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### Satyagraha Vol. 53 No. 20

Connecticut College

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# Satyagraha

## CONNECTICUT COLLEGE



Vol. 53, No. 20

NEW LONDON, CONNECTICUT

Tuesday, February 3, 1970

## College Hires Instructors In Black Music, Religion

by Lynda Herskowitz

Dean Philip Jordan recently announced the appointment of two black instructors for the second semester.

Edwin Sanders, a graduate of Wesleyan University, has been named part time visiting lecturer in sociology and will conduct a class on the black church.

William Barnwell, a graduate of the Berkeley Divinity School of Yale has been appointed part time lecturer in music. Mr. Barnwell is a jazz musician and will teach a course on black music.

"Both Mr. Sanders and Mr. Barnwell are well qualified," Dean Jordan said, "and in their cases, their blackness is a part of their qualifications."

"Their life experience as blacks have illuminated their knowledge in their fields of instruction," he asserted.

The appointments of the two black instructors were the culmination of an intensive effort by the Ad Hoc Committee for black faculty.

According to Dean Jordan, the committee's method of finding qualified black teachers departed from the traditional procedures for hiring.

**Hiring Procedures Unconventional**  
"The black students provided the impetus for action by articulating the need for black instructors to contribute a service to the whole college community," he said.

Normally, new faculty members are chosen as a result of consultation with graduate schools and from numerous annual applications for prospective positions.

According to Dean Jordan, the "special imperative" to find black instructors resulted in personal contacts on the part of individual members of the Ad Hoc commit-

tee with people they felt might qualify for the available positions.

Dean Jewel Cobb and the students on the committee played a major role in the effort, according to Dean Jordan, with letters and telephone conversations to prospective candidates.

Dean Jordan stated that the goal of the committee was to find "one or two blacks to teach during the second semester of this year and to find more permanent academic places for next year."

Dean Jordan expressed his feeling of encouragement at the com-

mittee's success in the use of student involvement in the unconventional hiring procedures.

He added that "it may be appropriate to give students a voice in appointments," citing the activities of student advisory boards in some departments which hold informal interviews with prospective professors.

"This not only gives students an opportunity to meet potential members of their department, but gives the teacher a first hand sense of the student body," he asserted.

(Continued on Page 5, Col. 3)

## Faculty Vote Approves Parity On Committees

by Michael Ware and  
Anne Lopatto

At their meeting on January 7 the faculty voted approval of student-faculty parity on ten college committees. However, consideration of the status of the present Instruction Committee was delayed until the upcoming faculty meeting of February 4.

The faculty vote approved parity on the following committees: the Administration Committee, the Ceremonies Committee, the Convocations Committee, the College Development Committee, the Interdepartmental Majors Committee, the Library Committee, the Schedule Committee, the Special Studies Committee, the Faculty Discussions Committee, and the Admissions Committee.

Consideration of the Instruction Committee was delayed because of the need for further discussion on the nature of the committee itself.

**Ad Hoc Recommendation**

On October 31, 1969 the Ad Hoc Committee on Student Representation on Faculty Committees recommended that, "both the Student-Faculty Academic Committee and the Instruction Committee as they currently stand be abolished and that:

(a) a College Academic Committee be established to assume the previously held functions and powers of the Student-Faculty Academic Committee and the Instruction Committee, and

(b) 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.

**Approves New Majors**  
Faculty also approved the adoption of four new major courses of study. These include the Human Ecology Major, the American Studies Major, the Asian Studies Major, and the Urban Affairs Major.

**Trustees Meet**  
At their December 10 meeting, the Board of Trustees voted to allow seniors to acquire off-campus housing. The trustees further stipulated that residence off campus could be procured by underclassmen by petition through the office of Dean Cobb. In discussing the trustee's action, President Shain stressed that student pressure was not responsible for the passage of the measure.

The trustees also voted to allow faculty spouses to take a normal load of courses at Connecticut College tuition-free. The Board voted approval of a measure to assist faculty members interested in purchasing homes. To do this the college would take a second mortgage on a home being purchased by a faculty member.



## Ruby Jo Reeves Kennedy 1908 - 1970

Dr. Ruby Jo Reeves Kennedy, chairman of the Sociology Department, died on Monday, Jan. 5, in her home in Waterford. Mrs. Kennedy was 61 years old.

Mrs. Kennedy, who held the Lucretia L. Allyn professorship at the College, had been on a one-year sabbatical doing research on mental retardation. She was a recognized authority on mental retardation.

Born in Sanger, Texas, she received her Bachelor of Science Degree from Texas State College for Women, and her Master's and Doctor's Degrees from Yale University.

Mrs. Kennedy was a member of the Psycho-Scio Advisory Review Board of the U.S. Department of Health, Educa-

tion and Welfare. Last fall she was elected chairman of the board of directors of the Manfield Training School.

Mrs. Kennedy was a member of the task force on research which cooperated with the mental retardation project of the Connecticut State Department of Health. She had also served as chairman of the research committee for the Connecticut Association for Retarded Children.

She was the widow of Prof. Raymond Kennedy, a Yale University sociologist. Mrs. Kennedy is survived by a daughter.

A memorial service was held on Wednesday, Jan. 7 in Harkness Chapel.

## Mason Lecture Depicts American Process of Change as 'Continuing Revolution'

by Linda Rosenzweig

Speaking to a capacity audience at Oliva Hall last Tuesday, Dr. Alpheus Mason delivered a speech entitled "America's Unfinished Revolution" in which he stressed the necessity of constant change within the American governmental system.

At a reception following his talk, Dr. Mason clarified his thesis by explaining that "constant change is America's unfinished revolution; hopefully, this change can be accomplished within the framework of the law." He emphasized that while America is evolving as a nation, there will be a process of continuing, ongoing revolution.

Dr. Mason, currently Doherty Professor of law and government at the University of Virginia, taught for over 40 years at Princeton University and is the author of over 20 books concerning the American judicial system and the political philosophies of the Supreme Court justices.

Following his speech, Dr. Mason enumerated the six revolutions of American history. The first, he said, was the American

Revolution of 1776, a revolution which was not completed, he said, until the drafting of the Constitution in 1789.

The subsequent revolutions were the election of Jefferson in 1800, the policies of Jacksonian democracy, the Civil War (the only revolution outside the legal system), and the 1890-1937 Supreme Court policy of regulating the economy.

Beginning in 1954, Mason continued, America witnessed a "multiplicity of revolutions." He mentioned as an example the Supreme Court's broad interpretation of Amendment 14 of the Constitution, upon which the school desegregation decisions are based.

In his speech, Dr. Mason explained that the framers of the Constitution intended to ensure that all American revolutions be peaceful, and limited to changes within the law. He stated that the Constitution was aimed at creating democratic government based on reason and consent, rather than a totalitarian government based on fear.

**Mason Claims Dissent Necessary**

An important part of his speech was an explanation of the moral right of the people to alter or abolish a tyrannical government and to establish one more in keeping with its safety and happiness. In this respect, he added, our Declaration of Independence is a more "subversive document than any other."

The "right" of the people to alter or abolish a tyrannical government was intended to ensure the responsiveness of the government, Dr. Mason said. The concept of unfinished revolution is "an essential ingredient of our free society," he declared, adding his hope that these revolutions would be peaceful.

He then proceeded to explain that the right of dissent must not be curtailed if changes in the American legal structure and changes in American policies are to take place.

Dr. Mason emphasized that tolerance "for ideas we hate" is not enough. The right to question and oppose even those ideas and

(Continued on Page 6, Col. 4)



The new Co-Editors in Chief of Satyagraha are Michael Ware '72 and Anne Lopatta '72.

(photo by kennison)



Editorials

# Create Community Voice

We, as students, acknowledge that we have been given an increasingly greater voice in the determination of our academic and social lives within this college community.

The faculty and administration have recognized the constructive role that responsible student voices play in the formulation of academic and social policy. Within this policy-making structure, however, there is one vitally important area that is inconsistent with the prevailing spirit of the academic community.

The inconsistency lies in the continuing existence of the Instruction Committee, which is composed entirely of faculty members. This committee is the single most important body in the determination of college academic policy. According to the College Faculty Handbook, it is the duty of the Instruction Committee "to consider all proposals relating to the educational program of the college and, in direct cooperation with the faculty, to maintain and build up the curriculum."

Theoretically, the student voice on matters of academic policy reaches the faculty through the proposals of the Student-Faculty Academic Committee. In reality, those proposals (which must first pass to the Instruction Committee before reaching the entire faculty) too often emerge substantially altered.

Obviously a more direct channel of communication is needed. A realistic proposal to correct this situation has been offered by the Ad Hoc Committee on Student Representation on Faculty Committees. On Oct. 31, 1969, the committee recommended that "both the Student-Faculty Academic Committee and the Instruction Committee as they currently stand be abolished and that:

a. a College Academic committee be established to assume the previously held functions and powers of the Student-Faculty Academic Committee and the Instruction Committee and

b. 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."

We support the essence of this proposal. We believe it would help to streamline the rather cumbersome mechanism of the present system. More importantly, it would further the prevailing spirit of student-faculty participation in policy recommendations.

## A Step Forward . . .

The question of student-faculty parity on college committees has been resolved seemingly to the satisfaction of both parties involved. It was obvious from the moment the proposal received adequate attention that a resolution would not be easy to reach. However, the faculty heard the student voice and responded. This action not only reaffirmed good faith between faculty and students but, in the true sense of compromise, transcended former obstacles for the sake of educational understanding.

Letters

### To Editor

To the Editors  
Satyagraha

I appreciate your editorial response to my letter carried in the December 16, 1969 issue.

It would seem there exists a situation somewhat comparable to that of the man who, filled with the spirit of Christian love, desperately wanted to dispense goodness to his fellow men by sitting at the right hand of the Lord. He was faced with one technicality, however. He had to die.

However, our exchange does provide a basis for a *modus vivendi*. If, as you state in your editorial, "(n)owhere was it suggested that the proposed committees, containing parity of students and faculty, would necessarily retain the title of 'faculty committee'", then it should be no strain simply to call the affected committees "Student-Faculty" or "All-College" committees and implement parity.

I confess to an error of interpretation. I thought the spirit investing the Ad Hoc proposals concerned the most effective way in which students could be integrated into the decision-making processes of the college. It was to make real this spirit that I both raised questions and supported the proposals.

R.E. Lorish, Chairman  
Government Dept.

Dear Editors,

This letter is addressed to all those who may be "deemed suitable" for membership in YAF by Mr. William Todd Whittington III of Boston.

First of all, Mr. Whittington speaks of YAF as "a national student organization." If Mr. Whittington were from Connecticut College and not Boston, he would know that it is the policy of this school to restrict national student organizations from this campus. He would also know this is the main reason why there is no SDS at Conn. It seems rather out of character for one who has professed to be "dedicated to the defense of America's free institutions" to actually assault the laws of one of those free institutions.

Second, if Mr. Whittington had been at Conn. for the last two years, he would have noticed a distinct lack of militancy or violence even among "radical faculty members." Such "genuine tolerance and decency prevails at Connecticut College" that all of our legislation, some of it quite radical, had been born out of "dialogue and rational discourse."

Third, if Mr. Shepard is "merely trying rather desperately to imitate the notorious chaplain of prestigious Yale, Mr. Wm. Sloane Coffin" (which we think is an absolutely absurd statement) we can only see that as a great compliment to them both.

Both of these gentlemen represent the very finest of the Christian tradition, if we remember that a young Jew of Nazareth identified himself with such extreme political positions as denouncing the government and its ruler, lashing out in some rather violent ways against the corruption and decadence manifested in his own religion. He, too, had exclusively devoted himself to furthering the goal of a better world as he saw it. In fact, the very essence of spiritualism is sincere dedication to what one believes he ought to do. This is defined as morality.

Mr. Whittington came here from Boston, indicted our Chaplain in rather powerful terms, called a meeting for "free discussion" and then did not show. I consider his letter an apology. Now, if he sincerely believes he has something to say, he should

## Topic of Candor

by Michael Ware

Before the Connecticut Community disengages itself from Special Studies and in all likelihood terminates the program, there should be some time devoted to a discussion of why it failed.

The largest failing seemed to be a lack of motivation on the part of students. It is estimated that less than half the student body took part in the program, and numbers dwindled as the program unwound.

The first reason for this seems to be the inversion of Christmas Vacation and Exam Period. It seems apparent to me that there is no vacation if it is filled with study and anxiety over exams whose subject matter slips away day by day. After the study days and a grueling exam period, most faculty and students are ready for a rest without such worries. The question here is whether a minute intercession can provide this. For most it cannot, and the campus empties.

If Special Studies is rewarding for those who remain is also a controversial issue. It was discouraging to note that many dropped their work a few days into Special Studies and left. Was Special Studies too frivolous, or challenging, or boring?

The reason for this exodus lies in the format of the program. Students were prompted to engage in one or two seminars, and on the outside, three. Although this theoretically allows ample time for individual study, it didn't materialize in practice. This was

because the discussions were strikingly similar to the classes of first semester. For the student taking one or two seminars there was too much time, too little direction and virtually no demand concerning a course load which in essence was half as light as normal.

Another reason for the failure of Special Studies was that most students were unprepared for it. Of those who did find it rewarding, there is a question as to whether they were concerned mainly with it, or an individual project unconcerned with Special Studies itself. Perhaps the fact that Special Studies did not create itself for each student as an individual is the real key.

The questions that are most intriguing here are:

(1) Can a student body guide itself into truly individual study when the form of this study smacks strongly of the system from which it was meant to be freed?

(2) Can a student body motivate itself when no requirements such as a paper or oral summation are asked for?

(3) Can a Special Studies supposedly devoted to individual study survive when it springs not from each individual for each individual, but from a more or less common interest put into a classroom setting?

It appears we have had a poor introduction to individual study. It seems an "evaluation" rather than a more simple "abolition" is in order.

## CONTROVERSY

In order to encourage dialogue between Satyagraha and its readers, the newspaper last year established a column "Controversy," which is again open to all students for the expression of views directly concerned with issues discussed in Satyagraha.

Because of limited space, the editorial board must reserve the right to select the column to be printed each week. Students wishing to submit such articles should bring them to the Satyagraha office in person no later than 9:30 on Wednesday nights.

Faculty members are also encouraged to submit articles to Satyagraha, especially those which supplement the normal range of topics covered in the newspapers. Topics related to a faculty member's academic discipline, book reviews, essays, would be most appropriate.

Again, because of limited space, the editorial board will select the article to be printed each week if more than one is submitted. Articles may be mailed to Satyagraha, Box 1351 by Tuesday afternoon or brought to the Satyagraha office by Wednesday night at 9:30.

ozone  
carbon monoxide,  
nitrous oxides,  
flouride, alkyl nitrates,  
benzene, raw auto exhaust

(graphic by kane)

say it. Bobby Seale spoke out: he may have been gagged eventually but at least when he believed he had something to say he said it out loud and faced the possible consequences.

If Mr. Whittington is worried about being put on the defensive by student opinion here he needn't worry; he has already put himself on the defensive. He never should have made his accusations, if he was not willing to publicly defend them.


Mr. Whittington's letter, with its unfounded and slanderous accusations is a prime example of "anti-intellectualism, hysteria, artificial sophistication and cultural decadence." We would like to make one suggestion to Mr. Whittington: Suitability for membership in YAF should be based on a clear voice, "stage presence," and residence in the Connecticut College community.

Deborah L.C. Johnson, '71  
Marjorienne I.S. Waxman '72

Member Intercollegiate Press

# Satyagraha

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## Beyond the Wall

by Jodie Meyer

### Bowdoin College

On January 18, Richard W. Moll, Director of Admissions, announced that the Faculty had voted to eliminate all College Board examination requirements for admissions candidates. Moll said that optional submission of SAT and Achievement Test scores is immediately effective.

Asserting that "the importance of standardized test results has been widely over-emphasized in college admissions," Mr. Moll said "Bowdoin's decision to make the College Boards option 'represents, for one thing, an attempt to emphasize our interest in the highly-motivated student, whatever the level of test scores. We want the avid student to apply even though his SAT medians may not compare favorably with those of Bowdoin. When last recorded (for the Class of 1973), the verbal median was 611 and the mathematics median was 662 (on a scoring range of 200 to 800). On the other hand, we will not interpret the absence of test scores as a certain indication the student performed poorly. Some applicants may wish to refrain from submitting their scores as a matter of principle."

He also expressed that "there is a widespread feeling and convincing evidence today that standardized aptitude and achievement tests cannot escape cultural bias and that they thereby tend to work in favor of the more advantaged elements of our society, while handicapping others. Bowdoin is eager to continue its tradition of educating a high number of low income and minority students. We wish to avoid requiring from any individual evidence which might be inherently misleading."

Mr. Moll feels that the educational process is improved by personalization and that admissions plays an important role in this process. This option is part of the other innovations such as independent study and Pass-Fail grading systems that have been adopted on many campuses. Bowdoin's evaluation of the college candidates will now become "less encumbered with scores and formulas, and concentrate more on the appraisal of those human qualities which cannot be measured by standardized tests, but

which nonetheless are predictions of success in a particular institution of learning and in a particular area of contribution thereafter.

### Tufts University

A twelve-member study committee, including two undergraduates and a graduate student, has made recommendations to Tufts' Board of Trustees that will allow for increased faculty, student and alumnae participation in the governance of the University. Specifically, the committee recommended:

That the age distribution be broadened, allowing far younger trustees by eliminating the present requirement that only graduates of ten years' standing are eligible.

Limit the terms of office of trustees (other than alumnae trustees whose term is now set at five years) to a period of ten years.

Include the trustee nominating committee an equal number of students, faculty members, and trustees.

Allow participation in meetings of trustees committees by representatives chosen by faculty and students.

Periodic open meetings sponsored by the trustee executive committee to faculty, students, administrators, alumnae and parents of students enrolled in any branch of the University.

### Yale University

President Kingman Brewster, Jr. recently made a statement in which he discussed student power in university affairs. He emphasized his belief that "a university cannot be a democracy of equal students and faculty voices on all matters. . . . That there is a limit beyond which a faculty cannot delegate decisions on appointments and on the requirements for degrees."

He also outlined his opposition to students and faculty being elected to the university Board of Trustees. The credibility of trustees depends on the widespread confidence by faculty, alumnae and the public that "they are not spokesmen for any special interest inside or outside the university. . . . Any 'representation' of faculty-student or anyone else directly affected by their decision would immediately corrupt the essence of trusteeship and turn it into a legislative forum of blocs."

# Dr. Mendelsohn Discusses "Ameliorative Television"

by Sue Kronick



Dr. Mendelsohn answers questions following his lecture concerning mass media.

(photo by ware)

Recently, there has been a rising interest in the nature of mass media, its power, and its lack of effectiveness. Dr. Harold Mendelsohn spoke specifically on this issue on Jan. 26 in Dana Hall in his lecture "The Beckoning Beacon: New Directions for Television and the Social Good." This lecture was the first in a series of programs that have been arranged by the Convocation Committee.

Dr. Mendelsohn is a professor and director of research in mass communications at the University of Denver. He is, the author of *Mass Entertainment* and a member of the public information task force of the Denver Chamber of Commerce.

The Speaker stated that we ultimately rely on knowledge to improve the human condition. And unless the American actively responds to and seeks to control the immense change that American society is undergoing, a grave "societal damage" may ensue.

Dr. Mendelsohn believes that "information is the life blood of our modern society. Knowledge is the basis of our affluence. The crises that face us, finally, are crises of ignorance and misunderstanding. Because it is through the mass media of communication—and through the medium of television in particular—that most of the information about the world

we live in now flows, it is only through responsible and judicious use of the mass media that we can overcome the ignorance and misunderstanding that threaten to overwhelm us."

Better than nine out of every ten households possess a television receiver, and six out of every ten American adults claim that the TV is their major source of news. Thus, with the proper handling of television programming, it is evident that television could provide an invaluable service to what Dr. Mendelsohn calls the "Neglected Minority." Figures compiled in a national survey conducted by Louis Harris and Associates in the Fall of 1969 indicate that this "Neglected Minority" most typically consists of members of America's black, poor, minimally education, and unskilled populations.

These "sub-populations" that occupy "peripheral social niches" have been ignored by both the techniques of commercial television and those of non-commercial or educational television. Commercial television utilizes what might be called the "scatter gun" technique. Programs are geared to hit the largest number of viewers; and thus, commercial television sharply aims at its target—the center of the masses.

Educational television uses the "rifle-shot" or "sling-shot" technique. These programs are created for a highly pre-specified audience—well educated, articulate, mobile, and culturally active.

With the clarification of the workings of these two systems, we see a strange paradox emerging. "Non-commercial television serves best that elitist segment of the American public which needs such service least. Missing out again are the large number of Americans who are less affluent and well-educated, but whose needs for self-development knowledge are nevertheless grave. . . . commercial and non-commercial TV actually operate to reinforce and underlie

the separation and isolation of these neglected sub-populations. Television in this context ceases to be a viable tool of socialization, but acts rather as a part of a larger societal mechanism of alienation."

Dr. Mendelsohn proceeded by outlining a procedure that "ameliorative television" might follow in order to serve the "Neglected Minority." He stated that the programming should transmit news that would directly bear on the lives of these individuals and their communities.

The programming should seek to acquaint the individual with the institutions and other resources that would be useful in solving pressing problems. He also pointed out that the programming should be interpretive, for many become more perplexed when they are forced to evaluate received information.

Dr. Mendelsohn continued by saying that "social ameliorative TV representations have an obligation to transmit those cultural facets of sub-populations that afford a sense of identity, pride, social worth, and dignity to their members." Thus, the proper manipulation of television has the potential of raising the morale of those people who are presently untouched by the existing systems.

This program for televising should not, however, neglect the sphere of entertainment. "Ameliorative television" need not be "dull and boring." Dr. Mendelsohn also stressed the point that the members of the "Neglected Minority" be allowed to operate their own mass communications system, for members of the sub-populations are more acutely aware of their own needs.

The services that these sub-community TV stations could provide are numerous. It is the institution of this type of television—one that will reach all of America's peoples—that "remains as one more item on America's social action agenda."

## BOOK REVIEW

### Survey of Broadcast Journalism 1968 - 1969

by L. Resnikoff

A Gallop Poll released January 7, 1970, sought to ascertain the extent to which Americans trust their news disseminators. 1,531 adults of 300 localities interviewed between December 12 and December 15 were asked:

"There has been much talk about whether the TV networks deal fairly with all sides in presenting the news dealing with political and social issues. How do you feel about this—do they deal fairly with all sides or do they tend to favor one side?" 40% of the people felt that the news was presented fairly, 42% felt it was slanted, and 18% had no opinion.

These answers are to some extent the consequence of Spiro Agnew's recent attacks on both television and press coverage of news. The Vice-President chastised both industries on their presentation of news, which he felt was not only subjective, but did not offer coverage of life as Mr. Agnew sees it. Because Mr. Agnew attacked television, a medium which is guaranteed its existence by federal licensing, the cry of governmental censorship was raised. But an integral part of his argument, that there are two sides to every news story and that both need to be presented in an impartial manner, is a problem that the broadcast industry must face.

The book, *Survey of Broadcast Journalism 1968-1969*, addressed

itself to the problem six months before Mr. Agnew fostered the controversy. In 1968 the Alfred I. DuPont Foundation established an annual survey of broadcast journalism in conjunction with the Graduate School of Journalism of Columbia University. The survey was conducted throughout the United States by members of this faculty under the guidance of a panel of five jurors.

This book deals with television news presentation, investigative reporting, political coverage, and the influence of advertisers on each. It clearly points out that news reporting is a small amount of the total broadcast time and is rarely of high caliber. Local and national network programs compete against each other to offer the more interesting presentation of the same news story with the result that the viewer is bored listening to the same event twice and is still not adequately informed of local happenings.

Also raised is the question of advertising in relation to news broadcasting. Do networks really present some colorful, catchy advertisements with news thrown in to break the concentration span, instead of news coverage punctuated by advertisements? Many viewers would testify that the former cause is the policy of their station.

The principle area of contention between Mr. Agnew's attacks and the broadcast industry is investigative reporting. Here is a case where the commentator reaches behind the facts in search of the underlying causes.

Clearly, this type of reporting is no longer the easy dissemination of facts as supplied by governmental news services or international news services. Here is the problem of a distinction between fact and commentary, which by definition must be subjective. What Mr. Agnew seeks is a recognition and a clear announcement of this difference by the television broadcaster so that the people of America may decide the truth for themselves.

*Survey of Broadcast Journalism 1968-1969* presents the difficulties local stations throughout the country encountered as they tried to expand their depth of news coverage. Whatever the hardships in obtaining information, or the consequential pecuniary penalties, investigative reporting is a necessary facet of television. It is the only phase of television coverage that can offer an understandable view of our society. It is not television that is responsible for the occurrence of events, but it is the responsibility of television to accurately present detailed interpretations of the events of our times.

## Conn-Quest Ctte. Schedules Colloquium on Poverty

by Mary Ann Sill

The Conn-Quest Committee recently announced that "Ain't Got No: A Confrontation With Poverty," has been scheduled for Feb. 20 through Feb. 22. The program, an attempt to study and evaluate poverty throughout the world, will include several speakers, seminars, and a film.

A statement of purpose appears in the publicity leaflet: "The United States government abhors poverty, the UN abhors poverty, the the problem grows faster than the reams of reports that officially solve it. Each day, governments throughout the world announce new programs, but their success is questionable.

"Conn-Quest '70 will examine these programs and the conditions which prompted them, and will evaluate their success in terms of those who exist in poverty."

### Lipset, Morris to Speak

The principle speakers for the Conn-Quest weekend are Seymour Lipset and Rev. Calvin S. Morris. Mr. Lipset is a Visiting Professor of Social Relations and Government at Harvard and also a member of the Executive Committee of the Center for International Affairs.

Rev. Morris is the Associate Director of Operation Breadbasket in Chicago and State Coordinator for the Illinois Campaign Against Hunger. He has also held staff positions at Lincoln University and in the Upward Bound Program at Harvard.

Mr. Lipset's and Rev. Morris' speeches on Sat. morning will be followed by the International Affairs Forum.

Ambassadors from Africa and Asia will be speaking with Alexander Gabriel on a panel and will also participate in Saturday's International Affairs Forum. More seminars and panels will be held during the afternoon of the 21. Sunday's plans include a Chapel Service and a brunch.

### Committee Members

Susan Lee, '70 and Lois Olcott, '71 are the co-chairmen of Conn-Quest. Other members of the committee are Emily Harvey, '70, Amy Savage, '72, Heather Clash, '70, Ellen Ficklen, '73, Amy Nolan, '71, Julie Sgarzi, '71, Lisa McDonnell, '71, Maria Kondon, '71, Margo Reynolds, '72, Meg Foster, '72, Barbara Meister, '73, and Lynda McCurdy, '73.



# The Environmental Crisis: Can We Survive?



(CPS)—I hold these truths to be self-evident. All living things are created equal and are interdependent upon one another. All flesh is grass. Only plants can make food. Man and all other animals are totally dependent upon the plants which we so casually push aside in pursuit of the ever greater megalopolis, multiversity and multishopping-center.

Animals need their oxygen and the plants our carbon dioxide. Both are dependent upon numerous species of microbes which make amino acids and vitamins, digest food, fix nitrogen for our use, and return it to the air when we die. And all are dependent upon the exceedingly complex ecosystem of producers and consumers, predators and prey, herbivores and carnivores, and parasites and disease, to provide for their needs for survival and to control their numbers. Man cannot survive alone. Nor can he continue to increase his numbers at the expense of other living things.

But man is arrogant. He refuses to face reality. Four centuries after Copernicus he still really believes that the earth is the center of the universe and that God's only concern is with his welfare. A century after Darwin man still thinks of himself as apart from nature, with a divine destiny to conquer nature and exploit the other creatures for his own use. As the ultimate of arrogance he created God in his own image.

I used to think that God was in the form of a lovely little animal like the chipmunk. I'm not sure anymore, because I doubt if the chipmunks will survive. A common topic when ecologists convene today is whether the earth will be inherited by insects or blue green algae.

When we first said that the survival of man is doubtful, peo- thought we were joking. Many now realize we were deadly serious. The theme "Can Man Survive?" has claimed widespread attention within the past year. Read about the Washington conference on the subject sponsored by over 100 members of Congress. The solutions proposed there by senators, scientists and other citizens for controlling population, pollution and waste of resources are more radical than anything suggested previously.

They proposed, among other things, a national regulatory agency with control over all population, national restriction on land use, an ombudsman for the environment with power over every national activity, nationalization of natural resources so they

cannot be exploited by private businessmen, and the elimination of the U.S. Department of Commerce.

Writing on the prospect of survival in the October issue of the Agricultural Institute Review, Dr. Michael Shaw, Dean of Agriculture, University of British Columbia says: "We must heed the ecologists. We must (apply) systems ecology to management of agricultural production," (his emphasis). Translated, this means, among other things, that chemical warfare on insects must cease.

I'll go one step further than Dr. Shaw. To survive we must apply systems ecology to the entire ecosystem, including, and especially, the population of man. I welcome Shaw's decision. Now when the engineers, agricultural economists, businessmen, popes, and everyone else come to recognize these facts, world leaders can sit down with the ecologists and work out a plan for survival. By that time, of course, it will be too late.

Many ecologists think it is already too late, that vertebrate life will disappear within the next 20 years or so. The extinction of many life forms now taking place will have dire consequences. A fundamental theorem in ecology is that the more complex the ecosystem the more stable. The simpler the system, the more drastic the population fluctuations among its members. Drastic fluctuations lead to habitat destruction and extinction of additional species. A fine example is the starfish that is eating the coral reefs in the South Pacific from Australia to Hawaii. Such ecocatastrophes will become ever more common in the future.

An ecologist friend once told me he thinks God will survive as a monarch butterfly, certainly a lovely creature as compared to man. But the butterflies are nearly gone now. Remember before 1945 when every flower garden had tiger swallowtails, black swallowtails, fritillaries, monarchs and half dozen other species? Seen any of these lately? Only little white cabbage butterflies remain common. I am betting on the blue green algae.



by Lynda Herskowitz  
 "We have a choice," said Frank Potter, executive director of the Environmental Clearinghouse, Washington, D.C. "We're going to live short and high or not so well and longer."

Mr. Potter spoke informally with students and faculty on the afternoon of Jan. 23 and later expanded his arguments for survival in the Keynote speech for a three-day program sponsored by SHANTI concerned with man's war against his environment.

Mr. Potter, a lawyer, who was an aide to Congressman Richard Ottinger of New York, called for immediate and drastic measures. "I don't think any of us," he asserted, "including myself, realize completely the amount of financial and public commitment necessary to keep us from what many scientists see as an apocalyptic situation...soon."

After leaving his job as congressional aide, Mr. Potter created, almost singlehandedly, the Environmental Clearinghouse, a non-profit, non-governmental agency that serves as a funnel of information and communication between the science communities and Congress. "In the course of my exposure to Congress," he said, "I found that too many congressmen and senators who were sincerely concerned about the problems of pollution, overpopulation, etc., were simply unaware of the complexities of the environmental crisis."

Thus, the Clearinghouse is a source of ready information and reading matter made easily available to the interested lawmaker.

Among the steady stream of statistics associated with the environmental crisis were the following:

The United States comprises less than six percent of the world population and uses 60% of the world's natural resources. If the population and production continues at its present rate, we will eventually consume 100% of the resources.

"Presumably," said Mr. Potter, "the other nations of the world will have something to say about that."

The annual cost of air pollution, EXCLUDING HEALTH, is approximated at 13 billion dollars a year.

One scientist offered the dire prediction that there will be a world-wide famine by 1975.

Confronted with many more such statistics, predictions and threats of mass annihilation, Dr. Potter modestly suggested that something more be done.

"We each have an individual responsibility for this. Although there has been a tremendous acceleration of production and pollution in the past fifty years, it is not enough to blame this crisis on the industrialists and leave it at that," Mr. Potter asserted.

He explained that Americans must learn to live without conveniences that have become necessities.

"Do we really need two or three cars, or even one?" he asked. "Do we have to have more than two children?"

(Continued to Page 6, Col. 4)



(all photos CPS)

College Press Service





William Meredith is photographed after the Sunday afternoon reading of his own poetry.

## William Meredith Offers Reading

by Michael Ware

A unique moment is a poetry reading and this was demonstrated by William Meredith in a reading of his own work, the afternoon of January twenty fifth.

On such a grey Sunday I didn't expect to be one of many to hear Mr. Meredith speak, but I was. It was an audience comprised of students, faculty and friends alike and seemed to be there to reaffirm an old friendship.

Meredith's poems come to the ear much in the same friendly manner. There is a maturity to the work that quietly underlies its delicacy. But delicate it isn't in essence. There is a true balance in language here.

Many readings of lesser poets have a spotty nature. Between the obviously good poems there may be moments of unfulfillment. Even in the course of a poem itself, something might be uttered needlessly or in the wrong spirit. Many poets don't care to make sure the reader is with them and are satisfied with a walk on an abstract plane.

William Meredith's poetry is not abstruse, but challenging enough to be rewarding.

There are even moments of unmitigated genius, but the power is in the setting for that genius. That is genius itself. It is here where Meredith has learned from peers, and a life's work to accept it to his nature, the art of poetry.

This was proven by the adaptability of Mr. Meredith's work. It alienated no one, their time, or their background, for the poetry read was above all honest and simple in motive. It soared however not in that fact, but for its thought and undulation of sound.

Rarely do you find a poet so clear as to understatement as well. Neither will you hear today a reading of so individually complete poetry as was heard Sunday afternoon.

Upon leaving, the listener may well have had a new ear to listen with, much as a traveler has the same, departing from a quiet forest.

### BLACK INSTRUCTORS (Continued from Page 1, Col. 5)

Assessing the future plans for a Black Studies program, Dean Jordan said that the question for this college remains one of the amount of resources available for offering expanded instruction in this area.

He speculated that the college would try to draw on a cooperative program of course offerings with nearby institutions, such as Wesleyan and Trinity.

"The black experience, broadly conceived," he said, "is a funda-

Copyright William Meredith

## Concerts Planned To Raise Money For Coffee House

by Gail Herbert

After several years of abortive discussion, definitive plans for a campus coffee house have finally been formulated.

Joanne Harington, '70 and Sally Underwood, '71 are spearheading the movement to open "The Auxiliary Drain," the tentative name for the planned coffee house.

In a meeting with President Shain, in which he indicated his enthusiasm for such an endeavor, the problems of running a coffee house were explained.

According to President Shain, the coffee house, which would be an atmospheric snack shop run totally by students, must conform to the state fire and health regulations.

The group planning the coffee house will sponsor two concerts to raise money for the project. John McGill, a jazz flutist, performed at Conn on Jan. 29, and performer Rob Buchanan is slated for a later concert.

It is imperative that there is a good response to these concerts in order to raise the money needed for the project.

Suggestions for decorating the coffee house or any other ideas relating to it are welcome and should be directed to Sally or Joanne.

The coffee house will be a non-profit organization, staffed by student employees.

College I.D.s will be necessary for entrance, and dates or friends of Connecticut College students will be welcome.

Beer and wine will be allowed for those over 21, but it will be on a bring your own basis.

## Conn/Wes Transportation Schedule

Trips leaving Connecticut College, Monday through Friday (Travel time: 1 1/4 hours, except as indicated)

\*7:45 A.M. (C.C. bus)  
9:00 A.M. (Wesleyan limousine: 1 hour travel time)  
11:45 A.M. (C.C. bus)  
3:30 P.M. (C.C. bus)

Trips leaving Wesleyan University, Monday through Friday (Travel time: 1 1/4 hours, except as indicated)

7:30 A.M. (Wesleyan limousine: 1 hour travel time)  
9:00 A.M. (C.C. bus)  
1:00 P.M. (C.C. bus)  
5:00 P.M. (C.C. bus)

\*Early departure required for bus to arrive in time for 9:00 A.M. Wesleyan classes.

## "The Wreck of the Thresher (Lost at sea, April 10, 1963)" by William Meredith

I stand on the ledge where rock runs into the river  
As the night turns brackish with morning, and mourn the drowned.  
Here the sea is diluted with river; I watch it slaver  
Like a dog curing of rabies. Its ravening over,  
Lickspittle ocean nuzzles the dry ground.  
(But the dream that woke me was worse than the sea's gray  
Slip-slap; there are no such sounds by day.)

This crushing of people is something we live with.  
Daily, by unaccountable whim  
Or caught up in some harebrained scheme of death,  
Tangled in cars, dropped from the sky, in flame,  
Men and women break the pledge of breath:  
And now under water, gone all jetsam and small  
In the pressure of oceans collected, a squad of brave men in a hull.

(Why can't our dreams be content with the terrible facts?  
The only animal cursed with responsible sleep,  
We trace disaster always to our own acts.  
I met a monstrous self trapped in the black deep:  
All these years, he smiled, I've drilled at sea  
For this crush of water. Then he saved only me.)

We invest ships with life. Look at a harbor  
At first light: With better grace than men  
In their movements the vessels run to their labors  
Working the fields that the tide has made green again;  
Their beauty is womanly, they are named for ladies and queens,  
Although by a wise superstition these are called  
After fish, the finned boats, silent and submarine.  
The crushing of any ship has always been held  
In dread, like a house burned or a great tree felled.

I think of how sailors laugh, as if cold and wet  
And dark and lost were their private, funny derision  
And I can judge then what dark compression  
Astonishes them now, their sunken faces set  
Unsmiling, where the currents sluice to and fro  
And without humor, somewhere northeast of here and below.

(Sea-brothers, I lower you the ingenuity of dreams,  
Strange lungs and bells to escape in; let me stay aboard last-  
We amend our dreams in half-sleep. Then it seems  
Easy to talk to the severe dead and explain the past.  
Now they are saying, Do not be ashamed to stay alive,  
You have dreamt nothing that we do not forgive.  
And gentler, Study something deeper than yourselves,  
As, how the heart, when it turns diver, delves and saves.)

Whether we give assent to this or rage  
Is a question of temperament and does not matter.  
Some will has been done past our understanding,  
Past our guilt surely, equal to our fears.  
Dullards, we are set again to the cryptic blank page  
Where the sea schools us with terrible water.  
The noise of a boat breaking up and its men is in our ears.  
The bottom here is too far down for our sounding;  
The ocean was salt before we crawled to tears.



The women of Brigadoon pack Jenie's things for her wedding. The Singer's Workshop performed excerpts from that Musical. The performers from left to right are Barbara Gerry, Nancy Belcher, Sue McGreevey, Eugenia Dyess, Molly Cheek, and Carole Knight.

(photo by ware)

mental part of the human experience with a special validity for our society."

He added that a Black Studies

major is a "real possibility" especially with the recent innovations in the field of interdisciplinary studies.

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# NEWS NOTES

The Career Center for Social Services of Greater New York is accepting applications for the 1970 Summer Experience in Social Work program. Deadline for applications is March 1, 1970. For further information students should visit the placement office or write to Career Center for Social Services, 225 Park Ave. So. N.Y.C. 10003.

The Christmas Offering taken in Harkness Chapel at Christmas Vespers on Sunday December 14th raised \$76.57 for Biafran Famine Relief. The money has been forwarded to the UNICEF Relief Fund.

Southern Connecticut State College is sponsoring the First Annual Connecticut College Film Festival on April 13 and 14. Student film-makers should enter films by April 1. For more information write to Ralph Chapman, C.U. 200, Southern Connecticut State College, New Haven, Conn. 06515.

The New Jersey State Employment Service has announced that

many jobs in summer camps will be available to college students. For additional information and application forms, write to the Camp Unit, Professional and Commercial Placement Office, 80 Mulberry Street Newark, New Jersey.

The Artist Series presents Albert Fuller, harpsichordist, in a concert tonight at 8 p.m. in Palmer Auditorium.

Places are still available for spring vacation trips to Bermuda, Nassau, and Jamaica. Sign up now with Travel Board, Monday-Thursday in Cro 4:15-4:45, or call Pat Bernstein 447-1339. Final deadline is Feb. 20.

The Community Fund collections will be taken by dorm representatives for the rest of this week.

If anyone is interested in working for an art-literary magazine containing works by contemporary authors please contact: Dinos

Axiotis, Choate School, Wallingford, Conn.

From January 1 through March 31, Jordan Marsh-Boston and Suburban Stories-will be interviewing freshman, sophomore and junior women for our 1970 College Board. Those interested in working in a suburban store should contact the personnel office of that store.

Those interested in applying for the Boston Board (or if there are any further questions about the boards) should call or write: Mrs. Kathryn Manson, College Board Co-Ordinator, Fashion Office, Jordan Marsh, Boston, Mass. 02107.

Michigan State University is offering credit courses in England, Spain, France, Austria, Norway and Japan during the summer of 1970. Courses are open to sophomores, juniors, seniors and graduate students.

For additional information write: MSU Office of Overseas Study, 108 Center for International Programs, MSU, East Lansing, Michigan 48823.

## ENVIRONMENT Continued from Page 4, Col. 5)

He asserted that the person who fails to meet his responsibility to society must be made to feel socially unacceptable.

Mr. Potter emphasized the fact that government and industry will not begin to effect substantive changes until the public forces them to do so.

"People in power are very happy with the status," he remarked, "as long as it's quo."

The seminars dealing with the many aspects and issues involved in the environmental crisis were held throughout the next morning and afternoon.

A more direct view of the effects of man's neglect occurred in the SHANTI-sponsored boat trip up the polluted Thames River, and a bus trip conducted in the areas of environmental areas of both decay and progress in the New London area.

Ecology is a word that will be heard more and louder throughout the country, Mr. Potter said.

Whether it becomes just another cathartic issue which creates a new bureaucracy and spawns new careers, he continued, or whether it evolves into a serious, realistic look at the crisis confronting the world, may well determine the immediate future of man's existence on this planet.



## MASON (Continued from Page 1, Col. 3)

issues which are at the touchstone of the society must be safeguarded, Dr. Mason declared.

In this context, he added that "those who abhor dissent as prolonging the Vietnam war forget that Americans are descendants of protestors." The question of dissent involves reconciling order and liberty, an unending process. "Lawmakers," said Dr. Mason, "face the problem of limiting peaceful dissent so that it keeps within the bounds of law and protects property rights."

"The arduous responsibility of drawing the line between liberty and authority is made the more difficult through lack of guidance," he declared, adding that the Supreme Court is still "perplexed" by the liberty/order dichotomy.

Dr. Mason concluded by stating that if the nation does not move toward "communication, cooperation and tolerance" in dealing with those who dissent and those who lead the unfinished revolution, the result will be a "disaster of cosmic proportions."



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