Individual Freedoms Protected by C.L.U.

by Wendy Boyer

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

Wel-accepted with the institution abounding in present day America, Scott's father, Goddard Christiansen, professor of chemistry, has for the past six years been affiliated with the Connecticut Civil Liberty 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 Mathew Shurtleff will discuss with interested students and faculty the role of the C.L.U. at a meeting which will take place in Room 113, New London Hall at 8:00 p.m.

Guarantee Basic Rights

"Currently loss of people, the iconoclasts of youth, for example, have decided to speak. The established system is threatened 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 work. Frequent, the leaflet distributes them addressed to those who suffer after green.

Restore 4 Basic Freedoms

By winning its cases, the C.L.U. proves the unconstitutionality of current 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

by Charlotte Parker

The Psychology department was awarded a $10,800 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 shortly four sophomore majors who, according to MacKinnon, during her work and to present a report describing her summer research and the junior, now serving as research assistants for a

On Oct. 16, 1967, Father Conn orner, who is probably irretrievably lost to the

On Tuesday, Mar. 4, 1969

How did Israel win the Six Day War? And why has world opinion turned against her as a precedent for future cases.

These were the specific questions that Simon Schwartz, speaking last Wednesday night Feb. 26 on "Israel and the Middle East—Can There Be Peace," posed up to the audience. Mr. Schwartz, an officer in the Israeli army during the 1967 war, said that there were three specific reasons for Israel's success.

No Alternative

The first reason that Schwartz cited was that Israel had no alternative to victory short of destruction of the enemy. The two and a half million Jews in Israel are quite literally and quite seriously fighting for their very survival as a people. Schwartz stated that a deep and great belief in the ideals of the Israeli government and society is the second reason that Israel was able to persevere.

A third reason that this tiny country could withstand such a massive enemy was 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 Goliath

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?

Schwartz contends that propaganda perpetrated by the Arabs is responsible for this disavowal of Israel in what Schwartz prefers to call "the campaign" exaggerated, but they were totally distorted. For instance, Schwartz's task in the '67 battle as an officer was to make sure that no excess killing or even unnecessary fighting took place on the front lines. As a consequence of this policy of the Israeli army, enemy losses were kept to a bare minimum. No other army has officers for this purpose.

El Fatah

How ever, not only has the American press failed to credit the Israeli army for this conduct, but they have further insulted it by making heroes of its antithesis, the El Fatah. The tactics employed by the El Fatah, an Arab underground military organization, are diametrically opposed to those of the Israeli's. Almost 100% of the injuries and deaths inflicted are absorbed by the civilian populace. The El Fatah shells civilians (Continued to Page 6, Col. 2)
Editorial... Must Fanning Go?

President Shain'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 our administrators, then we must alter these channels to allow for reasonable means of change.

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 our use. And always change has been slow, if ever coming at all.

Witness the example of Comprehensive. Annually we petition and voiced our request for open forums. But Comps are still with us - demonstrating the lack of respect for student opinion and the impotence 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.

If this is true, it is our right to have access to the power necessary to create such conditions.

We want liberalization. We recognize a greater potential for Connecticut College as a liberal arts institution. And we recognize a greater potential for our pursuit of true knowledge.

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

Yes, President Shain was right. The channels for student expression are inadequate. But the revolutionary means assumed necessary to achieve our goals must 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 Alamo 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.

Connecticut College in the past has not been regarded with favor by students. Many students who had attended the plays failed to write the expected comments to student editors.

It's not that I object to serving as a ticket broker and travel agent; it's just that I prefer teaching. I'd much rather that more students who take advantage of my services in the former capacity had seen aim through the efforts of my labors in the latter.

In any case, Conn Census' comment in the past of Special Studies strikes me as premature, to say the least. On the contrary, I think these results and statistics are that truly appalling. How many students know that a lot of the textbooks ordered by the Bookshop for this occasion were actually used?

Unless we have reached the point where all educational channels are to be welcomed for our own, without regard to the insignificance they yield, I suggest that students, faculty and administration take a long, hard look at this problem. Perhaps '69 before giving this misconception venture under favorable climate and leadership.

Alan T. Bradford, Assistant Professor of English

President Shain has recently submitted, to both student representatives and faculty, a "memorandum on a college policy of student discipline and punishment." The significant content of the administrative proposal can be summarized in essence as follows:

First, the memorandum notes that certain basic "rights" have been granted to students, such as "free access to higher education, freedom of expression in the classroom, freedom of inquiry into matters of public interest, the pursuit of knowledge and the power of free speech." As our President, we are to register approval?

Secondly, the College encourages students to work within "the framework of academic and democratic procedures," and through such assumption assure a student's freedom of expression. How do our current government committees, students unusually effect change on campus?

Thirdly, in times of desperation students may "resort to chanting and unseated them from behind.

For a short time Wright was in a plight as Munno, Rocker-Sodder, Wright and Impy constitute a "trespass" violation.

What is the result of this administrative decree of which we are to register approval? Rather, what is the administrative attitude which underlies such a proposal? Apparently, it is the same attitude which made student "disturbance" a necessary and unwise activity.

Our administration stands armed with a two-pronged philosophy which has its origin in the context of administrative efficiency (or democracy) and the degree relationship with our students. What is the "student's right to college discipline?"

"Student's right to free speech?" and the demand for "mutual respect and easy communication? What of our "community" in precipitating "student discipline and punishment?"

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Starvation In Biafra: Witness the Murder of a Generation

by Amesy 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 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 Attacks

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. ole: 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 dawry.

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 governmenal monopoly. It is a government concerned principally with truisms.

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 maneuvered expertly out of position.

A student at Cal. State is expected to know his place. He calls a faculty member, "Sir" or "Doctor" or "Professor"—and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter. The faculty tell him what courses to take. (In my department, even electives have to be approved by a faculty member.) They tell him what to read, what to write, and, frequently, what to set the margins on his type-writer.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it.

They've gone through 12 years of public school for nothing. They've learned one thing, and perhaps only one thing during those 12 years.

They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've given to fear and recent literature. They write like they've been lobotomized.

But can they follow orders?

Frothing come up to me with an easy and ask if I want it folded and whether their names should be in the upper right-hand corner. And I want to cry and kiss them and care their poor, tortured heads.

At a very early age, we all learn to accept "two truths." Outside of class, things are true by reason of authority. And that's just fine because you don't care anymore.

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

What else could explain what I see in a freshman class? They've got that slave mentality—obliging and ingratiating on the surface, but hostile and resistant underneath.

As do Black slaves, students vary in their awareness of what's going on. Some recognize their own put-up 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're taught to believe in grades and busy work, and general education requirements. They're partially eager to be pushed around.

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

The suicide cases among both Black slaves and student 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 stammer 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 pimples; their bowels buld Alliance across the room.

If there really is a Last Judgment, then the people who 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 what makes this particularly grim 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.

As a matter of fact, we don't let them graduate until they've demonstrated their willingness over 16 years to remain slaves.

And for important jobs, like teaching, we make them go through more years, just to make sure.

What I'm getting at is that we're all more or less niggers and slaves.

Educational oppression is trickier to fight than racial oppression. If you're a Black rebel, they can't exile you; they either have to intimidate you or kill you.

Rebel students and renegades 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 fired 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 raise sets of walls and let life come blooming into the classroom. They could rate another set of walls and let education flow out and flood the streets.

They could turn the classroom into what it's at, a "field of dreams." And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons—their own reasons.

They could. Theoretically. They have the power. But only in a very few places have they even begun to think about using it.

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Goethe
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’Neill Foundation.

Just Before Morning is basically 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 centum of understanding of his peculiar motivation and a resigna- tion to such a peculiar life.

Mr. Oliver does a better job of portraying the tragedy of a homosexual than of defending a homosexuality’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 three scenes (presented over a two-hour time span). The positive mood of the nearly silent charac- ters of the first scene exacerbated the boredom rather than curiosity.

J. Ranelli directs an im- possible stretch of the imagina- tion in casting a Negro for the part of the Boy, while the other two life phases were represented by whites.

Juan Dardiridge was superb in his sensitivity to the part of the Boy and his ability to live the part with his eyes, heart and soul.

William Sweeney and James Pickering were seemingly type- cast for their roles as Youth and Young Man. The personality progression from Boy to Young Man was smooth and feasible, but the biological barrier of color was too much to overcome in the transition.

The later appearance of a Negro role for the Young Man, played by Renee Johnson, leads the viewer to wonder whether J. Ranelli is spiritually denying racial differences or whether he interprets the Young Man as an integrationist. One would suspect the former, judging from the casting of the Boy.

What are the prospects for American foreign policy during the next four years? This was the topic of a seminar sponsored by the Government Club at Wesleyan University on February 21 and 22.

Guest Lectures Speaks
Three guest lecturers were present for the Foreign Policy conference: Robert W. Tucker, Director of the Committee on International Studies at Johns Hopkins University; Lucian W. Pye, Senior Staff Member of the Committee of International Rela- tions at MIT; and Zbigniew Brzezinski, director of the Re- search Institute of Communist Affairs at Columbia University.

The seminars began on Friday night with a lecture on the “Prospects of American Foreign Policy.” Tucker maintained that there is very little change in American foreign policy in store during the Nixon administration.

American “Interests” Static Tucker explained that he had reached this conclusion after the realization that there had been no change in basic American “interests.”

The thesis presented by Tucker suffered from over- generalization and lack of direc- tion; consequently the overriding conclusion with which he left the audience was one of skepticism about any change in the conduct of foreign policy.

Lucian Pye addressed the seminar on Saturday morning. Pye addressed his remarks primarily to the problems of understanding the situation in Asia and the difficulties imposed on the formation of United States policy by the “blinders which colonial experience” has imposed on the U.S.

The three areas which Pye discussed were Southeast Asia, Red China, and Japan. His emphasis in interpreting developments in these areas was a psychological understanding of the effects of history on these areas, and of the political at- mosphere created by the ways in which three countries moved toward national statehood.

Pye’s plans for future U.S. policy in Asia were twofold.

He insisted on the importance of patience and time to consider objective and emotional factors.

America Powerful in Asia

The second point which he stressed was realization by the U.S. that America is a Pacific power.

She has a closer relationship with each of the Pacific nations than they have with each other. This relationship must be con- sidered an integral part of the total picture of U.S. foreign policy.

In the afternoon Zbigniew Brzezinski, who was the chief foreign-policy consultant to Vice-President Humphrey during the ’68 election, emphasized the importance of the first in the formulation of U.S. policy towards the U.S.S.R.

Czech Crisis and Soviet Bloc

Brzezinski’s topic was “Implications and Lessons of the Czech Crisis.” He spoke con- cisely outlined the trends which he thought characterized the Czech crisis. His speech con- cisely outlined the trends which he thought characterized the Czech crisis.

He cited the importance of the Czech crisis as an example of the Czech crisis exemplified with- in the Soviet bloc.

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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. Hilar 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 physics. He has 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 are primarily concerned with the small elite of the upper social class.

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

The problems of freedom of the press, Ng'weno concluded, are to be found in the press itself and in the public. Ng'weno spoke on the frequent occurrence of rigged and post-post elections in Africa. These tactics are used to prevent independent journalism from mobilizing the masses for political support.

The governments in many African nations will oppose anything which 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 the absolute supremacy of the government and the power of the executive branch over the judiciary. In many instances the executive route is the only one to pursue.

Parliament is yet another problem.

PSYCHOLOGY
(Continued from Page 1, Col. 4)

Junior Science Consultants

In addition, the SPRP 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. The typical African journalist of today is a mediocre man. When confronted by government threats, he will usually quit his newspaper and join the ranks of the government to gain favor.

In the opinion of Ng'weno, African needs more journalists who understand the sentiments of government and can use discretion in their writing. Secondly, newspapers should be better organized in ownership, management, and editorial control. Many paper ownerships have remained in the hands of British and French interests, whose main interest is profit.

Thirdly, Ng'weno maintained that newspapers must become financially independent. African newspapers often rely on one advertiser for support and are controlled by this one interest.

Ng'weno concluded on an optimistic note, commenting that although freedom of the press in Africa is still a goal in the distant future, it is a goal which remains exciting and worth fighting for.


example of government domination in Africa. Ng'weno cited this use of threats and bribes as means of controlling punishment and limiting their support of the press.

Ng'weno went on to offer several means of increasing freedom of the press in Africa.

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Ng'weno went on to offer several means of increasing freedom of the press in Africa.

The typical African journalist of today is a mediocre man. When confronted by government threats, he will usually quit his newspaper and join the ranks of the government to gain favor.

In the opinion of Ng'weno, African needs more journalists who understand the sentiments of government and can use discretion in their writing. Secondly, newspapers should be better organized in ownership, management, and editorial control. Many paper ownerships have remained in the hands of British and French interests, whose main interest is profit.

Thirdly, Ng'weno maintained that newspapers must become financially independent. African newspapers often rely on one advertiser for support and are controlled by this one interest.

Ng'weno concluded on an optimistic note, commenting that although freedom of the press in Africa is still a goal in the distant future, it is a goal which remains exciting and worth fighting for.