarthy presidential campaign of 1968 and campaign manager for Ernest Kydd's City Council contest of 1969, Goldberg is currently working for the Duffey senatorial campaign.

Goldberg joined the McCarthy campaign before the New Hampshire primary as another means to protest the Vietnam War, not as a serious political effort. After the "moral victory" of the McCarthy forces in the New Hampshire primary, Goldberg came to see the campaign not only as an anti-war activity but also as McCarthy's personal political effort.

Working in the city of New London, Goldberg had principal responsibility for the organization and success of a local primary. The purpose of the primary was to contest the selection of local delegates to the state convention. At the state convention final delegates were chosen to represent Connecticut in selecting the Presidential nominee at the national convention in Chicago.

In this primary, Goldberg had anticipated a vote of ten percent for the McCarthy slate as "marvelous, but unlikely." In the final tally, McCarthy received 40% of the Democrats' votes. According to Goldberg, this represented "a sizable faction concerned with the issues versus the opposition concerned not with the issues but with the control of the Democratic Party."

In the late summer of 1969, Goldberg, when approached by several Black leaders of the New London Black community, agreed to become campaign manager for Ernest Kydd, who was running for the City Council of New London. The campaign was a success.

Explaining the campaign's emphasis, that Kydd would be the first Black person to serve on the New London City Council, Goldberg stated, "if a significant portion of the population is denied representation year-in, year-out—the Black population has never been represented in office—it becomes a substantial issue." Therefore, "a Black person was important," Goldberg continued, but who is most particularly a Black man well-qualified."

Answering the Democratic Party leadership's allegation that it was unable to find any "qualified" Blacks to nominate for office, Goldberg reported that he could find "fifty qualified Black men if fifty places were open."

Due to his involvement in the Kydd campaign, Goldberg was appointed to fill the vacancy in the first district on the New London Democratic Town Committee in Dec. 1969.

Ostensibly, the Democratic Town Committee is the policy-making committee of the local Democratic Party. However, in New London the Executive Committee and its Chairman, Mr. A.A. Washton, make all the decisions. Goldberg views his position on this committee as an "influential member within the liberal faction and a representative of a substantial number of liberals in New London."

This year Goldberg is actively involved in the Duffey senatorial campaign at both local and state levels. He first served as one of eight New London delegates to the state convention at which Duffey received the necessary 20% of the vote to force a primary election.

Explaining the slate which was settled in Feb., Goldberg emphasized that it was an open slate, uncommitted to any one candidate and that within the local party structure there was a desire to avoid conflict between the various factions.

On a broader level, Goldberg worked during the summer for Duffey's success in the primary. He is now strongly pushing the candidacy of Joe Duffey in New London and other areas.

His support for Joe Duffey rests on his conviction that Duffey is a "most honest politician." "The classic dramatic instant that reveals this basic honesty," Goldberg continued, "was Joe Duffey's support for Kingman Brewster's statement about the Black Panthers. Brewster got slack from every politician of any standing. No serious candidate for high elective office in the country supported him except Duffey; and it cost Duffey some support. Duffey's stand on this issue is often cited as a reason for voting for Tom Dodd." (Dodd, denied the nomination by the Democratic Party, is running for re-election as an independent.)

(Continued on Page 6, Col. 2)



by Michael Ware

Neil Young has been around long enough to have been part of a successful but passing vocal group, to have made a contribution to C.S.N.&Y, and to have broken out on his own with **Everyone Knows This is Nowhere**. But his latest release, **After The Goldrush**, doesn't live up to the work of someone with Young's experience and musical company.

Contrary to its narrower conception, moving out on your own does not only mean freeing your musical thoughts and individualities. That is only the first step, the easiest accomplishment. The context into which you put your music is, perhaps, the most careful decision a solo artist can make. Neil Young, unfortunately, is satisfied with a mediocre background and an irritating recording. In the end, only the vocals (often over-recorded) remain satisfying.

"Tell Me Why" gives you the impression that he couldn't get the guitars close enough to the microphones. This has an interesting effect, but your interest in something purely musical wanes rapidly, especially after hearing the excess noise this produces for an extended period. It isn't a bad tune, but one feels that Young has entered in upon a quiet situation determined to ask silly questions in a loud voice.

"After the Goldrush" reminds me of what Joni Mitchell might do with a solo piano and a solo voice. But simplicity is a touchy thing. Sometimes it can be as moving as Joni's "Circle Game" or as vacuous as Joan Baez singing "Swing Lo" acapella. Young's title song is somewhere in the middle, probably conceived on a lazy Sunday afternoon.

"Only Love Can Break Your Heart" is perhaps the first song that comes off without much

question; but in three cuts, there has been an increasing feeling that things are not being done as delicately as they should.

This is clearly shown in "Southern Man" which musically calls for a sufficient increase in sound and intensity, but receives none. The band has simply been playing loudly from the beginning and continues to do so until the end. This is an inevitability usually reserved for college mixers with local talent, not worthy of Young or his counterparts.

Side two offers at least a change of pace with "Oh Lonesome Me", but there still is something wrong. The problem clarifies itself in the middle of this cut where the bass and drums drop out. For a moment there is a breath of air, and one realizes how needless these two parts are. There can possibly be reasons for the expressionless drum line that has been with us from the beginning, but there really is no excuse for the virtually definitionless bass that has been dragging everything down by being not only unexciting, but also out of proportion. "Don't Let It Bring You Down" is perhaps the most blatant example of this.

"When You Dance I Can Really Love" is, perhaps, the clearest recording, and for once you can hear the whole ensemble without trouble. It's regrettable that the content of the song is not more challenging.

"I Believe In You", if done more delicately, could have been quite effective.

In the end, **After The Goldrush** fails in that it can not sustain enough interest in the little things that bolster the true intent of a particular song. The guitar, bass and drum are so similar from cut to cut, that Young's troupe of singers becomes ever more isolated, and being less precise and musical than what Crosby, Stills, and Nash put together, they soon become tiring.

It isn't that Neil Young doesn't have sensitive ideas, he simply doesn't carry them to a mature and satisfying end. This is most graphically displayed in the last cut on both sides. Here, in the vein of something **The Youngbloods** might do, a small motif becomes a song by Young's standards. It is a pointless gesture which only more dramatically pushes the album's weaknesses to the surface. It is doubtful that many listeners will return to **After The Goldrush** very often before it fades into obscurity.

Happily, these problems don't even come to mind in the new album by **The Band**. They do have **Stage Fright** but just as their song implies, they never show it.



Here we have a virtually perfect album. You may be listening to home grown instruments along with home grown voices yet nothing will convince you that it isn't the best thing there ever was.

One of the groups real strengths, unique since the passing of the early Beatles, is their ability to be virtually everybody's favorite. As far as I can see, there is no discrimination as to age or belief in this music. The lyrics are curiously detached and yet personal. They come up to you honestly telling of "Time To Kill", "Sleeping", "Strawberry Wine", "The Shape I'm In", "Stage Fright", "The Rumor" or "All La Glory". On occasion they will give advice such as "Just Another Whistle Stop", tell of a good time as in "The W.S. Walcott Medicine Show" or even relate a tender story with "Daniel And The Sacred Harp."

Beyond the innocence of their tale, **The Band** is musically impeccable. For composers, more can be learned about their music in a college harmony course, than in reflection upon their musical roots. They are simple, and history will also prove them strong. We already know they are satisfying.

As singers and players they have great respect for each other and the music they make together. When the organ is doing something incredibly ethereal, the rest of the group will hang back. More important, however, is the group's conclusion that the little things are the most beautiful, and the littler the better.

In "The Shape I'm In", as the final section unwinds, the musicians reduce all their ideas to the barest minimum. They relish them for being so pure and understandable.

As instrumentalists, their sound is controlled and comfortable. More important than individual accomplishment is letting other members of the group share in what you are doing.

The album as a whole never disappoints you. The songs move quickly with assurance.

Perhaps the best music on the album, if one must make a choice, is in "Daniel And The Sacred Harp." This story, how it's told, and its musical setting all come together to create fantasy. Perhaps here lies the reason for **The Band** being so appealing. They divorce themselves from obvious social problems to engage in musical prose for its own sake. The fact that they do this honestly and professionally elevates their achievement even more. All things considered, you can save your faith for **The Band** and not be disappointed.

## Topic Of Candor

by Allen Carroll

The construction of the incredible tangle of ramps and approaches to the Thames River Bridges is bound to have a number of beneficial effects, including a decrease in congestion and a large reduction of safety hazards. The planned extension of Highway 32 to Main Street is likely to channel some desperately-needed business into downtown New London from the shopping centers and businesses adjacent to Interstate 95.

Nonetheless, there is an obvious and pitiful lack of careful planning for factors other than the moving of large numbers of people. This reporter can find no justification for the swath that the highway 32 relocation will cut across the beautiful expanse of lawn in front of the Lyman-Allyn Museum, unless it was somehow necessitated by the topography of the area. That valuable piece of open space, used for everything from touch football games to rock concerts, will soon be dug up and paved over.

The enormous sweep of the highway extension seems totally unnecessary. Careful

juxtaposition of the many ramps and access roads would probably have resulted in the use of considerably less land. As it is, areas that were formerly residential will be useless empty spaces trapped between the exists.

It is probably too late to take any action against these plans. Even if it wasn't, the chances of achieving even a partial victory—namely a modification of the plans to use less land and destroy fewer homes and public places—would be very slim. Citizen's groups have been able to change plans for interstate highway construction only when a very large-scale and coordinated campaign is instigated, and these cases have been very unusual. Extremely important and valid arguments have been raised by such groups, including ecological side-effects, aesthetic considerations, the splitting of neighborhoods, wasted space, and others. But in spite of the reassurance of federal government officials, highways continue to wreak havoc on urban and natural environments as a result of poor planning. It is

unfortunate that this interchange is necessary in the first place, but under present conditions it is. The only ultimately successful way to stop the indiscriminate construction of highways is to put a halt to population growth, build efficient mass transportation systems, and somehow alter America's obsession towards large and ugly automobiles.

Until this is achieved (if it ever is or possibly could be), the Department of Transportation must undergo a drastic revision of its basic methods and goals. Ecological, aesthetic and sociological issues must be considered in all phases of highway planning. A board of citizens of the community in which a highway is to be built should review all plans and have the power to alter them. Most importantly, the Department of Transportation must reorder its priorities to favor the construction of high-speed mass transit systems over a never-ending expansion and re-expansion of a highway system that has all ready scarred too many landscapes and consumed too much space.

On Thursday evening October 8th, Professor Eric F. Goldman, Rollins Professor of History at Princeton University will deliver the first of the Bernstein Lectures in Government. The general topic for the series is "The American Presidency in the 1970's." Professor Goldman was a special consultant to President Lyndon B. Johnson and is the author of **Rendezvous With Destiny, The Crucial Decade**, and most recently **The Tragedy of Lyndon Johnson**. His topic will be "The Presidency and the New American Public." The lecture is open to the public and will be held in Palmer Auditorium at 8:00 P.M.

# Witnesses Recount Story of Shootings by Guard in Ohio

The Middle of the Country is a straightforward, unaffected, and guileless account of the tragic shootings of students at Kent State University on May 4, 1970. The book is a series of informal essays written by several faculty members and students of the university; Bill Warren, the editor, is a 19 year old sophomore at Kent State.

Eyewitness descriptions of the killings and photographs of the events on campus constitute the major portion of the book. Additional background information on recent political trends at KSU is also included.

The emotional impact of the eyewitness reports is staggering to the reader. The shocking realities of the situation are even more devastating when examined apart from the exaggerations and distortions of the news media at the time.

Kent State, a large but rather politically moderate campus, was angered by President Nixon's movement of the war into Cambodia. In retaliation against the administrative policy and the military in general, students burned the ROTC building.

A ROTC building was also staged in the town of Kent, where students rampaged through the business district smashing windows. Mayor Satron summoned the National Guard; no one could have foreseen the impending tragedy.

The students at Kent State were never really unified before the National Guard arrived on campus. Bill Warren stated that Governor Rhodes was interested only in proving he could "get tough" and, at the same time utilize the situation for campaign votes. The Commander of the Ohio National Guard, Del Corso, was convinced that students were indoctrinated by Communists who were hiding "behind every tree on every campus." There was a state of tension which pervaded the campus, serving only to heighten each person's emotional reactions.

Allan and Linda Dooley, two faculty members, wrote, "The burning of the ROTC building may have been committed by someone who had wanted to do it for months and seized the occasion. But it can also be viewed as an assault on a vulnerable symbol of militarism in reaction to the presence of the Guard. Such destruction cannot be excused or explained away; the torch is a terrifying and deplorable instrument. Those who use it must be punished... The burning of the ROTC building could not have occurred in a society that did not approve every act of violence in personal expression, in entertainment, and in the domestic and foreign policy of the government... we say that facing a bunch of college students... is not the same thing as being in a combat

zone in Indochina. Yet in a horrifying way it is the same. The Guardsmen must have felt the same doubts as to who the enemy really is—surely not these kids, not these familiar faces. And the students must really have believed that the Guardsmen's guns would fire the same unreal bullets that hiss through the trees over the reporters' heads on the evening news."

The Middle of the Country also centers around the implications of the "massacre" and its logical position in a violent society. One of the worst consequences of the tragedy is the resulting polarization. Moderate students at Kent State have now been amazingly transformed into militant radicals; those holding a conservative opinion have been convinced that all dissidents are Communists.

Douglas Vaughan, a senior, related, "By 9:00 I was on a plane for Denver. It was then that the brutal reality of the death of my friends finally struck me. I cried for two hours. So now we are all aroused. People will march, politicians will rant. Investigations will be held, murder will be legitimized, and then forgotten." His prediction is now evident.

Only those who witnessed the killings, the students and National Guardsmen, are able to feel the true horror of the tragedy. It is incomprehensible to anyone else, and to a certain extent, even to the witnesses.

the Trustees the figures you are now receiving.

(Ed. note: the figures which appeared in the letter are presented in the box below.)

Due to the fact that the full Board was not present, and in spite of the fact that all but one member of the Executive Committee was in attendance, neither Chairman Griswold nor President Shain felt they had any authority either to answer our questions or make any decisions regarding possible action on behalf of the parents' requests. Counsel for the College did not participate in any way.

Because of the overwhelming consensus as has been outlined above, we feel it imperative that we now ask that we be invited to attend the next meeting of the full Board of Trustees on October 8. At that time, it is our expectation to hear the Administration's plan regarding the following categories:

1. Is it the plan of Connecticut

College to have a two-week cessation of classes... or moratorium... for the purpose of political action on the Connecticut College campus prior to the November election?

2. Acknowledging the failure of the present parietal system and the demonstrated parental concern, what plans are there for a complete review and revision?

3. Due to the broad increase of drug traffic on all campuses, what will be the College's program for prevention, detection, surveillance and treatment?

Whether or not the Parents' Committee is planning to come to the October 8 meeting of the Board of Trustees is uncertain at this time. The agenda for the Trustees meeting appears to be concerned only with College finances.

ED. NOTE: Please refer to Parent's Ctte. box on Editorial page.

## CONSENSUS ON THE QUESTIONNAIRE:

### 1. THE STUDENT/FACULTY "STRIKE"

	YES	NO
a. Do you feel you were adequately informed by the College of pre-strike activities?	22%	78%
b. Were you present at Parents' Weekend? Did you attend Panel Discussions? Do you feel that both sides were fairly represented? Did you make any comments?	52% 69%	48% 31%
c. If you were not present, do you feel adequately informed on all programs that were held?	24% 29%	76% 71%
d. Would you like to receive copies of printed matter distributed to parents and students and material circulated the week previous?	37%	63%
e. Do you think your Connecticut College student was subject to social pressure or peer-group coercion to join the strike?	67%	33%
f. Do you feel that your student's participation in the vote to strike was influenced to any degree by fear of loss of standing with and/or grading reprisals by the striking faculty?	51%	49%
g. Do you feel the faculty should have discontinued formal classes during the strike?	15%	85%
	20%	80%

### 2. PARIETAL RULES

a. Do you know that present parietal rules for visiting hours in dormitory rooms are: 24 hours, (even to the extent of men staying overnight with girls in their rooms) 7 days a week?	86%	14%
b. Do you feel that since the rules were changed to the above without parental assent that this should be reassessed and voted on by the parents?	69%	31%
c. Do you feel that the students should have the sole right to determine parietal rules?	11%	89%
d. Do you feel students should sign out when they leave the College so that they can be reached if needed?	93%	7%

### 3. ADMINISTRATIVE RESPONSIBILITY

a. Do you believe the Administration should be accountable for active supervision of the dormitories?	88%	12%
b. Would you like to be periodically informed by the Administration about the drug situation on the campus?	90%	10%
c. Do you feel that the Connecticut College Community should act as a "new kind of political entity"?	15%	85%
d. Do you approve of classes being discontinued for 2 weeks in November to permit students to engage in political activities?	23%	77%
e. Do you approve of a summer program to keep 2 dormitories open so that students may work on their political plans for Fall?	30%	70%
f. Do you want your student's education to be controlled by other students rather than by a salaried faculty and Administration?	.7%	99.3%

## PARENTS COMMITTEE

(Continued from Page 1, Col. 5)

to send the results of the poll to parents. The complete text of the August 26 letter follows:

Dear Parents,

We thank you for your interest and prompt return of the questionnaire. We feel you should know that all of the Trustees also received copies of the questionnaire so that they might be informed.

Due to the fact that our emphasis was based on questionnaires to 1,031 parents of the Freshman, Sophomore and Junior Classes, as well as the fact that all such mailing took place during the vacation period, we feel that our returned questionnaires of 480 as well as in revelation... and we are pleased to report that questionnaires are still being received.

You might be interested to know that we have 92 single-spaced typewritten pages of forceful comments substantiating the majority opinion. Because of their confidential nature, however, we are sure you will understand that we are not only not releasing them to the College, but we do not feel it to be in order that we release them to the parents at this time.

As you know in President Shain's letter of August 20, eight members of our parents' group met on August 10 with some twelve members of the Board of Trustees, the College counsel, and the Director of Development.

Our Chairman, Mr. James Collins, presided and gave a background of this Committee and what we were trying to do and assured all present that ours was a corrective not a punitive goal. The members of our Committee made presentations on the three major items of the questionnaire, referring to the attitudes of the parents' as well as to general comments that were received with the questionnaire... all names, of course, being omitted. We gave to

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# Student Workshop Opens At National Theater Institute

by Peggy McIver

The National Theater Institute, the newest project of the Eugene O'Neill Memorial Theater Centre, opened Sept. 14, with the arrival of 22 students from 19 major colleges.

Connecticut College has been designated the accrediting institution of the program and maintains a close affiliation with the Institute.

The project, funded by a \$300,000 grant from the Rockefeller Foundation, was formed this year as a three-year experiment to provide a fully accredited semester of intensive theater work for undergraduate students interested in professional theater.

"The objective of the program," according to Institute Director J Ranelli, "is to give students a half year of experience with professional theater artists in a workshop environment in order to provide them with a more accurate view of the theater profession than can be obtained in a classroom situation."

Students live full-time on the grounds of the Centre in Waterford. An entirely professional staff, including designers David Hays, Fred Voelpel, John Gleason and directors Lloyd Richards and J Ranelli, will work with students.

Courses offered include acting, directing and design, as well as puppetry, dance, mime and film.

Students will take field trips to New York to attend rehearsals, performances and meetings with professionals in the theater.

In addition, the Institute has secured the services of guest artists who will demonstrate a

wide variety of theater styles. Oriental theatre will be taught by Kabuki director Yoshio Aoyama, while improvisational acting will be demonstrated by members of the Open Theater.

After eight weeks of study, the students will rehearse a repertory of pieces for three weeks. Then, they will form a touring company and visit participating universities and colleges.

Two students from Connecticut College, Ted Chapin '72 and Ceil Halstead '72, are currently enrolled in the National Theater Institute.

Ted, who transferred to Connecticut as a sophomore from Lawrence College in Appleton, Wisconsin, is delighted with the program's emphasis on work with professionals in the Theater. "Why would I take classes with a teacher who tells me about professionals from a text, when I can really work with them?"

His interest in professional theater was nurtured by a job he was able to secure this past summer at the Lunt-Fontaine theater in New York, where he worked on a production called the "Rothchilds," which is due to open in New York in three weeks.

Ted was a staff assistant, "not that the name means anything. Everybody had all those weird names. Actually, all that it meant was that if anybody needed help, I was there to do it."

The professionals working at the Institute, asserts Ted, do not act at all like prima donnas. "I really don't think that there is much professional pettiness. The fact that they take the time out to

work with students, that in itself speaks well for them."

Dissatisfaction with Theater One was one motivating factor in Ted's search for a more intensive theater experience.

"There isn't much interest in Theater One on this campus. I know it's kind of a copout, but I'd rather have the interest already there, than to try and build it up myself."

The schedule is, in fact, designed to find out whether the participant is really interested in the rigors of professional theater or whether he would be better suited to involvement on an amateur level.

"My schedule is really hectic," Ted complained. "We do exercises from 7:45 a.m. to 8:15 a.m. Our first class begins at 9 a.m. and gets out at 12:30. Our second class is from 1:30 p.m. until 5:30. Then, in the evenings, we are in class from 7 to 10 p.m."

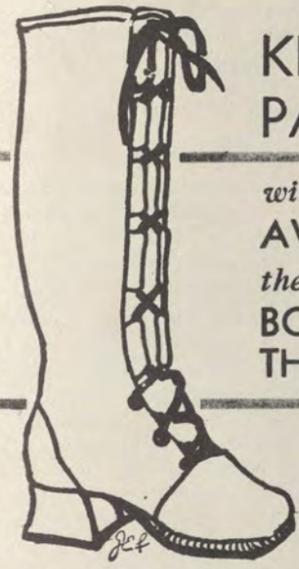
"During the daytime, the work we are doing is mostly involved with acting. The accent is on improvisation and sensory exercises. For instance, we do movement and tumbling exercises, and we act out little scenes. All of this is primarily to get us to relax."

Ted is not yet certain what his career will ultimately be, although one possibility is directing.

(Continued on Page 6, Col. 1)



All students interested in purchasing pumpkins, gourds and squashes for the coming fall season should visit Ralph and Shirley DeWolf's "Pumpkin Farm", a three acre tract of land located at 932 Vauxhall Street Ext., in Waterford, Conn.



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**THEATRE INSTITUTE**  
(Continued From Page 5, Col. 3)

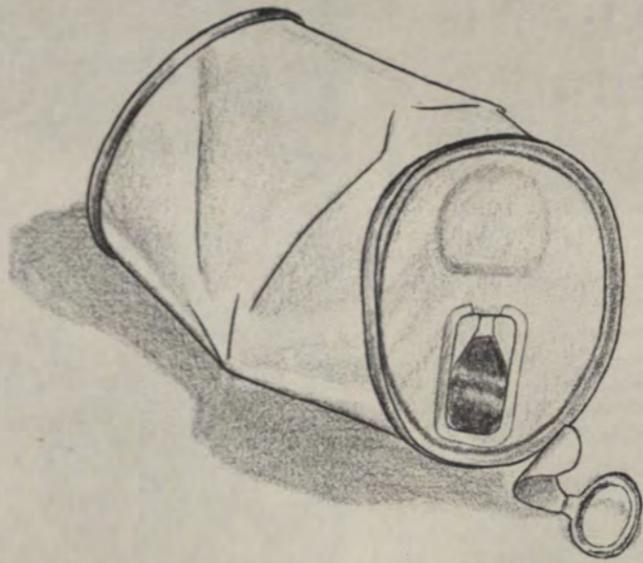
"I love it! It's the best thing that ever happened to me . . . the best two weeks of my life," asserted Ceil, another participant in the program.

Ceil's involvement with the institute very nearly never happened. She harbored doubts about participating in such an intensive program. However, her friends pushed her into completing the application and she had an "instant" interview during which she talked of her feelings about the theater. She was accepted shortly afterwards.

Her previous theatrical experience has been limited to last year, when she worked for a semester in Theater One, doing the lighting for "Antigone" and the "Summer Tree." This past summer, Ceil also assisted Fred Grimsby, technical director of the American Dance Festival, with technical production.

"The work is very difficult," Ceil asserted. "Anyone who says that we're not doing any work, is crazy. But the work is very rewarding. I find that the teachers are very available outside of class. They really care about us and we really care about them. It's fantastic."

Although she is not certain whether she will seek a career in the theater Ceil is grateful for the opportunity to immerse herself totally in one of her strongest interests.



**GOLDBERG**  
(Continued from Page 3, Col. 2)

In light of this claim as an "honest" politician, one question has often been raised: although Duffey based most of his campaign as a direct appeal to the voters of Connecticut, why did he not challenge the selection of delegates on the local level? His strategy, instead, was to try to woo already chosen delegates and then force a statewide primary.

Goldberg answered this question by saying that it would have

cost a fortune to contest the delegations in all 169 towns of Connecticut. Duffey was "not afraid of new politics," Goldberg stated, "but at some point virtue is important, but virginity not essential." Duffey will offer "a real improvement in the level of senatorial competency," Goldberg asserted.

Goldberg offers the New London Democratic Party a traditional, liberal voice, seeking new ways to meet the demands of a truly participatory democracy.

**College Council Discusses Thanksgiving Recess Plans**

A meeting of the College Council was held on Thursday, September 24. Discussion centered on problems involved with leaving the dormitories open over the Thanksgiving vacation.

Much concern was expressed over security measures in the dorms in the event that they do remain open. The point was made that very few students would be in the dorms at any one time.

However, many felt that, considering the long vacation and the amount of work due after vacation, that the dorms should be open for those students who wish to stay.

In Student Assembly, the House President will be given a fact sheet for every student, listing the various problems that could occur, so that each student who wishes to stay will be aware of the security problems involved.

Arrangements will be made with campus security and the Infirmary staff if dormitories are to remain open.

The matter of the Non-Resident Faculty Fellow system was brought up, as it was temporarily discontinued this year. In its original form, the organizational com-

mittee was to be a student-faculty committee. A meeting will be held October 1, during which plans for revitalizing the program will be discussed.

At the next meeting of the College Council, the revised Charter of the Student Government will be discussed, as well as the more specific by-laws of the Charter.

A meeting of the House of Rep. was held in the Student Government Room on Wednesday, September 30, at 6:30 p.m. Dean King began the meeting with a request for upperclassman volunteers to tutor underclassmen in their major.

Next, a review of the Faculty Fellow system was initiated. The emphasis was put upon student initiative in inviting faculty to dorm events. Also, the possibility of a Drug Center on campus was raised.

A questionnaire will be distributed to all students concerning the feasibility of leaving the dorms open during the Thanksgiving vacation.

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