College Proposes Statement On Student Demonstrations

In an attempt to institute a college policy concerning possible student demonstration and protest, President Charles E. Shain has circulated a memorandum to student leaders and other College officials for a formal, non-confrontational statement. The statement subscribes to the Joint Statement on Rights and Freedom of Students.

This statement is endorsed by the Association of American Colleges, the National Student Association and the Council of the American University Professors.

It has been suggested that it be made more particular by announcing to the College community a set of ground rules for possible student demonstration and protest.

President Shain explained, "I believe it is realistic to set down such a set of rules."

The proposal reads as follows:

1. The College subscribes to the Joint Statement on Rights and Freedoms of Students.

2. The College believes that to encourage a climate of mutual respect and easy communication in all areas of the campus is a more appropriate way to make good on the pledge of personal freedom than a set of rules. It believes our community offers opportunities for the sort of persuasion and peaceful debate that leads to change.

3. But if students find that it has no means available to them except the exercise of public protest, the following policy will apply:

   a. Protesters may march, carry signs and assemble, but they must not interfere with the activities of the college, Shain said. They may stand at, but must not block the entrance to, or exit to any room or building.

   b. The seizure of any facility of the College by the protesters will be tantamount to committing trespassing and will be dealt with summarily. Protesters must not use sound equipment or noisemaking devices in such a manner as to interfere with College programs or activities.

   c. Students who misconduct themselves in violation of these warnings will be subject to College disciplinary action. Such action will be decided upon by a duly constituted committee as described in the Joint Statement. If violations of the laws of the State of Connecticut or New London City ordinance are involved, students will not be protected from appropriate legal action and penalties.

Individual Freedoms Protected by C.L.U.

When Scott Christiansen refused the ultimatum of putting his hair or facing suspension from New London High School, he chose to visit the barberhop, well aware that the demand was unconstitutional. It was two weeks before his graduation.

Well-acquainted with the aspirations abounding in present day America, Scott's father, Godson Christiansen, professor of chemistry, has for the past six years been affiliated with the Connecticut Civil Liberties Union.

The C.L.U., which is considering the establishment of a New London branch, is an organization which attempts to combat such injustices.

On Tuesday, Mar. 11, attorney Michael Shulter will discuss with interested students and faculty the role of a C.L.U. chapter meeting will take place in Room 113, New London Hall at 8:00 p.m.

Guarantee Basic Rights

"Current loss of people, the abbreviation of youth, for example, have decided to speak. The system supervised is a futile and tries to limit speech," observed Mr. Christiansen.

With dual goals, the C.L.U. endeavors to ameliorate this situation by guaranteeing the basic rights as declared in the Bill of Rights. First, through seminars and the dispersal of leaflets, the C.L.U. hopes to educate the public about its mission. Frequently, the leaflet distributors themselves suffer arrest.

Restrict Basic Freedoms

By winning its cases, the C.L.U. proves the unconstitutionality of certain laws and sets precedent for future cases.

The C.L.U. defends any individual, regardless of the individual's personal beliefs. ("The C.L.U. would undertake the defense of both George Lincoln Rockwell, the American Nazi, and a Communist," Christiansen remarked.)

Psychology Dep't. Awarded $11,000 NSA Study Grant

The Psychology department was awarded a $11,000 grant from the National Science Foundation for the creation of an Undergraduate Research Participation Program, under the direction of John R. Mackinnon, Assistant Professor of Psychology.

The Department will select four sophomore majors who, according to Mackinnon, have displayed the qualities of "imagination and inventiveness, outstanding promise as researchers and an ability to work independently" during their first two years of work in the department.

The students will spend ten weeks this summer learning research techniques and methods, and, in close cooperation with a faculty advisor, will design and carry out their research projects.

Conduct Own Experiments

A student may research in one project or elect a new field of special interest in the arts, but will be encouraged to generate their own experiments.

At the end of the summer each student will be expected to submit a report describing her summer work to the department head and to present a proposal for another experiment of her own which may be the basis for an independent Study project during her junior year.

Research Team Essential

The following summer a new group of sophomores will enter the program, and the juniors, now serving as "research team" leaders, will assist in the training of this incoming group.

The research team concept is integral to the program, each team consisting of a faculty advisor, an upperclassman, and a sophomore.

In the student's senior year, she may continue her junior-year project or elect a new field of research.

Propaganda

Schwartz contends that propaganda perpetrated by the Arabs is responsible in part for the Israeli government's impaired state of defense. Schwartz stated that a deep love and belief in the ideas of the Israeli government and society is the second reason that Israel was able to persevere.

A third reason that this tiny country could repulse such a massive enemy was that the bond it feels with the rest of world Jewry. The Israeli army was and is committed to the idea that Israel's destruction will propagate the decline of the entirety of world Jewry.

David and Goliah

Israel's victory over the Arab nations can be compared to David's victory over Goliath. Not only was the victory valiant, but it also contained an undeniable element of desperation.

But why in the face of this success is the image of Israel now suffering in world opinion?

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Letters to the Editor

To the Editor:
The editorial in the Feb. 25 issue of ConnCensus contained certain errors of fact which I should like to call to your attention and to that of your readers.

At its March meeting the faculty will be asked to vote on the establishment of a student advisory committee. That part of the faculty-student committee's proposals was withdrawn at the last faculty meeting after the student vote. The committee will move the adoption of the other two parts of the proposal, which were approved by student vote. The editorial errors in reporting our coming faculty meeting ("March 19") and the student vote ("nearly unanimous") can be discredited; but, perhaps the remarks about the committee's actions could have been checked and should, in conscience, be corrected.

Yours sincerely,

Mrs. Maciek Fasel

Ed. Note: At the time the Feb. 25 editorial was written, several separable proposals to improve the board of the newspaper the act of approval by the student advisory committee was tabulated; not withdrawn, as drawn, as the last faculty meeting.

Dear Editors:
The article on Special Studies presented at the last faculty meeting, on the day before the Feb. 25 issue was published, for my approval, has certain errors which I should like to call to your attention in this issue.

For a short time Wright was in a plight as Manno, Rocker-Sockey, Crocker, captain of the Burdick region, and Important Eyes, whose bark has got to be worse than his bite, and a whole lot more attractive, were after the mittens of the Wright squid.

Wright redevelopment vs Burdick Boobs in Snowball Battle - Wright Prevails by Sharon Cashman and Barbara Keshen

On Monday night, February 28, the Wright wenches wallpapered a hallway, but Burdick was in position to snowball fight in which strategy switched brute strength.

Naive Burdick (unaware that the Wright Jocks recently won the title of inter-dormitory volleyball champs) issued the challenge.

Defenses Prepared
Wright rallied, under the direction of "Tiger" Nose McNeev and "Bite" Keshen, at 30 on the Larrabee green, too right of center, knowing that the Burdick team would be very offensive.

Walls were constructed, traps laid, and ammo supplied by Hawaii, '70, Val Song, under the direction of the last minute McCann '70.

"Bomb Burdick"
The Wright wenches flattered against the Burdick phalanx to no avail, and crossed to the Student Council of "right for Wright" and "Bomb Burdick"

Linda the "Monster" Manno '70 managed to butt through the Wright lines, but Nace Nancy Kenyon '70 has it from first-hand experience that Linda used foul play.

Wright Restitution
But the Wright students might make Wright. Through the parking lot was dropped row upon row of Wright restoration.

Ginny Harvey '69, showed up in her mint coat which we revealed itself to be dyed muskrat. She had a white woman Josephine "the Jock" Hagstrom '69, riding her volleyball, basketball, and tennis, and arm ammunitions from a few potent projectiles. And Gall Gehrke '69 whipped a few blood-curdling howlers.

Burdick was visibly shaken. They did not know where to turn.

In a desperate attempt to save face, Burdick mounted the nearest hill and fired the patriotic reminder of their position. But again Wright out-hit the short-staffed Burdick team and weared them from behind. What just goes to show - Wright always prevails.

President Shan has recently submitted, to both student representatives, faculty representatives, and the faculty, a memorandum on a college policy case of student disorders. The significant content of the administrative procedures can be summarized as follows:

First, the memorandum notes that certain basic principles have been granted to students, such as "freedom to higher education, freedom of expression in the classroom, freedom of inquiry in teaching, determination of curriculum, control over their academic careers, and freedom from injustice and unfairness in the campus.

Secondly, the College enforces students to work within "the democratic-parliamentary procedures, in order to facilitate the promotion of an intellectual experience that included small classes (Continued to Page 5, Col. 5.)

Editorial... Must Fanning Go? President Shan's proposed handbook for student demonstrations serves only to demonstrate recognition of the unrest, frustration, and anger we students validly share.

If this is true that we do indeed share grievances with no accepted channels for their expression, then we must alter these channels to allow for reasonable means of changes.

To begin with, it is true, we do have grievances. And for years we have made rational demands through the few academic channels open to us. And always change has been a part of our university at all time.

Witness the example of Comprehensive. Annually we have petitioned and voiced our reorders in open forums. But Comps are still with us — demonstrating the lack of respect for student opinion and the importance of the existing student channels.

If Connecticut College is to remain, or ever become, a liberal arts institution, existing for the pursuit of knowledge and awareness, then changes in its basic structure must be forthcoming — soon.

There is no need for these reforms to be slow in coming and granted us only out of the goodness of the administrative heart. It is our right as students to possess these conditions most conducive to the pursuit of knowledge, just as it is our right to have access to the power necessary to create such conditions.

We want liberalization. We recognize a greater potential as a Connecticut College student and the importance of the administration in our pursuit of knowledge and awareness.

We have been patient. We have tapped the existing channels. But our patience is wearing thin in the face of token expression.

Yes, President Shan was right. The channels for student demonstration are inadequate. But the revolutionary means assumed necessary to achieve our goals need not be effected.

We don't want to have to demonstrate. We don't want to have to protest. We don't even want Fanning.

All we want is channels to allow us to work through the system. Please, don't push us too far.

Evaluate Wisely

Tomorrow at Speech Almaglo we will have the opportunity to evaluate the candidates for student government office. We are on the threshold of actualizing the potential for true community government. The people that we elect to represent us will virtually insure the success or determine the failure of this venture.

First and foremost in the promotion of Community Government is the necessity for significant communication among all branches of the College. The president of this new government would be expected to have a well-rounded awareness of the College. She, above all, is the focal point of the hoped-for dialogue, respected by faculty and responsive to students. In promoting self-study opinion to faculty and administration, and in conveying their reaction back to the student body, she must unify without compromising away all goals and ideals.


default
Starvation In Biafra: Witness the Murder of a Generation

by Annesy Wadsworth

Through a series of monthly projects, Randi Freelon '69 has collected $1030 for Biafra relief. Each month a new program for collecting money is begun, including door-to-door canvassing, two special chapel services, the Thanksgiving fast, and the selling of Biafra bumper stickers and pins.

Student Fast Buys Food

The Thanksgiving fast collected $416. Half of the collection was sent to the Catholic Relief Service to aid in purchasing a portion of the 5,840 tons of food which reached the Biafrans. The remaining half of this $416 was sent to the National Student Association Fast for Freedom.

The National Student Association sends this money to the Mississippi Delta children who are suffering from the same protein deficiency as are the children in Biafra.

The Thanksgiving fast was the single most successful program. Randi asserted, "If student sentiment is strong enough we can pressure the residence department and the administration to allow us to have a fast or a series of fasts during Lent, the time of self-denial, for starving children in Biafra and America." Kwashiorkor

Kwashiorkor Afflicts

The children in Biafra and children in the Mississippi Delta are suffering from kwashiorkor, organic protein deficiency. "The hair turns a goldish-red, then the feet get puffy and swell up. The swelling spreads to the legs, the skin of which splits like the casing of a sausage, and begins to drip a clear fluid," explains a journal on Biafra.

"By then it's too late. Kwashiorkor attacks the children first, because their resistance is lowest, but it can kill adults as well, given time," the journal concludes.

However, a cable report of October 29 received by the Catholic Relief Service was relatively hopeful in its tone.

"Protestant-Catholic airlift effective in arresting the spread of kwashiorkor among Biafra children and has saved thousands of lives which will still be lost unless present number of flights is continued and, if increased, thousands of adults can also be saved. All this based on my intensive Biafra visit," concluded the cable from a Catholic monsignor to the Relief Service.

A Generation Destroyed

This view is somewhat more optimistic than that expressed in the Biafran journal. "The doctors say it's gone on too long already: the kids who survive will have sustained such massive brain and kidney damage that they will never be able to live normal lives."

The journal continues, "The bloody Nigerians have murdered an entire generation of Ibo children."

A People Is Dying—Keep Biafra Alive!!

Send Your Donations To: Randi Freelon, Box No. 1802 or Rev. Barrie Shepherd.
ARE STUDENTS MR. CHARLIE'S NIGGER?

Ed. Note: The following article is an excerpt from an essay by Jerry Farber, a member of the faculty at U.C.L.A.

Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to know why they call us niggers.

And from there we go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

Students... have no voice in the decisions which affect their academic lives.

The students are, it is true, allowed to have a toy government of their own. It is a government concerned principally with trivia.

The faculty and administrators decide what courses will be offered; occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or swallowed whole and put on their knees.

As black slaves, students stand in the awareness of what's going on. Some recognize their own put-on for what it is, and even let their rebellion break through to the surface now and then.

Others—including most of the good students—have been more deeply brainwashed. They swallow what's told them with greedy mouths.

They honest-to-God believe in grades, and busy work, and general education requirements. They're pathetically eager to be pushed around.

They're like those old grey-haired house niggers you can still find in the South. They don't feel what all the fuss is about because Mr. Charlie "treats us real good."

The sudden cases among black students and slave slaves are the ones who have so thoroughly instilled their master's values that their anger is all turned inward.

At Cal. State, these are the kids for whom every low grade is torture, who stare at work and shake when they speak to a professor, who go through an emotional crisis every time they're called on during class.

You can recognize them easily at final exam time. Their faces are festooned with fresh pimplies; their brows bulge audibly across the room.

If there really is a Last Judgment, then the people who have created this week are going to burn in hell.

But in the meantime what we've got on our hands is a whole lot of niggers. And even comedies that seem to express their particular pain is that the student has less chance than the black man of getting out of his bag.

Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education, and the results are staggering.

For one thing, little real education takes place in the schools.

How could it? You can't educate slaves; you can only train them.

What I'm getting at is that it's not fair that the educational method are turning them off.

What school amounts to then, for white and black kids alike, is a 12-year course in how to be slaves.

As hard as it may try to turn up a large number of the faculty members get shot down with devastating accuracy.

In high school, it's usually the student who gets it; in college, it's more often the teacher.

Others get tired of fighting and voluntarily leave the system. This may be a mistake, though. Dropping out of college for a rebel, is a little like going North for a Negro. You can't really get away from it, you may as well stay and raise hell.

Students, like Black people, have immense unused power. They could, theoretically, insist on participating in their own education.

They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community.

They could even begin to think about using it.

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Toc. 442-8870
New Wesleyan Play About Homosexuality

by Martha Sloan

Last week the Ninety-Two Theater at Wesleyan presented Just Before Morning, a new play by a new playwright, Tom Oliver, who is moving into his own sphere from the womb of the Eugene O’Neil Foundation. Just Before Morning is essentially a Joycean dialogue between the Boy, the Youth, and the Young Man of one homosexual’s life.

In the course of the dialogue of recollection and speculation the homosexual unifies the three phases of his life into a concept of understanding of his peculiar motivation and a resignation to such a peculiar life. Mr. Oliver does a better job of portraying the tragedy of a homosexual than of defending a homosexual’s peculiarity, and I suggest that his success in doing so was weak.

Mr. Oliver does not succeed in bringing the characters to active life until the second of the scenes (presented over a two-hour time span). The positive mood of the nearly silent character of the Boy was too much to overcome in the transition.

The later appearance of a Negro life for the Young Man, played by Renee Johnson, leads the viewer to wonder whether J. R. R. Tolkien is spiritually dealing with racial differences or whether he interprets the Young Man as an integralist. One would suspect the former, judging from the casting of the Boy.

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African Journalist Pleads For Freedom of the Press

by Carol Ann Hunter

In a lecture sponsored by the Government Club on Wed., Feb. 26, Mr. Hilary Ng'weno, African journalist, spoke on the issue of freedom of the press in Africa.

Ng'weno received his A.B. from Harvard in 1962, where he majored in political science. He then served as editor of the Daily Nation in Kenya and later as editor-in-chief of the Nation group of newspapers in Nairobi. Since 1965 he has been a free-lance writer. Ng'weno is currently a Fellow at the Harvard Center for International Affairs.

In his speech, Ng'weno first pointed out that there is a slightly different concept of freedom in Africa than in the Western world. Democratic rights in Africa permit almost exclusively to the small elite of the upper social strata.

Ng'weno asserted that the African peasant has not yet been liberated from the bondage of poverty, sickness, and ignorance. His basic worry is survival.

The problems of freedom of the press, constitutional government, and individual rights are thus left to the elite. This group is composed of the politicians, the intelligentsia, trade unions, and civil servants.

Ng'weno cited the frequent occurrence of rigged and postponed elections in Africa. These tactics are used to prevent dissident elites from mobilizing the masses for political support. The governments in many African nations will oppose anything that might allow the people to clamor for more political rights.

Ng'weno continued that in a direct clash between the press and the government, it is obvious that the government would win.

According to Ng'weno, this is an example of absolute supremacy of the government and the power of the executive branch over the judiciary. In many instances the executive runs the judiciary as no more than a rubber stamp of the executive.

Parliament is yet another example of supremacy of the government. Ng'weno said that in many instances, the executive proceeds with legislation without even a show of opposition from Parliament.

PSYCHOLOGY

(Continued from Page 1, Col. 4)

Junior Science Consultants

In addition, URP participants will be expected to discuss their research activities with students in lower level courses. In this way, the student will serve as a junior science consultant to those who might be interested in entering the field of psychology.

Mackenzie expressed this hope by declaring, "The student is at the center of this program and she will be encouraged to develop her own ideas and to pursue them."