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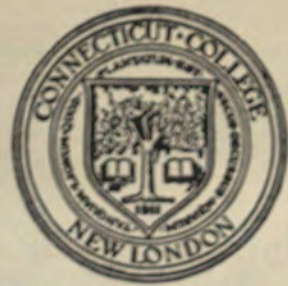
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Satyagraha

CONNECTICUT COLLEGE



Vol. 53, No. 13

NEW LONDON, CONNECTICUT

Tuesday, October 21, 1969

Question of Morality Troubles Trustees

by Linda Manno

The Student-Trustee Committee convened for the first time this year on Wed., Oct. 15.

Due to the special significance of this day, the agenda of this meeting, largely student-determined, centered about those issues appropriate to the Vietnam Moratorium.

Katie See, President of College Government, began the meeting by reading to the Trustees the statement endorsed by the students, faculty and administration in support of the National Moratorium.

Katie went on to emphasize however, that there exist problems in our society such as poverty, racism and the draft that will not be solved by an end to the Vietnam War—problems.

And, Katie pointed out, the Trustees should be prepared to meet those political and moral problems such as draft resistance that might arise from a male community.

The students then presented to the Trustees a report indicating those members of the Military-Industrial Complex in which Connecticut College invests. A statement was submitted to supplement the report, urging the Trustees to terminate financial investments in the Military-Industrial Complex.

To achieve this end, it was proposed that the Trustees begin this disengagement by the complete withdrawal of funds from five specific companies. These five were singled out by the students because they are morally objectionable, and can be dropped from College holdings without financial harm to the College.

These companies included Avco Corporation, Dow Chemical Company, GCA Corporation, General Electric, and Goodyear Tire and Rubber.

The Trustees appeared divided over the general issue of moral considerations in College investments. One problem appeared to be the possibility of conflicting views of morality. Thus it was proposed by one Trustee that the Board invest according to criteria determined in all-College referenda.

Other Trustees were apparently concerned over the financial stability of Connecticut College if such moral criteria were to be invoked.

Speaking to this point, a Trustee expressed her praise of the students for invoking the Trustees to view College investments not only in their financial relation to Connecticut College, but also, and perhaps more importantly, in their relation to the world at large.

Amid much discussion it was finally agreed to establish a student-faculty-trustee sub-committee to examine in depth those five companies singled out by the students and to weigh their merits alongside their evils.

Five students volunteered to serve while the Trustees sat mute. Thus, it was agreed that the Trustees would be "drafted" at a later date as none appeared overly eager to participate.

Once again the students were put off by promises of "future consideration." It remains to be seen at what late date these stalling tactics, token gestures, and attempts at appeasement will assume the form of action.

Oct. 15 — Anti-War Day



600 PEOPLE ASSEMBLE for peaceful vigil at War Memorial.

—photo by harvey

Vietnam Memorial Service Concludes With Candlelight

by Michael Ware

Britten's "War Requiem" played as the clergy entered the chapel. The memorial service for Vietnam dead began almost as if it were a paganistic rite, the darkly garbed striding toward the altar, the pungent music written for another war driving them there.

It wasn't until the first familiar words had soothed us, and our quiet familiar songs restored our security, that we felt confident enough to weigh the gravity of the moment. The prayers, pleas and ironies we heard entered our

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College Officially Closes For Noontime Anti-War Rally

by Val Fletcher

Students gathered on the lawn behind Fanning at noon on Wed., Oct. 15 to hear speakers discuss the Vietnam situation.

Members of the crowd reacted to the speeches and to the poetry readings in an intensely personal manner. Many sat very still, moodily contemplating the grass or the sky. Individuals remained wrapped in private thoughts; only a few exchanged comments.

Death and suffering in Vietnam touched the hearts and minds here at Conn. Silence hung over the entire assembly, particularly in response to the prayer offered by Rev. J. Barrie Shepherd and to the poems read by Barbara Keshen.

In his prayer, Rev. Shepherd related daily events to aspects of the war in Vietnam. Beautiful weather—for bombing. Taps at the Coast Guard Academy—and at Arlington Cemetery. Burning leaves—burning huts and humans.

The personal tone of the rally was reflected in most of the speeches.

Katie See pointed out that there has been no change in policy concerning the war in Vietnam by the Nixon administration. She emphasized that we, as individuals, must renew our efforts for peace during the coming months, not just for one day.

Kent Smith, professor of Asian History, gave a brief background of U.S. involvement in Vietnam. He noted that the U.S. is accustomed to buying anything it wants, but it cannot buy victory. He concluded that, sooner or later, President Nixon must heed the voice of protest.

Charles E. Shain, President of the College, also spoke in a personal tone. He explained that members of his generation had been raised in the belief that war was not shameful and that the U.S. would always win its wars. Now, he said, the people of his

generation must re-evaluate their beliefs. Most people, he continued, now realize that letting men die is more shameful than unilateral troop withdrawal. He closed with the solemn warning that "it is too late for anything but peace."

William Griswold, chairman of the Board of Trustees at Connecticut College, regarded Vietnam as the biggest mistake ever committed by the U.S. He stated that withdrawal from Vietnam will not dishonor this country any more than did the British withdrawal from the American colonies during the Revolutionary War.

Mrs. Jewel P. Cobb, Dean of the College, spoke of her personal feelings concerning the war. As a mother, she mourns with the mothers of war victims. As a Black woman, she fears for her Black brothers who would rather enlist to fight the war in Vietnam than fight the war in the ghettos of America.

The poetry readings which

(Continued on Page 12, Col. 1)

Students Submit Ctte Proposal

by Linda Manno

The third open forum sponsored by the Ad Hoc Committee on Student Representation on Faculty Committees met Thursday to continue the previous week's discussion of student representation on the Instruction Committee.

Miss Evelyn Omwake, Chairman of the committee, raised once more the problem that proposals from the Student-Faculty Academic Committee often do not reach the faculty floor in their pure form.

Speaking to this problem, Mr. Edward Cranz, professor of History, suggested that proposals

(Continued on Page 3, Col. 1)

Senator McCarthy On Campus, A Fond Remembrance of 1968

by Sharon Tayne

"I felt pessimistic about the country in 1967 and that's why I did what I did in '68. The Nixon Administration is moving toward the Lyndon Baines Johnson position. If anything, we've gotten more totalitarian."

These are the words of Senator Eugene McCarthy, spoken in July, 1969, describing the reasons for his Quixotic bid for the Presidency in 1968 and his present feelings towards the administration now in power.

McCarthy entered Congress in 1949, at the age of 34, as a Democratic representative from St. Paul, Minn. Previously he had been a sociology professor at St. Thomas College in St. Paul and had also taught sociology and economics at his alma mater—St. John's University, Collegeville, Minn. After serving as a congressman for nine years, McCarthy ran for, and was elected to, the Senate in 1958.

Bored with Senate

Once in the Senate, McCarthy found himself bored with the leg-



islative process, often reading books (or pacing the floor) through Congressional committee hearings. As a result of this there is little major legislation bearing his name. Instead, most of his original proposals have been

technical amendments to pending legislation.

His voting record in the Senate has reflected his liberal views except for a few "questionable" votes in efforts to reduce oil

(Continued on Page 3, Col. 3,4,5)

Editorials . . .

Mobilize Now for November

It is still too early to tell if the Moratorium here was a success. To be sure, it was an impressive expression of public opinion against the war in Vietnam. Yet, the political effectiveness of the Moratorium is still open to question.

It is true that hundreds of students joined the noon-time rally on the green behind Fanning. Others canvassed. Some participated in a rush-hour vigil at the Sub Base in Groton. And the march and silent vigil on State Street was perhaps the most impressive demonstration of all.

Clearly, anti-war sentiment is already extensive in the academic community. However, to be politically effective, the hoped-for November Moratorium must persuade members of the larger community to undertake similar acts of protest on their own.

Anti-war sentiment can effect political change only if it is too widespread and pervasive to be ignored any longer. Isolated, small, diffuse acts cannot possibly bring enough pressure upon the Administration to cause a significant change in policy.

We, therefore, suggest that members of the New London community join with Conn students in a massive November anti-war protest possibly on the lawn of Lyman Allyn. If this effort is to be a success, students must start organizing immediately. We suggest that students come to tonight's organizational meeting for the November Moratorium. Now is the time to contact community leaders so that they can mobilize all sectors of the community.

October 15 was an impressive beginning. It created the momentum that must be maintained to achieve a strengthened Moratorium in November and to realize the ultimate goal of peace.

And For All A Meeting Place

Next Thursday afternoon, the Ad Hoc Committee's open forum will concern itself with the details of student presence and involvement in faculty meetings. We would like to offer some possible lines of thought on this issue.

We believe that students should be represented at faculty meetings under two sets of circumstances:

1) When a student-faculty committee presents a proposal or a report to the faculty, all student members of the committee should be present and permitted to participate in the discussion. After students and faculty discuss the matter together, the faculty may then ask the students to leave the meeting so that they may deliberate further.

2) When a student issue which is not directly handled by one of the established student-faculty committees is on the agenda of the faculty meeting, student representatives should be present at the meeting.

To implement this proposal, the President of College Government Association would work with the chairman of the faculty meeting to determine which matters on the agenda would affect the student body, and would notify the students accordingly. Any student who wishes to speak on a designated student issue would notify the President of College Government Association, who would then choose a student, or students, to be present at the meeting.

Letters to the Editor . . .

To the Editors:

On the second page of your October 14 issue, there appears an item which calls for a response of some kind. It is, however, by no means clear to whom a response should be addressed. The item in question is clearly not reportage in any sense. It is also not a letter to the Editors, being clearly entitled "An Open Letter to the Administration." The piece is printed in the same form as the editorials appearing on the same page; however, it is not signed by the editors of *Satyagraha*, but by an organization calling itself "The Afro-American Society."

Now, letters to editors are written to editors and not the "Afro-American Society." That is why my response is addressed to you. What is this item? How does it come to be printed in your newspaper? Is it, for instance, a paid political announcement? If so, does the text actually stem from its alleged signatories or from some other source such as "The Citizen's Council for More Effective Isolation of Minority Groups?"

The item in question alleges that Black-oriented courses are being taught at Connecticut College. To the best of my knowledge, this declaration is false. It is, however, a serious accusation and should indeed be promptly investigated. If College resources are being used to finance courses from which members of certain racial groups are or ought to be excluded, this situation should be corrected as soon as possible.

As published, the statement also claims that the College is teaching at least two courses on subject matters which must be lived before they can be taught. The teaching of such non-existent subject matters would, if factual, be a shocking waste of resources in irrelevant pursuits.

I hope that *Satyagraha* will investigate in detail the charges brought against "The Administration" by this revealing statement.

Sabine D. Jordan
Instructor in German

Dear Editors:

I object to the cancellation of classes for the Wednesday Moratorium. I am appalled at the fact that those students and faculty wishing to hold or attend classes were not allowed to do so on that day. It is ridiculous that I, as a student in an educational institution, should have to protest cancellation of classes and have to organize and lobby to be able to attend classes.

Whatever token majority have put their names on lists promising participation in the Moratorium does not merit the cancellation of classes for those who are interested in attending, however few. It seems to me to be a violation of the rights of a minority if there really is as much support for the Moratorium as is rumored. Nor is my esteem of the faculty raised by their support of this irresponsible proposition.

I believe I understand the purpose of the Moratorium, though I admit it is difficult to get any true facts about it. Supporters of the Moratorium present it as if it is a thing good in itself; those supporting it support peace, those opposing it support war, and those who won't care one way or the other about it also support the war, the attitude being, "if you're not with us you're against us." The possibilities of harm and damage to the peace effort are ignored.

Those who are so clear in their minds about supporting the Moratorium can cut or cancel classes without bad conscience, individually, if they sincerely believe it is worth supporting. But I firmly and strongly object to having their feelings, beliefs or emotions imposed upon myself in this manner or any other way.

Anne Sigmond '71

Ed. Note: On October 1 the faculty voted to endorse the Moratorium. At the same time, the faculty decided that the decision to suspend or to hold classes, be left to the discretion of the individual professor.

Dear Editor:

Every individual, regardless of color, should deeply scrutinize the **Open Letter to the Administration** in the last edition of the *Satyagraha*.

After careful examination of that letter by the Afro-American Society, any socially conscious individual should feel indignation at such blatant prejudice. And prejudice is just as wrong when coming from a black group as it is coming from a white.

To say that a man cannot teach black history because he is white, is the same kind of bigotry as saying that a man is incompetent because he is black. No amount of demanding for equal rights can cover up bigotry in such a position. If the man is academically or otherwise unqualified, then protest over his work is justified.

But if the only reason for protest is the fact that he is white, then those who protest should go South, buy some sheets and die them black.

Erik Sorensen,
Graduate student in psychology

Dear Editors:

I am glad to read the list of names of students serving on Student Advisory Committees. We wish we could send our own list, but our department is too small to form a student committee. Students in our department do talk freely with me, and at any time. The "small family" is, in this way, good.

Charles Chu, Chairman
Chinese Department

To the editors:

If you ever decide to rename the newspaper again, how about a more realistic title, such as, "Opinion Force," or maybe, "The Force of Opinion," or better yet, "Ramrod."

Anne Sigmond '71
P.S. Good luck on your ideal. Sorry I don't know the Indian translation for the other titles.

Beyond the Wall

by Myrna Chandler

Florida Presbyterian College:

Approximately 90 freshmen in this liberal arts college have been selected for a special program which enables them, after consultation with members of the faculty, to design their own four-year curriculum.

Although only eight years old, Florida Presbyterian seems to be already noted for academic reform; for the college now offers interdisciplinary majors, includes a month-long period of independent study in its yearly course plan, and allows students to study, for full credit, any course which a qualified professor will teach.

Trinity College:

A faculty-student committee at Trinity College in Hartford has proposed an "open semester" for each student during which he will receive credit for off-campus study, research or internship with a government agency or private corporation.

The same committee also suggested the inclusion in the curriculum of an "open week" of suspended classes devoted to projects requiring more extended periods of time and, further, the initiation

of a program in which students will teach full accredited courses for which they will also receive full credit.

North Texas State University:

According to "The Campus Chat," the Educational Testing Service has devised a "multiple regression formula" to predict the year grade point averages for freshmen entering North Texas State. Each student's grade average is to be predicted by matching his "data" (verbal, mathematical, and total SAT scores, sex, rank in high school class, and college major) to comparable "data" of members of the class of '72.

Jerry Jordan, director of admissions, maintains that the information obtained will be used for counseling and guidance. "We will simply tell the student that some people before him with similar scores have done this at North Texas. We're not using this information to exclude anyone. It is solely for the benefit of the student."

Correction: On page 1 of the October 14 issue of *Satyagraha*, we mistakenly substituted a photograph of members of the Moratorium planning committee for a Draft Resistance meeting.

The Instruction Committee, at its meeting on October 15, 1969, voted to make public its agenda:

1. The College Calendar
2. The Honors Program
3. The Dean's List and Graduation Honors
4. Proposals for Inter-Departmental Majors
5. Guide-lines for pre-major advisors
6. Residence requirement
7. Special Studies Period
8. Enrollment in heavily subscribed courses
9. Physical Education requirement

George Willauer, Secretary
Instruction Committee

Spanish, Classics Election Results

The following departments have issued the results of the Student Departmental Advisory Committee elections. These are in addition to the names published in last week's *Satyagraha*.

CLASSICS DEPARTMENT:

- Seniors: Sarah Falsey
Laura Nash
Susan Palay
- Juniors: Phyllis Securo
Pam Stirling
Chris Wilson

SPANISH DEPARTMENT:

- Seniors: Janet Allen
Leslie Dahn
Connie Morhardt
- Juniors: Donna Micklus
Terry Swayne
F. Vander Hoeven

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—photos by keshen

Ad Hoc Forum Again Studies Instruction Committee

(Continued from Page 1, Col. 5) from the Academic Committee be submitted to the faculty in their original form. He further suggested that these proposals be so presented no later than the second faculty meeting following submission to the Instruction Committee. The Instruction Committee would reserve the right to make recommendations on these proposals but such recommendations would be submitted to the faculty separately from the Academic Committee's proposals.

"I am trying to defend a chance for the faculty to discuss these things for themselves," Mr. Cranz stated. In response to a student's apprehensions about the value of faculty discussion without student representation, Mr. Cranz further declared that it was time-saving to have a faculty committee consider issues before their presentation to the faculty.

Julie Sgarzi, a junior, then rose to present a formal proposal:

"A. Proposed: That both the Student-Faculty Academic Committee and the Instruction Committee as they currently stand be abolished.

1. That a College Academic Committee composed of a parity of faculty and students be established to assume the previously held functions and powers of the Student-Faculty Academic Committee and the Instruction Committee.

2. That the body of the College Academic Committee be comprised of a voting membership of twelve, including six elected faculty representatives and six elected students representing the sophomore, junior and senior classes.

3. That a sub-committee of the College Academic Committee be established to deal with the matters of the catalogue and other administrative elements previously treated by the Instruction Committee.

B. Proposed: That a direct channel to the floor of the faculty meeting be opened to the student members of the College Academic Committee, in order to allow student as well as faculty minority opinion to be voiced directly to the faculty meeting."

Mr. George Willauer, present secretary of the Instruction Committee, argued that the Instruction Committees responsibility for catalogue preparation should not be relegated to a sub-committee. "The difference between 'may' and 'shall' is very important", Mr. Willauer iterated.

To this point, Mr. Lester Reiss, professor of Philosophy, responded that the proposed sub-committee would not control the catalogue function. Rather, he stated, its function would be to **recommend** to the committee as a whole which would then report back to the faculty for its final decision. A student then suggested that a separate catalogue committee be

established in order to alleviate the work load of the proposed College Academic Committee.

Julie Sgarzi, author of the proposal, stated that she had intended a rotating sub-committee in order to avoid overwork and boredom on the part of the sub-committee.

She repeated Mr. Reiss's statement that proposals to the faculty concerning the catalogue would be submitted by the College Academic Committee as a whole.

Returning to the general issue of replacing the Instruction Committee and the Academic Committee with one College Academic Committee, Mr. Reiss satirized "Parkinson's Law", suggesting that two committee's overburdened with work can often merge into one committee with less work. Further he stated, "It may well be that by giving the college Academic Committee more work, it may take the committee less time to do it."

Mr. Reiss further stated that students often have a purifying effect on discussions.

Amy Nolan '70 and Julie Sgarzi agreed that the proposed College Academic Committee would eliminate the current overlap between the Instruction and Academic Committees.

In response to a question by Mr. Reiss, Julie stated that a parity of students and faculty was important to the idea of a College community.

Mrs. Sabine Jordan, Instructor of German, questioned whether the establishment of Parity would result in a bloc of student opinion.

This should be seriously considered, she stated, as the faculty is often divided in its opinions while the students appear more unified.

This question was answered by a member of the Academic Committee who stated that, that committee, usually agrees unanimously on its goals.

The disunity, she continued, arises in the question of how to achieve these ends.

To this Mrs. Jordan replied, "We don't always agree where we want to go."

One student responded that the students likewise, could view the faculty as a bloc.

Mrs. Jordan then warned against student representation that might be concentrated in one major, and thus channel the committee's efforts in one direction.

Pam Brooks '70 replied that such a concentration would make little difference. Students, she said, are less concentrated in one area than the faculty.

The issue of publicity was then raised. Vickie Hatcher '72 suggested the use of class meetings and the College newspaper to keep the student body informed of the Committee's activities. But, she stated, although the students on the Academic Committee

would like press coverage of their meetings, the faculty is not in agreement.

Linda Rosenzweig, co-editor of *Satyagraha*, stressed the importance of utilizing the newspaper. Class meetings, she stated, were not an adequate means due to their infrequency.

Miss Omwake asked whether the Academic Committee could perhaps publish the action taken at their meetings without including the discussions.

Amy Nolan replied that the Committee could do both—publish only the **action taken** for the student body while at the same time keeping **complete minutes** for members of the Committee.

Likewise, Mr. Cranz stated, the agenda of the Instruction Committee should be made available to the student body; but not the discussion.

Returning to the issue of parity, Eda Rothenberg '70 stressed that people must be recognized as rational beings.

Barbara Keshen '70 then emphasized that Mrs. Jordan's previous fear of a student bloc should not be overlooked. It is true, she stressed, that the students serving on college committees do tend to be liberal and do therefore, act as a bloc.

Katie See, a member of the **Ad-Hoc** Committee, reminded the group that such a bloc would probably be prevented as the student representatives would be nominated by a nominating committee which would seek a diversity of student opinion.

McCarthy—Continued from page 1 col. 3

depletion allowances.

However in 1965 things began to change. At hearings of the Foreign Relations Committee and also on the Senate floor, McCarthy criticized the sending of 16,900 troops to Santo Domingo. Soon after this, despite cooling relations with President Johnson, he became a member of the Foreign Relations Committee.

Between 1965 and November, 1967, when he decided to run for the Presidency, the Senator's views on Vietnam became more and more pronounced. Speaking of Vietnam as "a costly exercise in futility," he announced his candidacy. This decision resulted from a sense of "moral imperative" and a belief that Vietnam was an issue which should be taken directly to the American people.

Loses Nomination

In August, 1968, McCarthy lost the Democratic Presidential nomination to Vice President Humphrey and in November, 1968 Humphrey lost the election to Richard Nixon.

Soon after McCarthy announced that he would not run

for the Senate again when his present term expired in 1970—at least not as a Democrat. Now however, close associates believe he may have changed his mind.

A few months later, in January, 1969, the Senator gave up his seat on the Foreign Relations Committee to Senator Gale McGee of Wyoming, an out-spoken hawk on the Vietnam issue.

McCarthy explained this move by saying that he was trying to pave the way towards a smaller Foreign Relations Committee, and had he not resigned, Mr. McGee, who had been promised a seat on the Committee, would never have been able to become a member.

Since January McCarthy's Senatorial activities have consisted mainly of working on the Senate Finance Committee, of which he is the fifth ranking Democrat, and speaking on the Senate floor for aid to Biafra.

Finishes Book

He voted against the confirmation of Warren Burger as Chief Justice of the Supreme Court, and did not support Ted Kennedy for Senate Whip. In addition, Senator McCarthy has finished the basic text for a book on the 1968

Revitalization Corps Stresses Involvement

by Patricia Strong

The Revitalization Corps has declared a "War on Apathy". This unique organization, which has its origins in Hartford, Conn., has been called the American citizen's Peace Corps.

The Corps began through the efforts of a young idealist named Edward Coll. Disgusted by the apathy he saw around him and inspired by the words of John F. Kennedy, Mr. Coll left his promising career in the insurance business.

Mr. Coll wanted to found an organization which would bridge the major gaps in American society: between white and blue collar workers, between Black and white, between slum and suburb, between young and old.

The result of his efforts was the founding of the Hartford Revitalization Corps in June 1964. There are now branches in Harlem, Newark, Watts, Jackson and several college campuses across the nation.

An effort to bring the Revitalization Corps to Conn is presently in the organizational stages. Mary Inglesby '72, who worked with the Corps in Hartford, is trying to generate interest on campus for such a group.

The Corps is completely on a voluntary basis except for a small underpaid staff.

Programs in operation in Hartford include tutoring programs in all subject areas and including all

age groups from pre-school age to adults.

Another program is Operation Suburbia, an attempt to bridge the gap between slum and suburb by bringing together families from both areas. As another aspect of this program, suburban families host city youngsters for a week or two during the summer or on other vacations.

Other major programs include such areas as job counseling, job recruitment, sponsoring speakers for groups on request and studying legislation which affects the residents of the inner city.

The activities of the Corps on the Conn campus would at first be confined to tutoring programs, selling stock for the cooperative grocery store in New London and readying Halfway House, which will attempt to deal with the problems of reformed drug addicts, for operation.

Members of the college community who wish to join the Corps are urged to attend the organizational meeting on Tues. Oct. 21 in Bill 106. Many volunteers are needed, especially for tutoring.

The Corps is planning to recruit tutors for all present tutoring programs involving the College, on and off campus. These programs cover virtually all subject areas and age levels.

Anyone with any ideas or suggestions for the Conn branch of the Corps should contact Mary Inglesby in Harkness.

campaign which will be entitled *The Year of the People*.

When asked about McCarthy's lack of leadership in the Congress, one of his top aides explained that when the Senator became disillusioned with the Nixon Administration he would again go to the people—starting with the college campuses.

It appears that this is what has now happened for Senator McCarthy will be speaking at Connecticut College on October 23. He is being brought to the College by the Frederick Henry Sykes Memorial Lectureship. The talk will be in Palmer Auditorium and admission will be by ticket only.

The president of the Dreyfus Corporation said of Senator McCarthy: "The question is not what McCarthy will do... but whether the times will need his leadership as they did last year."

Or, as McCarthy himself said last June at the Phi Beta Kappa oration at Harvard: "You may be called upon to cross the Red Sea knowing it will close on you—and, having made the passage, realize that you may be called upon to make the passage again."

Potential New Movement Forming In Inner Cities

by Erik Sorensen

Ed. Note: Erik Sorensen has had extensive background in Community Affairs. He worked with the state Department of Community Affairs for two years after its creation on July 1, 1967. He has worked in the state's antipovertry effort for many years. Sorensen is now enrolled as a graduate student in psychology at Connecticut College.

(first of a series)

Connecticut's urban poor, black, non-white, or white, are in a position enviable to the urban poor in other states. For there does exist in Connecticut the means for the urban poor to weld themselves into a powerful political force.

Oddly enough, it is government on a federal, but especially on a state level, that is making it possible. The federal Office of Economic Opportunity, the federal Department of Housing and Urban Development, and the state's Department of Community Affairs are the forces behind the potential new movement in the inner cities.

For at least the last three years the federal Office of Economic Opportunity (OEO) has been losing its ability to operate meaningfully. Many of its programs have been transferred to other governmental agencies. But more importantly OEO has consistently had its funding cut by Congress.

During the last three years, OEO has not been able to create any other Community Action Agencies (CAA), beyond the 13 already in existence. This left Connecticut with 13 CAAs to serve the state. It is through these CAAs that OEO has been trying to maximum feasible citizen participation."

They Had Had A Taste

With OEO funds being cut and its ability to implement its philosophy being emasculated, the fruits that power might bring were once again seemingly frustrated.

Whether intentionally or not is a moot point. During this period a new opportunity presented itself to the poor—Connecticut's Department of Community Affairs. With 56.5 million dollars and good legislative backing, the Department of Community Affairs (DCA) was looked on as something akin to the "Second Coming" by Connecticut's CAAs.

It is not without internal problems as an agency. DCA legislation gave a new life to the poor.

Much of the OEO philosophy was made reality by being backed with DCA funds.

With DCA on the scene, CAAs were free from the straightjacket imposed by OEO's programmed programming. CAAs could now plan new and innovative programs that had not been impossible under the OEO. DCA would fund these new programs at two-thirds of the total cost.

DCA was also serving to stretch the CAA resources, because DCA was paying one half of the share the CAA was required to pay for federal programs, and DCA was paying for part of the cutbacks and expansions of federal programs run by the CAA.

It did not take long for the poor, who were already organized or being organized in neighborhood councils by their CAA, in some cities to recognize the potentials of DCA support. The South Arsenal Neighborhood Development Corporation in Hartford is one of the first and finest



—photo by kane

examples of what the urban poor can do with DCA support.

The South Arsenal area of Hartford was a prime urban renewal area. Not far from it are such fine examples of urban renewal as Hartford's Constitution Plaza, a work of modern man praised by architects for its beauty and uniqueness.

They Were Displaced by Progress

But the glittering glass edifices had another meaning for the South Arsenal residents; they remembered the hundreds of families and neighborhood businesses that had been displaced by the progress of modern man. The South Arsenal residents were determined not to let the same thing happen to them. They wanted to have a voice in what the neighborhood they lived in would look like.

They found an answer in DCA's program called the Community Housing Development Corporation.

Through such a program financed by a grant for \$110,000 from the Department of Community Affairs, the South Arsenal Neighborhood Development Corporation was formed. SAND, as the group is called, is now the prime developer and planner for

its own neighborhood renewal plan.

SAND hires and fires its own staff of planners, architects and developers. SAND, made of the people living in the neighborhood, is making the decisions as to how they and their children will live. It is people deciding on their own future, and not having it dictated by the political structure though patronage or party line considerations.

Lest the naive be fooled, all is not rosy in the ghetto, and DCA's armor is not without tarnish. Certain city governments have been determined to keep the poor in their "proper place" and they are succeeding to a great extent.

Several new rulings by OEO and two new programs—the federal Model Cities program, and its super counterpart by DCA, the Community Development Action Plan (CSAP)—have complicated the struggle.

New London is deeply involved in both programs. The next article in this series will explore the programs, and detail New London don's part in them both.

The next article will examine the power struggle in New London, which has emerged as conflict between citizens and the administration.

Students Seek Change In Traditional Grades

by Barbara Keshen

After sixteen years as students in America's educational system, we feel that we are eminently qualified to raise certain questions about the grading system to which we have been subjected. For sixteen years we have been molded and crushed into pre-existent, nebulous, obscure categories. Now we ask what these categories represent and measure.

Do grades measure a student's inherent capacity to grasp definite, factual material? If so, why should one's performance ever vary from course to course? Further having proved our capacity to accumulate data by academic achievements in secondary school which lead ultimately to acceptance at college, why should we be forced to prove and demonstrate it again and again?

Do grades measure the student's achievement in a course? They cannot. Only the student can what he has achieved. Each student must judge that personally for himself.

A grade on a paper, an exam, or a report card is never a viable indication of a student's commitment to a course. How many times have students breezed by with A's, gaining nothing substantial from a course? And how many times have students become totally involved in a course, absorbing and relishing every bit of knowledge, only to struggle for a C?

Students continue their education, dwell within this hallowed grove of academe, for the sole purpose of the pursuit of personal enrichment. Any other motivation or intention is superficial and transitory. And no one but the student involved can know if his individual quest has been successful. We take courses for ourselves. And the quality and quantity of what we produce is relevant to no one but ourselves.

The traditional grading system squeezes students into artificial, arbitrary and irrelevant categories. We therefore propose that the compulsory five-point grading system be replaced with an optional pass/fail system. In this way those students who find meaning in the present system can retain it while those who consider a pass/fail system to be more conducive to their needs and desires will be free to adopt it.

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Editor's Note: This is the first in a series of articles which will expand upon the proposals presented in the Topic of Candor in the September 30 issue of Satyagraha.

Missing Books Strain Library Aides, Budget

by Nancy Watkins

Every summer Palmer Library staff takes inventory of a certain category of books. Last summer they checked the 800 classification (literature).

Last week Mrs. Marjorie Cheetham, circulation librarian, exhibited a four-inch stack of cards—representing 399 books found missing in the 800 level.

"The huge majority of these books were not charged out. Many of these have since been requested to be put on reserve and many were needed by students for papers. The library in every case has made at least four searches of the entire library for these books and are now convinced that the books are probably not misplaced within the building," Mrs. Cheetham stated.

Miss Eleanor Geisheimer, order librarian, explained the difficulty and expense of replacing books. "The prices of books in print have gone up. We advertise to dealers for those which are now out of print. To reprint a book which can't be found is still more cost-

ly... no matter how the problem is approached, replacing books is expensive, and we have no choice but to pay the price when a book is needed."

The library is on a budget, and therefore can not afford to replace all the "lost" volumes. A conservative estimate of replacement cost is \$5985—for the books missing from the 800 classification alone.

"The primary purpose of the library is to make available to any student or faculty member, any book, as soon as possible," Mrs. Cheetham explained. The problems with the missing and long overdue books are due to a lack of communication, she feels.

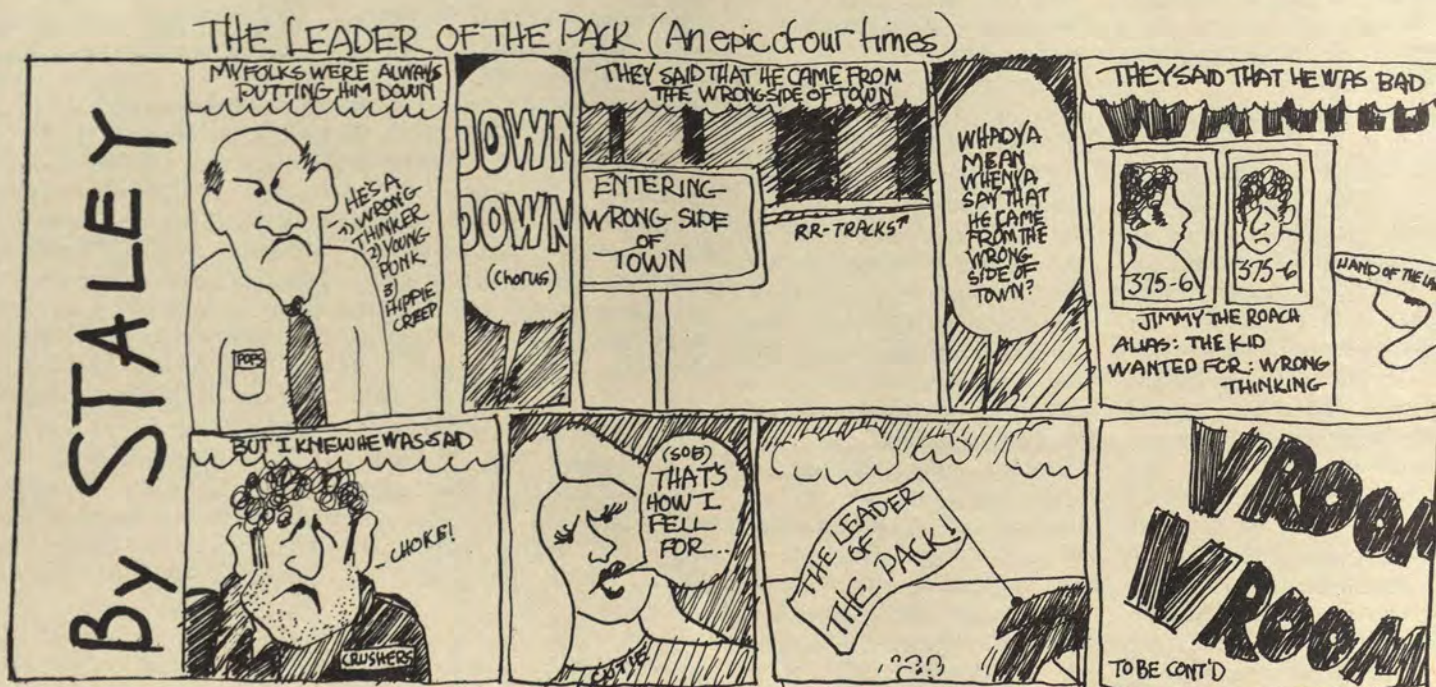
Necessity of Regulations
Students don't seem to understand the necessity of time regulations for taking books out.

If students realized the work, time and expense created by one missing book, "they would be appalled; the problems would not occur," Miss Geisheimer stated.

"We are willing to change," (Continued on Page 12, Col. 1)

SENATOR McCARTHY'S OCT. 23 SPEECH
will be broadcast live by
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"Irrelevance" Obscures Goal of Jazz Liturgy

by Lynda Herskowitz

In an effort to create a more contemporary and relevant religious experience, a jazz liturgy service, entitled "The Faith of a Radical" was held at Harkness Chapel on Sunday. The service featured performances by the Paul Knopf Trio and vocalist Sheila Jordan, supported by the Harkness Chapel Choir.

Innovation in religious ritual has always provoked strong feelings from congregants.

I entered the chapel with fresh memories of High Holy Day services held at a synagogue in my home town less than a month before, when the musical innovations included chimes, cello and flute. Many members of the congregation responded unfavorably to the beautiful addition, maintaining that the music had only secularized the service, and only distracted the worshippers from prayer.

I believe, as do most people not bound to strict religious tradition, that anything that enhances the individual religious experience has a rightful place in a service. Thus, I had looked forward to the jazz liturgy service as being another experiment with different techniques, in order to express our prayer in a more contemporary way.

Unfortunately, I left the service feeling musically fascinated and spiritually untouched.

Has Unique Style

Mr. Knopf is a talented jazz musician and an imaginative composer. In his prelude to the service, a work entitled "Protest Parade," Mr. Knopf reached into the interior of the piano to pluck the strings. The sound that resulted was a cross between a harp and a cimbalom.

His rhythms were lively, irregular and consistently interesting. His choral writing was also an asset to the overall design of his works.

Where Knopf failed, I think, is not in the area of musical imagina-

tion, but in the very area of relevance that was the goal of the service.

His musical settings for the chosen readings (perhaps some of the most profoundly beautiful selections from the Bible) had little relation to the rhythm, meaning or gravity of the text.

Miss Jordan, supported by the small, but able chorus of students and faculty, glossed over key words and tended to rush clusters of words together that should have been delivered more expressively.

Thus, the words seemed to have been poured into the mold of pre-existing composition, rather than the music being composed with an awareness that it must primarily reflect and illuminate the text.

This was not the case in all of the works performed. More expressive settings were those written for passages from Isaiah and Revelations.

The postlude, an instrumental composition was perhaps the most beautiful work performed by Mr. Knopf and his Trio. It was far more subdued and introspective than the previous pieces, and contained echoes of motifs heard in some of the earlier works.

Major Source of Irritation

However, one of the major sources of irritation throughout the service was Miss Jordan. Clad in a purple jumpsuit with a tremendous cross hanging from her neck, she undulated with all the sex appeal of a performer at Caesar's Palace. Somehow, there was an incongruity between her style and the essence of any religious service, no matter how avant-garde.

The religious experience is a highly personal one, and in one sense, the success of the jazz service can be measured by our individual responses, aside from aesthetic considerations. But the experimentation itself is valuable and worthy of further exploration.

Children Applaud Performance

by Wendy Boyer

"I especially liked the lollipops, but I liked Piglet, too," commented a very happy five year old critic while licking the red lollipop she had received at the close of the 10:00 AM performance of Theatre 1's "Winnie the Pooh."

With only two weeks' preparation, the eight girl cast of the annual children's production developed a show which entertained two youthful Saturday audiences in Palmer Auditorium.

To achieve its effect, director Pauline Schwede staged A.A. Milne's script with a cast garbed in their own casual clothes.

"Characterizations work out better when an actress cannot depend on her costume to identify her. You don't have to explain to kids: you only have to suggest," explained Pauline.

The theory may be sound, but, in Saturday's application, it remained unproved.

To be sure, Jill Shaffer's nervous speaking and hopping reminded one of a bunny rabbit, and Lucy Neale certainly mastered the gangly baby kangaroo walk. However, in general, Milne's story deals with animals lacking the characteristics which would make them recognizable to children.

Winnie-the-Pooh, for example, is not supposed to be the normal, ferocious bear, but a barely-able-



POOH (DIANE BERCHINSKI), PIGLET (PAT ADAMS) and ROO (LUCY NEALE) celebrate a birthday. —photo by Kane

to-growl, honey obsessed creature. Consequently, mere "suggestion" was insufficient; the audience needed the visual clues provided by costumes.

While the younger children may have been unclear on the identities of some members of Milne's animal kingdom, they appeared to be quite aware of the intent of the action.

Audience reaction to scenes such as the involuntary bath received by Pat Adams as Piglet elicited sympathetic murmurings from the children.

Diane Verchinski's portrayal of Winnie-the-Pooh and Jane Gilbert's incredibly funny characterization of the terrifying soap and medicine toting Kanga received especially warm receptions.

The cast also included Joan Krizack as Christopher Robin, Martha Kitchen as Owl, Laurie Joslin as Eeyore, and Sue McGreevery, Ellen Glassburn, Holly Melzer, and Nicki Patton as Animals 1, 2, 3, and 4, respectively. Sally Underwood designed the sets and Stephen Detmold headed the light crew.

Conn-Quest Chooses Poverty As Theme; Organizers Seeking Leading Speakers

This year, through the use of seminars, and panel discussions, Conn-Quest, an annual, inter-collegiate weekend sponsored by Connecticut College, will examine poverty programs and the conditions that necessitate them.

Poverty has been chosen as the topic of this year's Conn Quest weekend because poverty is an international problem which respects no national boundaries. It infests every society regardless of its level of economic development. Each instance of poverty has unique roots, but the effects on the individual are the same.

The Conn-Quest Committee is in the process of inviting several prominent speakers to come and share this weekend of February

20-21 with us. They are also looking for four freshman members for their committee. Interested freshmen should contact either Susan Lee in Hamilton, or Lois Olcott in Branford, who are co-chairmen of this event.

Last year's Conn-Quest weekend, entitled "The Media Zoo", attempted to focus on total participation by the individual in various media: dance, literature, art, theatre.

Walter Kerr, notable author and critic, lead a discussion of experimental theatre today. Other aspects of the weekend included performances by the Conn-Wesleyan Dance Group and the Open Theatre. Seminars were also conducted on various topics re-

lating to different areas of media, and a "happening", consisting of a multi-media environment, was staged in the Dance Studio.

In 1968, Dick Gregory, writer, comedian and Civil Rights leader, highlighted the Conn-Quest weekend entitled "America the Beautiful: The End of a Myth."

Other speakers included David Dellinger, editor of "Liberation Magazine" and chairman of the Committee for Mobilization to end the war in Vietnam, Jonathan Kozol, author of *Death at an Early Age*, Ben Richardson, artist and community activist, and Maurice Stein, chairman of the Department of Sociology at Brandeis University and author of *The Eclipse of Community*.

There will be an organizational meeting of all Connecticut College students who are presently involved or interested in Tutoring in the New London Community at 6:30 p.m., on Tuesday, Oct. 21 in Bill Hall, room 106.

Any students who are currently running tutoring programs are urged to attend the meeting to discuss these programs with prospective tutors.

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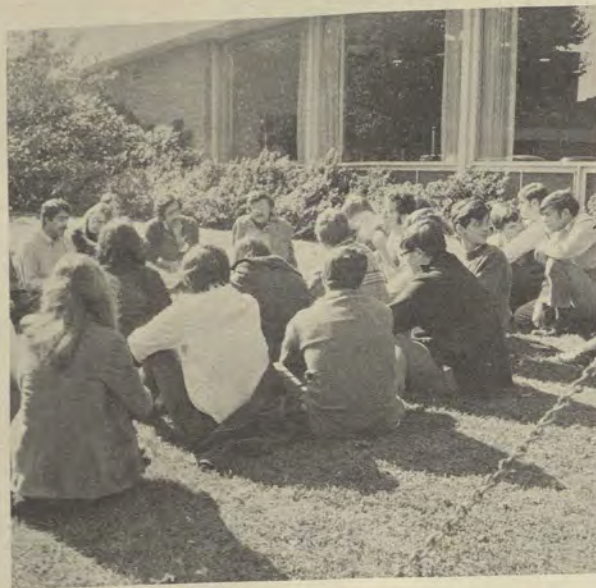
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OCTOBER 15 MORATORIUM CONCLUDES: WE ARE

Memorial (Con't. from pg. 1, col. 3) minds.

A moment after they had been spoken, a young Black man walked slowly toward the front. My first thought was that he was to lead our candlelight march, that he would take a candle from the altar. He mounted the steps to the pulpit.

His first words were, "How many of you believe?"; his second, "Only a handful." That was his message. He never said it as well as those before him, but he made us listen. Before he finished he had spoken about America; but he only really became convincing when he ran out of things to say and spoke about himself.

In that moment we couldn't dismiss his cliches; we couldn't ignore him, for we couldn't deny that he was being honest.

He waited in the church, talking with five or six who had stayed behind. One said he had done a beautiful thing; another told him he'd freaked them out; the others listened.

"I know what I'm going to do some time," he said. "I'm a nasty fellow." Then he laughed and said he had to go.

I followed him to the street and watched his white jacket bob across the quadrangle into the night. As I went back to Larrabee I heard the marchers singing. They had burst into harmony. Despite the incident they had found their voices. I came to their path and hurriedly cut across it.

As the march headed back I was hoping he would be out of sight and when they reached the chapel they'd find him gone, for the wind outside the church had blown most of the candlelight away.

Sociology and War

by Lynda Herskowitz

Ronald Glassman, assistant professor of sociology,* depicted the present era in American life as "a period of massive social organization and dramatic social change," in his remarks to stu-

dents at a seminar during the Moratorium.

Speaking on "Sociological Implications of the War," Mr. Glassman asserted that every effort made in the area of creating effective social reorganization has been thwarted by channeling all our efforts to the war in Vietnam.

Painting a bleak picture of the future of social change in this country, Mr. Glassman pointed out that automation has destroyed the source of jobs that used to be available to high school graduates and drop outs, and that new jobs are not forthcoming. Mobilization for youth pilot programs were unable to place the participants in jobs after they had undergone training.

"Five billion dollars are needed to fund jobs for young people," he said. "Forty billion dollars are spent for the war."

Mr. Glassman pointed out that certain analogies exist between pre-war Germany and contemporary America.

In Germany, he said, the middle and lower class workers were forced into a drastic inflationary period. They lost money no matter what the increase in their earnings. Their frustrations were taken out on the most convenient scapegoats—the Jews.

Here, inflation is also preceding the working man's wage increases, and his mounting frustration has manifested itself in a backlash against Blacks.

Mr. Glassman asserted that the dangerous inflationary trend began with the bombing of North Vietnam, and that continuation of the war, with its overwhelming expenditures, is aggravating the inflationary spiral.

Mr. Glassman also asserted that the institutions to absorb college graduates are not being created. Young people, he maintained, are less and less interested in entering corporate life, and that those institutions which would normally absorb the liberal arts graduate are not being funded.

John Williams, assistant professor of sociology chose to speak on "After the War—What?"

Mr. Williams said that the war is a national diversion away from pressing domestic problems, and that it has resulted in an inability for men to determine the direction of their lives.

"How can you order your own life when a draft call is imminent," he said.

Mr. Williams foresees a period of frustration in the post war years, when protestors and "peaceniks" will be chosen as scapegoats for America's defeat, and will be blamed for the failure of the war.

Listing the domestic problems facing the nation, Mr. Williams described the present poverty program as making Blacks the "white man's lackey" by giving control of funds to the white community, rather than providing Black community control for community run programs.

Discussing the housing situation, Mr. Williams pointed out that when the "baby boom" babies come of age and set up households of their own, an already serious situation will become far worse within five years.

"If this war really does end," he asserted, "then we must work to keep the political structure flexible for potential change."

Marvin Casper, Instructor in Sociology, admitted that he was "more pessimistic than Glassman." Rather than seeing the end of the war as the removal of all obstacles to achieving domestic peace, Mr. Casper asserted that this country is undergoing a conflict between old and newly-rising power structures.

"Vietnam is the tip of the iceberg," he said. "Within ten to twenty years, the whole underdeveloped world will continue to pose the question of priorities for the American government."

Tremendous change is occurring all over the world, according to Mr. Casper, and problems of population explosion, the threat of

famine and the emergence of new nations will inevitably have to be faced by the United States.

Vietnam is not the end, but only the beginning of a period of conflict between priorities of domestic change and international needs.

History and War

by Lynda Herskowitz

Kent Smith, Instructor in History and James Baird, Professor in English conducted a seminar on the History of Asian American Relations, the first in a series of discussions held in observance of the Vietnam moratorium.

Speaking to a capacity crowd in Crozier-Williams Student Center, Mr. Smith traced the increasing American involvement in Asian Affairs, and asserted that the establishment of the Marshall Plan and NATO at the end of World War Two marked the end of American isolationism.

At that period of American foreign policy, Mr. Smith said, the United States humanitarianism and defense interests coincided. Since that time, he maintained, we have attempted to apply the same principles of economic and military aid to Asia, and have been unsuccessful.

Mr. Smith also traced American aid to the French effort against Ho Chi Minh and the Viet Minh. (The U.S. subsidized 80% of French expenses in that effort.)

After the withdrawal of French troops and the Geneva accord, Mr. Smith said, the United States government looked in vain for a viable leader for South Vietnam, finding that it could choose only among those who had fought with the French against their own countrymen.

The American government set up Diem, a "safe" nationalist, according to Mr. Smith, who was a conservative without support from the Vietnamese people.

The U.S. government overthrew Diem because he was ineffective, said Mr. Smith, who added that from 1958 to 1961,

the Communists controlled eighty percent of the country. Such control, he asserted could never have been accomplished without substantial support from the population. Little aid came from North Vietnam, and massive aid was being given to South Vietnam. Thus, against great odds, the Communists were able to control the greater part of the country.

"The President has told us he will not be the first President to preside over a defeat," said Mr. Smith. "He will. It's not pretty language, but we must acknowledge a defeat of American foreign policy, rather than continuing to play God to Asia."

James Baird began his discussion of American-Asian relations by telling his audience of his impending trip to Japan and other areas of the Far East.

"We have assumed responsibility," he continued, "close to the 'dogma of the elect', by seeing that the 'American Way' is extended to all peoples of the earth."

Mr. Baird asserted that it is not possible for any nation to dictate the forms of human existence to people on this planet.

Referring to his Japanese trip, Mr. Baird said that the present generation of young Japanese are aware that their country is the only one in the world to be hit by a nuclear weapon. Their violent protests, he said, are in response to American submarines "parked in their harbors" containing nuclear warheads, a strategic necessity due to the war in Vietnam.

Mr. Baird asserted that "this is a war we can no longer afford to wage."

Addressing himself to whether this nation has committed genocide in the war he said, "We have gone a good deal of the way into precisely that."

With our cities in decay, nothing being done to put an end to racial strife and student unrest, he said, we cannot afford the massive military budget of 210



—photos by biscuti, harvey, skolnik

OF THE PEOPLE; THIS IS OUR WAR; STOP IT NOW!

billion dollars now being appropriated.

"We are in blind service to the military industrial complex," he said. "We are fed strings of lies to dupe thinking people in this country."

Mr. Baird explained that students of history can see a process of mutation in historical events.

"If enough people make themselves heard not only today," he said, "but constantly, perhaps some mutation will take place in Washington itself."

Economics and War

by Barbara Skolnik

"We're here to suggest to Mr. Nixon that there is a third way to end inflation in the U.S.—stop buying so many guns, tanks and planes," began Robert Stearns while leading a seminar in the "Economics of War Expenditures, Private Industry, and Peace Dividend."

"Historically a war begins by stimulating the economy which soon leads to overheating it," continued Mr. Stearns, instructor in economics. Mr. Stearns elaborated on two methods to which the government committed itself in combatting this inflation.

"Fiscal Nixon is 'committed' to spending no more than \$192.9 billion and achieving a \$6 billion surplus this year while the Federal Reserve is committed to maintaining the interest rates at current high rates," asserted Mr. Stearns.

Mr. Stearns explained that there are three distinct ways of assessing the costs of the war: by human lives, by measuring inflation, and by opportunities lost (i.e., programs which cannot be funded because of money tied up in defense expenditures.)

Defense expenditures for the fiscal year 1969 can be placed at \$78.2 billion which is 44 percent of the 1969 budget outlays.

Mr. Stearns then described the complex budgetary process which begins with the request of govern-

ment agencies and ends with the President's signature. However, he cautioned that once funds are allocated, they need not be spent by the specific agency, but they also cannot be transferred to any other agency.

"Therefore if [an agency] said that it was going to build a Polaris Missile it must build it."

Discussion then turned to the "peace dividend" which is defined as the total amount of goods and services that the economy is capable of producing or that would be demanded if the Vietnam war ended.

"There can be no doubt that there will be some problems in the transition from war to peace," warned Mr. Stearns, but hopefully we've advanced far enough so that we can have good manpower retraining programs and a proper fiscal and monetary policy so that the peace dividend will be beneficial rather than detrimental."

Mr. Stearns continued that the final outcome of the peace dividend will depend upon how it is used. For example, the Council of Economic Advisers states that following a total pullout of U.S. troops from Vietnam there would be a reduction of people in armed services as well as a discontinuation of the present tax surcharge.

However, non-Vietnam expenditures would continue to rise at the current rate.

Other alternatives for the peace dividend which have been considered by various groups include the initiation of new military programs, payoff of the national debt, increase to the private sector through tax cuts and initiation of new programs of government spending.

In his discussion of the top 20 military contractors which include General Electric, A.T. & T. and Avco, Mr. Stearns pointed out that Hewlett-Packard (associated with a well-known defense official) has shown a significant increase in its stock prices over the past year.

Mr. Stearns also listed Connec-

ticut College as receiving \$17,000 of research and development obligations from the Department of Defense in fiscal year 1966.

In conclusion, Mr. Stearns cited several pertinent quotations from the *New York Times*. One quotation referred to President Nixon's castigation of the Congress for appropriating \$1.1 billion beyond the President's budget request for education.

In the article Mr. Nixon warned that he would not spend the money if it pushed federal spending over the \$192.9 billion ceiling for the 1970 fiscal year.

Mr. Stearns explained that Mr. Nixon was firmly committed to achieving the \$6 billion budget surplus which the administration claims is vital in its fight against inflation.

In contrast to Mr. Nixon's statement on education expenditures, Mr. Stearns read this quotation by President Nixon: "I believe it (ABM) is essential for the national security and it is essential to avoid putting an American President—either this President or the next President—in a position where the U.S. would be second rather than first or at least equal to any potential enemy."

"It will not be fought out on partisan lines. I'm going to fight as hard as I can for it because I believe it is absolutely essential for the security of the country."

Mr. Stearns, aptly paraphrasing the significance of these two statements by President Nixon, said "When it comes to national defense, Nixon doesn't care what it costs as long as it works, but when it comes to domestic policy, Nixon is going to care about fiscal responsibility."

Nuremburg and War

by Linda Rosenzweig
Nancy Topping

The United States can be accused of crimes against humanity and of crimes against peace in its involvement in the war in Viet-

nam, according to the charter of the International Military Tribunal (IMT) established at Nuremberg, Germany in November, 1945.

The Constitution of the United States provides that international law is to be regarded as part of the law of the land.

Article 6, section 2 of the Constitution states: "This Constitution, and the laws of the United States, which shall be made in pursuance thereof, and all Treaties made . . . under the authority of the United States shall be the Supreme Law of the Land."

The U.S. Senate ratified the Charter of the United Nations, and is a signatory party to the Charter.

The United Nations, in turn, ratified the Charter of the International Military Tribunal which met at Nuremberg in November, 1945. As a signatory party to the U.S. charter, the United States is, in this instance, bound by the unanimous resolution of the U.N. on December 11, 1947 to accept the International Military Tribunal Charter.

In the discussion of the implications of the Nuremberg Trial led by Mrs. Elinor Despalatovic, assistant professor of history, and Mrs. Susan Woody, assistant professor of philosophy on Wednesday, the definition of crimes against peace was taken from Article VI, Section A of the IMT Charter.

Article VI, Section A defines a crime against peace as "planning, preparation, initiation or waging of a war of aggression, or a war in violation of international treaties, agreements or assurances, or participation in a common plan or conspiracy for the accomplishment of any of the foregoing."

The U.S. can be accused of "waging a war of aggression" against The Democratic Republic of (North) Vietnam. In 1955, the U.S. assumed the training of the army of Diem, first president of South Vietnam. A U.S. team trained the national police. By 1961, 3100 U.S. Military Assis-

ance and Advisory Group personnel were stationed in South Vietnam. In 1965, the number of these advisors was increased to 23,000 and they were instructed to begin active combat.

In the same year, over 160,000 additional combat troops were brought to Vietnam, and regular bombing of North Vietnam was begun in February.

The U.S. can be accused of a second crime against peace, "the waging of a war in violation of (an) international treaty (y)." The U.S. indicated its support for the 1954 Geneva Accords, although it never signed the treaty. The Accords had divided Vietnam into two "zones" pending elections which were to be held no later than July, 1956. Diem refused to allow these elections to take place, but the U.S. continued its military and economic aid to Diem nonetheless.

According to Article VI, Section B of the IMT Charter, the U.S. can also be accused of "War Crimes." The Charter defines these as "namely those violations of the laws or customs of war. Such violations shall include, but not be limited to, . . . murder or ill-treatment of prisoners of war or persons on the seas, killing of hostages, plunder of public or private property, wanton destruction of cities, towns or villages, or devastation not justified by military necessity."

The reader is left to deduce his own conclusions about the nature of American involvement from the above statements. Mrs. Woody, in her discussion of the difficulties involved in taking a moral stand, emphasized that Nuremberg focused on a perennial feature of man's Western experience: namely, that a man must take a stand based on moral consciousness even if this stand pits him against the machinery of the state.

These dual considerations have always existed often leading the individual into a profound dilemma.

One cannot live with a violated



conscience, and yet the individuals tried at Nuremburg were judged for having done this very thing: namely, for having chosen to ignore their consciences by supporting the laws of the German state.

Mrs. Woody spoke of law as a process of moral consummation, and pointed out the danger of what she termed legal moralism: the proposition that our laws erect morality in all things.

Our greatest enemy, concluded Mrs. Woody, is moral righteousness. It is a dangerous emotion, for its other face is fanaticism. Moral righteousness, therefore, belongs only to the gods who are the overseers of our destiny "when they are on duty," she added.

The listener was thus left to draw his own conclusions. Yet it became apparent that although there are some parallels to be seen between the nature of American responsibility for U.S. commitment in Vietnam and that of the German people's responsibility for Nazi atrocities in the 1940's, the validity of these parallels is questionable, especially in the category of moral censure.

Ed. Note: Mr. Daughan's seminar "Nixon's Political Dilemma" took the form of a question-answer period, and was not sufficiently structured to lend itself to news reporting.

Vigil Line. . .

by Anne Lopatto and Linda Rosenzweig

Barb Keshen finished reading poetry, and many were moved by what she had said. She announced that the vigil line was forming behind Fanning and would proceed in silence to State Street in downtown New London.

The people forming the vigil line distributed black flags of mourning, black armbands and banners which read "Vigil for Peace" and "Stop the War."

At first, the vigil consisted of only twenty people, but when the vigil leaders next turned around, they saw 300 people behind them.

At the bottom of the hill near Lyman Allyn, 150 people from New London joined the vigil. At Mohegan and Crystal Avenues, an-

other group of 100 Conn students merged with the main vigil line.

The vigil line reached Main Street, and glancing behind them saw a column of people stretching back to the Coast Guard Academy.

By the time the vigil reached the corner of Main and State Streets in downtown New London, there were 600 people assembled.

The permit granted by C. Francis Driscoll, city manager, approved a peaceful vigil to be held along the curb between Main and Union Streets.

The size of the crowd soon made it impossible to confine the vigil to that one small area. Therefore, the crowd moved toward the war memorial, and there listened to a reading of the names of Americans killed in Vietnam.

The mood at this silent vigil was a sombre one. The crowd stood silently through the reading of the names, and moved silently and slowly away when the vigil was ended.

Katie See. . .

Katie See addressed the rally on Fanning green by opening her remarks in the official capacity of President of Student Government.

As president, she read the Moratorium statement which the college community endorsed:

"Ending the war in Vietnam is the important task facing the American nation. Over the last few years, millions of Americans have campaigned, protested and demonstrated against the war.

"Few now defend the war; yet it continues. Death and destruction are unabated; bombs and fire continue to devastate South Vietnam. Billions of dollars are spent on war while the urgent domestic problems of this country remain unattended.

"Moreover, the war has had a corrupting influence on every aspect of American life, and much of the national discontent can be traced to its influence.

"The discredited policies of the past which have brought about this American tragedy have not changed. We follow the same military advice which has created a futile and bloody conflict while we cling to the same policies which have caused the Paris nego-

tiations to falter.

"The token displacement of 25,000 troops over a three month period simply is not the substantial change of policy that is so desperately needed.

"Thus, it is necessary for all those who desire peace to again become active and help bring pressure to bear on the present Administration.

"We call for a periodic moratorium on "business as usual" in order that students, faculty members and concerned citizens can devote time and energy to the important work of dealing with the issue of peace in Vietnam.

"We call upon the community of Connecticut College to support the moratorium, and to organize this effort on the campus and in the surrounding community."

Then Katie went on to speak in a more personal context, as she offered her own reflections on the day's meaning.

"Speaking, marching, canvassing against the war in Vietnam has always seemed to be an exercise in futility. Public promises to withdraw troops, end the war, negotiate, broken time and again, only betray the lack of integrity of the American government. And although it is personally reassuring for me to see that the ten of us who traveled from Conn to Washington two Octobers ago to confront the warmakers have increased a hundredfold—it is equally discouraging to realize that Nixon, like his predecessor, has announced that he will not be swayed by our voice.

"If then the whole, the millions of us who cry out today against this evil ugly war seem puny when matched against those few who obscure our vision of a free world, that is simply a measure of how powerful the powerful are, and how beaten or comfortable—the powerless.

"And this indeed is our pitfall . . . we cannot let those who would, control our consciences, manipulate us into a comfortable acceptance of and adherence to America's very uptight and inhumane system of relationships and institutions.

"And by dealing exclusively with Vietnam we are in danger of doing this.

"Let us not focus on the ex-

ternal exploits of America in order to avoid recognition of our own internal role. Vietnam is symptomatic of a larger illness—it is only one of the various malignancies plaguing America.

"If the Black man in America is not free, the freedom of every individual is imperiled; if 20 percent of our population lives in poverty, national prosperity is a mockery; if the will of the military-industrial complex can dictate the values of American people then American democracy is an obscenity.

"It is no wonder that this violent inversion of values has led to an acceptance of violence as the American way of life. Violence has become an integrating theme in the Black man's struggle for equality, the poor man's struggle for survival, the students' struggle for rights, and the administrations' struggle for power.

"Until we refuse 'en masse' to accept this perversion of our basic humanness which allows Vietnam to happen and Chicago, and Orangeburg, South Carolina and Columbia, we will continue to race toward spiritual and physical destruction.

"The only chance for salvation lies in taking seriously our commitment—October 15 must be more than a moratorium on business as usual—it must signify that we have killed the usual business of complacent acceptance.

"There is a measure of strength in our presence here today that testifies that America's conscience will not be squelched or purchased. There is a slender chance to save ourselves and our society. Let the humanists seize it while they can."

Charles E. Shain. . .

The following is the complete text of the speech presented by Charles G. Shain at the Rally for the October 15 Moratorium:

"It is apparent to all of us here that this is a unique moment in our College's history and an historic moment in our nation's history. I can imagine earlier mass meetings on this College hill top. They would have been celebrations, when the Armistice that ended World War I was announced, when the news of Japan's surrender arrived.



"This is a different kind of moment, a sobering moment. We are all suffering the anguish of a bitter trip to the center of our national politics. The people who quarrel with what we are doing today do not, I believe, understand how many of us stand here uncomfortably, almost unwillingly.

The assured Americans who have long stood boldly on one side or the other side of this question of an end to the War in Vietnam may have earned the right to stand there by hard study and deep feeling. Many of the rest of us have studied the war and found up to now no open ground to stand on and about, but only growing bitterness and disillusion. We are bitter from assured. We are ashamed.

"Now this moment comes to purge us of our feelings of shame and complicity and regret and move us into a healthier world of action. That we are here today in a student-created, student-led peace movement should make you feel proud of your generation. I can say quite simply that this occasion makes me grateful to your leadership. I find it hard to believe that the President and the Congress can resist the meaning of what we are doing this day. We stand here at a turning point in our history.

"What I would like to talk about briefly is the personal politics of this moment. During the last few years I have been able to tell when any moment on the campus is getting political, for anonymous letters and anonymous phone calls begin to arrive at the President's House.

A highly cultured voice (as we say) told me at 11:30 the other night that our faculty was "morally corrupt" to vote for the moratorium. In the context of other things he said, that phrase turned into a compliment.

"The source of that parent's anger I believe was a bitter revulsion—not against the war, like your revulsion, but against an American retreat from a battlefield surrendered to the Communists. This is an emotion your generation has been spared. But you must remember that the international politics of your adult opponents is based on fifty years



photos by biscuti, haruey, and skolnik

of American victories and consequent global spread of our national ego and also—and here is the bitter center of things—of our national democratic idealism.

"The other night on a television show I heard John F. Kennedy once again declare to 500,000 West Germans standing before the Berlin wall that he was a Berliner. It is quite conceivable and quite ironic to imagine that the same man a year later may have stood in a square in Saigon and said "I am a South Vietnamese."

"I speak today not as the President of our College, but as a single man created by the politics of my age, as you are being created by the superior politics of yours. I could never approach this moment as a pacifist, perhaps by lack of the right soul or the right religions, perhaps by a stiffness in the back of my neck.

"War was a justifiable national and moral force when I was in my twenties. Of that I remain convinced. But it is a terrible thing to think that an American of my generation might have been made so calloused by the bloodshed of his time that he did not feel quickly enough the horror of the battlefield death count in Vietnam the way you felt the horror of it. I am not trying to excuse this man. But to say that you must not look past him as if he was not there.

"The man you can look past as if he is not there was a complacent adult in full male plumage I met the other night who said, "Let them protest. It's the only thing we are really good at at that age." Your generation has named him as if you were writing *Pilgrims Progress*. He was Mr. Business as Usual.

"But where do you go next, where do you lead us? Politics is action, but I agree with President Nixon to the extent that his recent awful faux pas was meant to imply that mass protest is not in the end the most responsible form of political action.

"This moment is charged like a great battery to release the moral energy of millions of conscientious Americans. But we must move out from here if we can on the sustaining power of thought

and work and vision. We must learn anew to work through the ballot, to turn on all the democratic machinery, by applying the powers we gain here at Connecticut College through a privileged education.

"The greatest gift of this moment to your politics may be to the inside of your head. Yeat said of those Irish Easter Sunday rebels whom he knew but did not understand that out of those patriotic deaths a "terrible beauty was born." After this meeting there will be for many of you many things to do, to write, to study, to argue.

"But because you are young perhaps the deepest political experience of this moment will be to hold in your mind's tension (helped by the dream of this time and place) the war dead of Vietnam and your complex relation to them. You always will be related to them. They are your first war dead.

"We are here together to say to each other and to the world, there must be no more battlefield deaths in Vietnam. The American political idealism, the issues in this war that were once thought to be worth young lives are dead or dying. We are no longer convinced about the honor of our presence there.

"To continue killing is more dishonorable to our beloved country than to withdraw. Let the innocent citizens of South Vietnam to whom we have a moral obligation retreat with us if it comes to that, but let us not suffer from the false pride of trying to seem right in the War or invincible. It is too late for that, too late for anything but peace."

Jewel Cobb . . .

The following is the complete text of Dean Jewel Cobb's speech given at the Rally.

Today and its events are personal and also symbolic experiences for me. Symbolic in the sense that we join to mourn still another in the catalogue of tragic, and far too frequent events, war. It is a personal experience in the sense that I mourn as a **human being**, a member of the genus *Homo* and species, *sapiens*. *Homo sapiens*, we the human species, stand biologically as an evolu-

tionary success, endowed with superior capacities for reasoning and conscious thought and, a conscience. I mourn, as a **woman**, for all women American and Vietnamese who have suffered through the deaths of husbands, brothers and lovers in this tragic war;

I mourn, as a **mother**, terribly aware of the pain that exists for all the Vietnamese and American mothers whose children have been killed, injured or maimed, either as soldiers or as innocent civilians;

I mourn, as a **black human being**, for all my black brothers who ironically have been present in the battlelines of Vietnam in higher percentages than they have been in our colleges and universities, brothers who have often tragically chosen the battlegrounds of Vietnam in preference to the battleground of the ghetto, as the lesser of two evils.

So it is most meaningful for me to share with you some very important words of one of the finest human beings that ever lived . . . Martin Luther King, who despite protests from his own ranks saw as early as 1966 the implications of the war for all. In 1966, when it was not popular to oppose the war he said in a statement carried to the Washington, D.C. Vietnam war protest rally by Dr. Spock and Reverend Coffin. "The pursuit of widened war has narrowed domestic welfare programs, making the poor, white and Negro, bear the heaviest burden at the front and at home," said King. To him this was not just a noble cause but an integral part of the freedom struggle.

In 1967 he spoke even more impassionedly, decrying the "cruel irony" of black and white soldiers killing and dying together for a nation that has been unable to seat them together in the same schools. The initiative to stop it must be ours. "War," he said, "is not the answer to communism values".

On Sunday, April 16, King was one of the leaders of the Spring Mobilization Against the War in Vietnam, heading a column of 125,000 demonstrators in a march to the United Nations Plaza. On that day he said, "Let me say finally that I oppose the war in Vietnam because I love America. I

speak out against it not in anger but with anxiety and sorrow in my heart, and above all with a passionate desire to our beloved country stand as the moral example of the world."

I am dedicated to these concepts and I am inspired by you, the students who are guiding and leading us often, if your attempt to work toward meaningful solutions to our terrible tragedies both here and abroad.

Sub Base Vigil . . .

by Anne Linas

At the request of some sailors at the Sub Base in Groton, about 100 students and town people demonstrated outside the base on Moratorium Day.

Arranged as a peaceful vigil of mourning aimed the personnel leaving the base, the demonstrators met with heckling by passers-

by. One woman called them Communists while several others told them to "do something useful."

Reverend J. Barrie Shepherd began a reading of the war dead in March 1969. Solemn voices spontaneously followed as others took their turns reading from the list.

The vigil lasted from 3 to 4:30 in order to reach the peak of traffic. Demonstrators flashed peace signs at almost every car. The silence was broken several times when servicemen returned the peace symbol, and grateful cheers ushered them out.

The reading of the list of war dead continued throughout the entire hour and a half demonstration. It was interrupted only when Reverend Shepherd reminded the demonstrators that it would be better to smile back at the hecklers rather than to return their taunts.

Speaking: The Hero

by Felix Pollack

I did not want to go.
They inducted me.
I did not want to die.
They called me yellow.
I tried to run away.
They court-martialed me.
I did not shoot.
They said I had no guts.
They ordered the attack.
A shrapnel tore my guts.
I cried in pain.
They carried me to safety.
In safety I died.
They blew taps over me.
They crossed out my name
and buried me under a cross.
They made a speech in my hometown
I was unable to call the liars.
They said I gave my life.
I had struggled to keep it.
They said I set an example.
I had tried to run.
They said they were proud of me.
I had been ashamed of them.
They said my mother should also be proud.
My mother cried.
I wanted to live.
They called me a coward.
I died a coward.
They call me a hero.

Mirsky, Fox Examine Viet Anti-American Sentiment

by Sue Kronick

Recently, there has been a tremendous surge of political and moral concern over the Viet Nam war, both on the part of legislators and of the American public. However, the major subject of discussion on the evening of Oct. 10 in the Chapel was not the American sentiment toward the war but that of the Vietnamese people.

Jonathan Mirsky, co-chairman of the East Asian Studies Department at Dartmouth, and Tom Fox, a graduate student in Southeast Asian Studies at Yale and former member of the International Volunteer Services organization led the discussion. Mr. Mirsky, in addition to having visited the Paris peace talks three times, was also in Viet Nam in 1965 and 1967.

Mr. Fox lived in Viet Nam from June 1966 through June 1968, and May 1969 through September 1969. This discussion was the first of the weekend-long talks that were being held at the nine-year-old commune in Voluntown, Conn.

Mr. Fox's opening statement suggested that the Vietnamese people are tired of the war; they do not want it to continue; and they want the Americans to go home. In fact, in the minds of most of the Vietnamese people, the largest obstacle to the war's end is the presence of American troops.

Mr. Mirsky said that in 1965 the Vietnamese people were not particularly hostile to the presence of American troops in their land. However, since 1967, and most especially after the Tet offensive, there has been a growing support for the National Liberation Front, and a growing animosity toward the United States' forces.

A large source of Vietnamese criticism focuses on the political situation. The attempts of General Thieu and the U.S. to popularize the government have been negligible. The President, Vice-President and Prime Minister of South Viet Nam are all military men. The intense disapproval of the people, especially those in the rural areas, of the military triumvirate's affinity with the "foreign elements" is growing at an enormous rate.

The fact that political dissent is not allowed in Viet Nam is somewhat responsible for the growing presence of the "third force." The people who align themselves with this faction are associated with the Buddhists. Because overt protest is prohibited, these people, also NLF sympathizers, work in an unobtrusive way. For instance, Tom Fox said that he knew a Saigon woman who sold sandwiches wrapped in NLF propaganda sheets.

Because many men in South Viet Nam are forced to fight, there has been an enormous increase of applications for exit visas, approximately two hundred per day. Those who have the money are able to leave, and those who don't—well, let it suffice to say that money talks.

There are an infinite number of horrible aspects of this war. But perhaps one of the most devastating is that in 1965 the U.S. initiated "Operation Phoenix", and the pacification program ceased to exist. The plain and simple goal of this operation is to seek out and kill the Front sympathizers.

The object of this brutality is to "scare the hell out of the Front people," said Fox, and possibly suppress the movement. Thus, the U.S. doesn't have to be apologetic when it "accidentally" wipes out a village; it can then be openly savage. The consequence of these actions has been the creation of masses of refugees who are being driven into the cities.

While the United States waits for North Viet Nam to weaken, it may simply destroy the land and wipe out the people.

Each week at the Paris peace talks, the North Viet Nam delegation and the NLF issue a statement. The following is an unofficial translation of Ha Van Lau for the Delegation of the Government of the Democratic Republic of Viet Nam issued on September 25, 1969.

"To whatever extent and however deliberately the successive U.S. administrations have distorted and justified facts, they cannot cover up the basic truth about Viet Nam that the United States is the aggressor in Viet Nam, and that the Vietnamese people—the victim of this aggression—have exercised their sacred right of self-defence to resist aggression.

...The United States has provoked this atrocious war of aggression against the Vietnamese people. . . the United States still plays the odious role of an international gendarme.

"...Mr. Nixon declared that

the U.S. objective is only 'limited' and is to ensure the people in South Viet Nam their right to self-determination. But everyone could ask: What right has the United States to give itself an objective, were it but a limited one in South Viet Nam?"

The tone of the discussion implied that the above statement reflected, at present, the feelings of all the people in Viet Nam—not only those in the North.

Mr. Fox pointed out that much of the information the people in the U.S. receive is inaccurate. He said that unless one speaks Vietnamese, it is hard to know what the people are really thinking. It is reportedly in the best interest of a Vietnamese interpreter to tell an American ambassador what he wants to hear. And it is in the best interest of the American ambassador to tell the President what he in turn wants to hear—thus, the cyclical transmission of misinformation.

One walked away from this discussion believing that Nixon cannot ignore the pressure from his constituents, and he cannot ignore the pressure from his public. But most of all, he cannot ignore the thousands of aluminum coffins that are sent home each month with the dead bodies of our nation's youth.

When asked what would happen in Viet Nam if the U.S. withdrew, Tom Fox replied, "Peace would break out."

Presidents Ask Nixon To Conclude War Soon

President Charles E. Shain of Connecticut College is one of 75 presidents of leading U.S. colleges and universities who late Saturday mailed to President Nixon and Congressional leaders their joint appeal for a "stepped-up timetable for withdrawal from Vietnam."

The appeal came in the form of a joint statement issued by the presidents, speaking "as individuals who work with young men and women." Their statement concluded: "We urge upon the President of the United States and upon Congress a stepped-up timetable for withdrawal from Vietnam. We believe this to be in our country's highest interest, at home and abroad."

The presidents wrote: "There are times to be silent and times to speak. This is a time to speak. The accumulated costs of the Vietnam war are not in men and material alone. There are costs too in the effects on young people's hopes and beliefs. Like ourselves, the vast majority of the students with whom we work still want to believe in a just, honest and sensitive America. But our military engagement in Vietnam now stands as a denial of so much that is best in our society.

Far from being depressed about our nation's future and our institutions' future, we see bold opportunities ahead once the divisiveness of this war is in the past."

In their statement, the presidents made clear that their schools took "no positions as institutions" on the Vietnam war. "These are pluralistic communities where men speak for themselves alone on off-campus issues," they wrote.

The statement was mailed to President Nixon and Congressional leaders on Sat., Oct. 11, '69.

Haverford College president John R. Coleman gathered the initial support that resulted in the statement. In conversations with fellow college presidents, Coleman said he found that many felt as he did about the necessity for an early end to the Vietnam war.

He suggested the statement to a few other presidents and found them receptive.

The statement was signed initially by presidents Robert Cross, Robert Goheen, Howard Johnson, Edward Levi and Dorothy Marshall.

On October 2, the statement with those five signatures was circulated by mail among the presidents of leading private colleges and universities in the United States.

In his letter inviting the other presidents to join in signing, Coleman wrote: "I have called a few private college and university presidents this week and found each of them responsive to the thought of issuing a statement. . . of our personal convictions that an early end to the Vietnam war is urgent national business.

"None of us believes that a college or university as such should take a position on the war. But each of us whose name is on the attached text believes that, from our vantage point in educational presidencies, we have special obligations to speak out as individuals in favor of withdrawal from Vietnam."

The complete text of the statement follows.

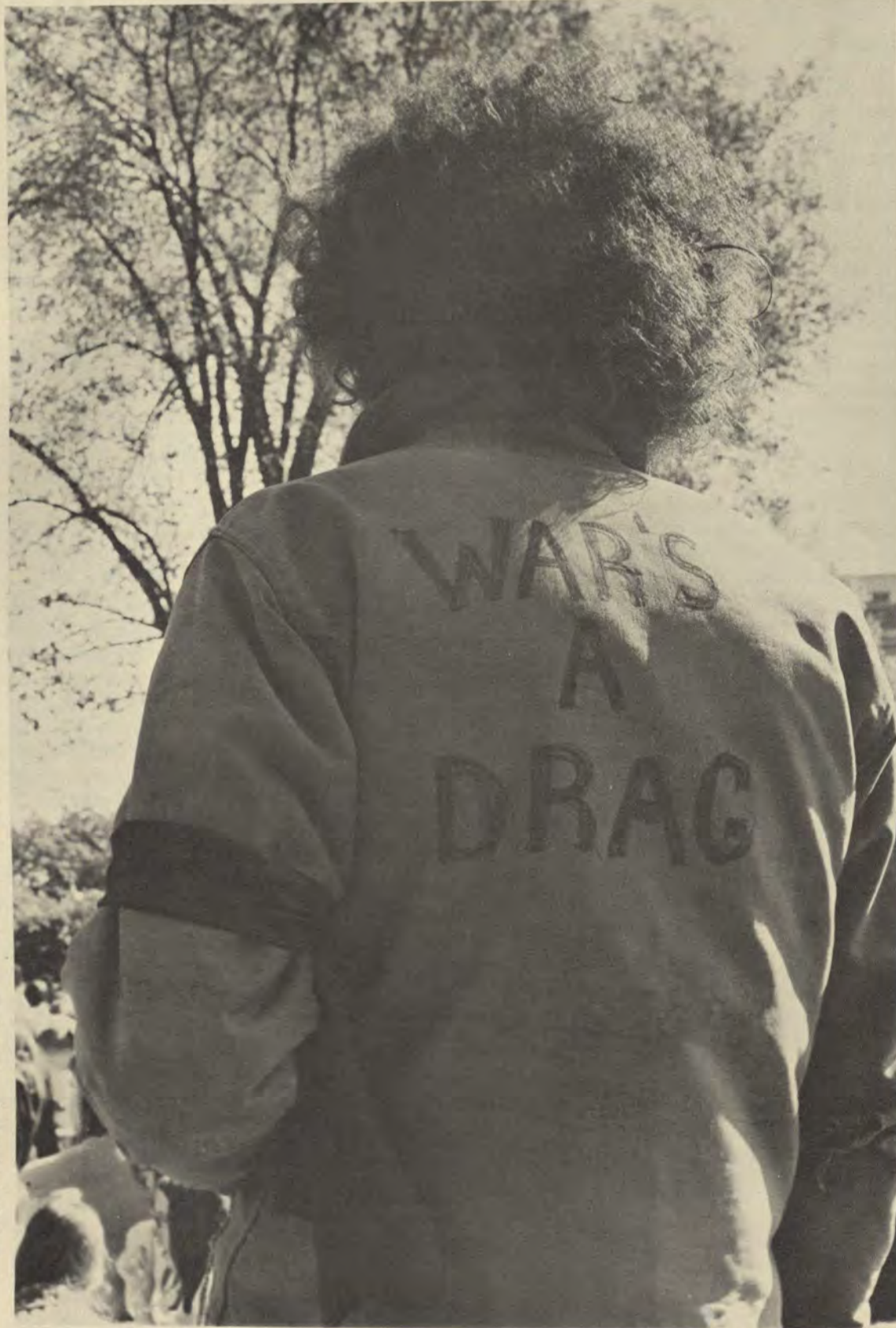
A Statement on Vietnam

We speak as individuals who work with young men and women. The universities and colleges which we serve take no positions as institutions on the Vietnam war; these are pluralistic communities where men speak for themselves alone on off-campus issues.

There are times to be silent and times to speak. This is a time to speak. The accumulated costs of the Vietnam war are not in men and materiel alone. There are costs too in the effects on young people's hopes and beliefs. Like ourselves, the vast majority of the students with whom we work still want to believe in a just, honest and sensitive America. But our military engagement in Vietnam now stands as a denial of so much that is best in our society.

More and more, we see the war deflecting energies and resources from urgent business on our own doorsteps. An end to the war will not solve the problems on or off the campus. It will however permit us to work more effectively in support of more peaceful priorities. Far from being depressed about our nation's future and our institutions' future, we see bold opportunities ahead once the divisiveness of this war is in the past.

We urge upon the President of the United States and upon Congress a stepped-up timetable for withdrawal from Vietnam. We believe this to be in our country's highest interest, at home and abroad.





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LIBRARY

(Continued from Page 4, Col. 5)

Mrs. Cheetham said, Last year the loan period was extended from 28 to 56 days to insure ample time for use of any book. For open reserve books the loan period was lengthened from three to twenty-four hours.

The main problem is not one of money. Mrs. Cheetham explained that she never bills anyone who comes in to talk to her "...who is making an honest effort to find the book. Eventually billing may be necessary, but if the book is found prior to replacement, cost of replacement would be refunded.

"I'd like to hear student views. We have a suggestion box at the main desk."

One method used by other schools to recover missing volumes is the posting of "black lists," enumerating persons who have long overdue books.

One prestigious university periodically searches dormitory rooms for missing and overdue volumes. Of course, a college community operating under the honor system does not need to utilize such 1984 methods.

NEWS NOTES

On Tues., Oct. 21, Miss Jane Torrey, Professor of Psychology, will lecture on "Grammar Like It Is—The Structure of Afro-American English."

The lecture will be held in Bill 106 at 4:20 p.m. Miss Torrey spent a sabbatical year with the Dept. of Linguistics at Columbia University.

On Wed., Oct. 22, there will be a one-day conference on "The Case for Reappraisal of United States Overseas Information Policies and Programs."

The Conference will be held at the Overseas Press Club in New York City. Interested Students may contact Satyagraha for further details.

Applications are now being accepted for graduate and post-doctoral fellowships awarded by the National Science Foundation. For details write to: Fellowship Office, National Research Council, 2101 Constitution Avenue, Wash., D.C., 20418.

Georgetown University students are planning to publish *Generation* a journal of student commentary, fiction and poetry. Publication prices are \$15 for prose, \$5 for poetry.

Deadline for the next issue is

November 5th. Address manuscripts to *Generation*, Box 766, Georgetown University, Wash., D.C., 20007.

Scandinavian Seminar is now accepting applications for its study abroad program in Denmark, Finland, Norway and Sweden for the academic year 1970-71.

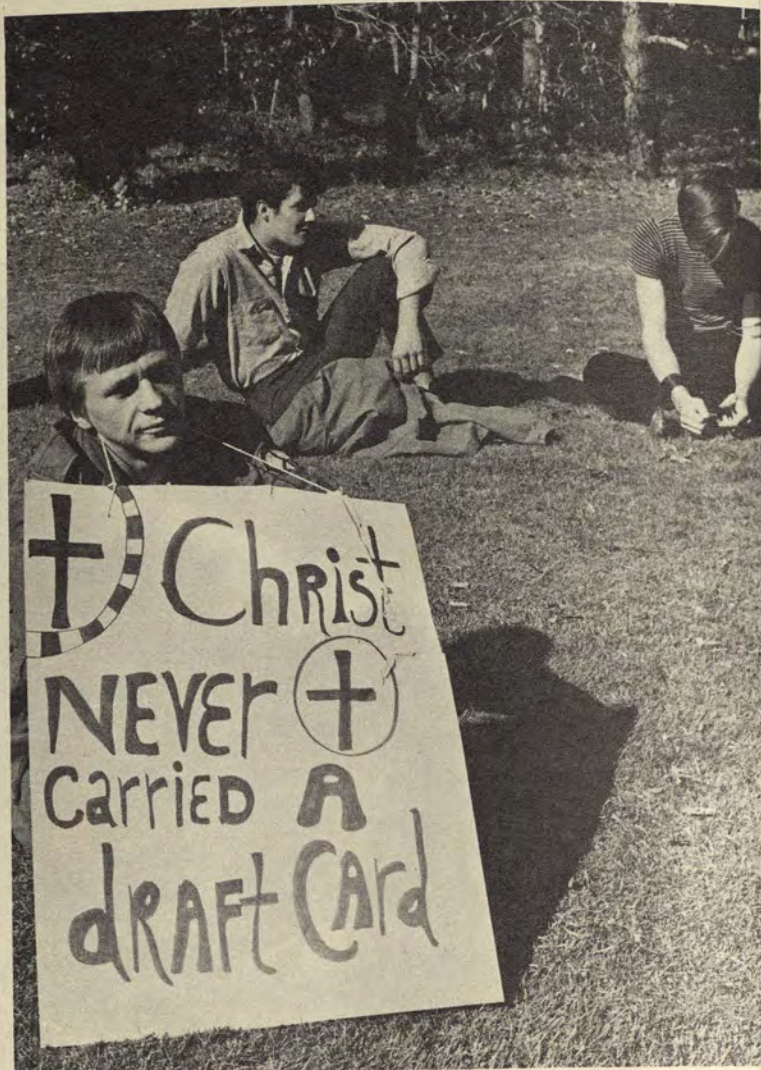
Further information is available from: Scandinavian Seminar, 140 West 57th Street, New York, N.Y. 10019.

Career Night will be held on Wed., Oct. 22. There will be alumnae representing sixteen different fields who will give talks on their work and the opportunities which exist for women in the field.

Each talk will be given twice, once at 7 p.m. and again at 7:45 p.m.

Coast Guard Academy invites faculty and students of Connecticut College to attend PUBLIC AFFAIRS FORUM: "AMERICAN YOUTH TODAY", at McAllister Auditorium, Tues. Oct. 21—from 6:30 to 7:30 p.m.

Panelists will be: J. Barrie Shepherd, Lt. Cdr. Combs, students from Wesleyan, University of Conn. at Avery Point, and Academy cadet corps.



—photo by biscuti

RECENT CAMPAIGN PITCH

'The streets of our country are in turmoil. The universities are filled with students rebelling and rioting. Communists are seeking to destroy our country. Russia is threatening us with her might, and the republic is in danger. Yes, danger from within and without. We need law and order or our nation cannot survive.'

Sound familiar?

This wasn't quite as recent a campaign as last fall. It's an excerpt from a speech by Adolph Hitler in 1932.

RALLY

(Continued from Page 1, Col. 5)

closed the rally aroused emotion in the audience, especially the final poem, "Our Green Garden." Students mentally pictured the horror of war; some were visibly moved by their thoughts.

At the end of the rally, some students joined the march into New London, while others returned to their rooms, still affected by this deeply personal experience.

Tuesday, Oct. 21, at 10 p.m. in the Larrabee living-room, there will be a meeting to plan for the November Moratorium. There will also be an evaluation of the Oct. 15 proceedings.

PLAN FOR NOVEMBER MORATORIUM

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If you would like to write to your Congressman and Senator regularly to continue the Moratorium effort, here are the addresses:
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Senate Office Building
Washington, D.C. 20025
Rep.
House Office Building
Washington, D.C. 20025
President Richard Nixon
1600 Pennsylvania Avenue
Washington, D.C. 20025

Open 7 a.m. to 10 p.m.
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466 Williams St.

A BLACK MAN IS RUNNING FOR CITY COUNCIL IN NEW LONDON HIS NAME IS ERNIE KYDD AND HE WILL PROBABLY LOSE

ERNIE KYDD WILL PROBABLY LOSE BECAUSE

1. He's black and there has *never* been a black man elected to the New London City Council.
2. He's desperately short of the money needed to run an effective campaign.

Ernie Kydd is 43, he's married and has 4 kids. He is a graduate of the University of Connecticut and works as a staff chemist at Chas. Pfizer. He has been involved in community action programs for a very long time. He's a bright, articulate, and thoroughly decent person.

PLEASE HELP

You may send your contributions to Philip Goldberg, Box 1436, Connecticut College — Checks may be made payable to the "Kydd Campaign"

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