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# Satyagraha

## CONNECTICUT COLLEGE



Vol. 54, No. 12

NEW LONDON, CONNECTICUT

Tuesday, February 23, 1971

## Rep. Shirley Chisholm Speaks On Women, Racism

by Dave Clark

United States Representative Shirley Chisholm delivered a fiery, dynamic speech to a near capacity house in Palmer Auditorium on Thursday night, February 18. The title of her address was "Women in Politics: Why Not?", but she also took time to talk about the questions of racism and poverty and war.

The Brooklyn Democrat, who is serving her second term in congress after previously serving as a state assemblywoman, is one of twelve women currently in the house, and coincidentally is also one of twelve Blacks.

Mrs. Chisholm, noted for her dynamism and hard work in Congress, spoke dramatically, and with many useful gestures that added impetus to her words. Her strong personality and effective use of words produced an electrifying talk of more than an hour, after which she entertained several questions.

After being introduced by President Shain, who noted that the congresswoman has been called a "Consummate Political Woman",

Mrs. Chisholm started her address by noting that the "brain power of some of the most brilliant women is not being fully utilized" in the political process.

Mrs. Chisholm used some of her personal experiences to supplement some remarks about the frustration that women face currently in the political arena. Calling women the "backbone" in political activity, she noted that even though millions of women join campaigns, many drop out. She attributed this to be the fault of professionals who make women feel unwanted.

The special qualities that women have to offer in the field of politics were asserted by the congresswoman to be "patience, tolerance, and perseverance". As she began to talk about racial issues, Representative Chisholm pointed out that she ran into more difficulty being a woman that being Black in the field of politics. She said also that much of the frustration felt by Blacks and by women in the political area were much the same. She alleged that most male politicians hoped that congresswomen could be "submissive."

The congresswoman used the phrase "education is the key" to spring into some personal stories where she has seen the educational system fail to enable blacks to "make their contribution to the land of their birth."

Citing her personal priority that "human resources are the most important thing to be protected", Mrs. Chisholm then launched into an attack on the "military pentagon

complex," and specifically the Vietnam war. She asserted her belief that far too much of the nation's budget is spent on defense. She quietly but forcefully said, "war is a business and I hope to God it ends before it's too late."

Mrs. Chisholm concluded with a few remarks about herself, and finished off on an activist note, saying "I'm for real, I can't give you chit-chat." She then received a standing ovation, and was embraced by one young man who jumped on the stage. Her remarks had been interrupted several times by applause.

The first question asked from the floor concerned the trial of Angela Davis. Mrs. Chisholm said she did not believe that Miss Davis can receive a fair trial in the United States.

Asked about revenue sharing, Mrs. Chisholm reminded the audience that guidelines have to be set if funds are not going to be misused, especially by Southern Governors, but noted that the concept is good.

She used other questions to talk about her committee assignments to Education and Veterans Affairs, and pointed out that she hoped to do a good deal for Black veterans in the latter committee.

Finally, Mrs. Chisholm declined to talk about the work of a caucus of Black officials in Washington that will announce plans later on this year, and underlined her faith in the younger generation to help effect change in the areas she had talked about in her address.

## Women Discuss Case On Legalized Abortion

by Sharon Greene

Betsy (Gilbertson) Wilhelm, Isadora Weeksler, and Joan Gambos of Women vs. Connecticut visited Conn on Feb. 16 at 8 P.M. in Bill Hall. The three women talked about the proposed case concerning the abortion laws of Connecticut. The talk was sponsored by the campus chapter of N.O.W. and Zero Population Growth.

The three women began the talk with a tape recording of the testimony of one plaintiff in the New York trials on the constitutionality of abortion laws. Ms. Wilhelm, commenting upon how she had become involved with the anti-abortion law movement, said, "I was called by a friend about a friend-of-a-friend who wanted an abortion. I called ministers and other friends for information." Ms. Wilhelm was able to get in touch with a minister who would help in special cases. After she had helped in one case she was deluged by other phone calls for help.

"There was a pressing need to do something," Ms. Wilhelm remarked. She and her friends discussed the problem and their own feelings about themselves and their bodies. They contacted a group of women in Boston who were conducting a course on women and their bodies. The group then started its own similar course in New Haven.

After further discussion they decided that there were four major problems with abortion: 1) the present laws make women criminals if they want an abortion 2) when abortion becomes legal, the cost of the operation will undoubtedly be highly overpriced 3) the attitude of male obstetricians is degrading to women desiring abortion 4) the amount of space that hospitals will provide for abortion cases may not be adequate. They decided that the first problem to be dealt with was the abortion law in Connecticut.

The group wanted to set up a counseling service for referring women who wanted abortions to other agencies or groups who could help them. There was a danger of arrest in this endeavor. Court action through the state courts was termed by Ms. Wilhelm as "... expensive. We would have to start at the lowest court and work up to the Supreme Court to begin proceedings we would have to be arrested. The Legislature can change laws and write new ones but that was tried before without success. To us the most appealing alternative was to do as New York ... (did) before us, have women plaintiffs (appeal) to a Federal court and try to get the Conn. abortion laws declared unconstitutional."

Ms. Weeksler then took over the discussion. She related that the

(Continued on Page 4, Col. 3)

## Report Of Task Force Proposes Youth/Establishment Alliance

By Mary Ann Sill

"Instead of worrying about how to suppress the youth revolution, we of the older generation should be worrying about how to sustain it. The student activists perform a service in shaking us out of our complacency." The preceding is an excerpt from a speech delivered by John D. Rockefeller 3rd to the Society for the Family of man in 1968. This was to provide a taking-off point for Rockefeller's Task Force on Youth in the spring of 1970.

"... we of the older generation must reexamine our attitudes, our assumptions, and our goals ... We must have a sense of responsibility, individually and collectively, for resolving the massive problems of our society.

"... we must revitalize our existing institutions, whether they be in education, government, religion or politics. They must be made more relevant to today's problems, have a greater sense of mission. At the same time, in support of the initiative of the young, new programs and institutions must be developed which will be effective in areas of pressing social needs."

Rockefeller's subsequently initiated Task Force on Youth had three main objectives: (1) To determine through formal research methods whether sufficient groundwork exists on which a "working relationship" could be built between "youth and older leadership groups, particularly the business leadership;" (2) If this ground work exists, to draw up concrete methods for the establishment of a "working relationship;" and (3) To develop specific programs that would make this collaboration a reality.

Two types of research methods were used, survey research and in-

depth psychological studies, and this research was conducted in two phases. A total of 872 students, 403 business executives and other leaders were interviewed. Students were chosen in a representative manner from a cross-section of 35 universities and colleges across the country. The sample of the business community was concentrated in the large corporations, but was representative of all areas of the country.

The Task Force found that the top priorities of a large majority of college students are: bringing peace to Vietnam (77%) fighting poverty (72%), combating racism (68%), and reducing pollution (68%).

Business leaders agreed with students in many areas: solving the urban crisis (38%), reducing hard drug addiction (30%), reducing pollution (27%), combatting racism (26%), fighting poverty (21%), combatting crime (21%) and controlling population (21%).

College students were discovered to prefer working with community leaders rather than with business, political or government leaders. The Task Force found that students are not eager to align themselves with the Left, old or new, and continue to seek alternatives within the system. According to the study, 68% felt the burning of the Bank of America at Isla Vista was unjustified, 28% hold doubts about the matter, and 4% feel the act was justified.

The study found that the most serious obstacles to collaboration between the business community and students are the attitudes of mistrust, alienation, anger and radicalism on the part of the students. These feelings have been generated, the Task Force continued, by "the emergence of new set of values, which places students who hold them at variance

with the mainstream of society. These 'new values' have become an overriding philosophy" for many, "involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, a challenge to authority, a search for more meaningful personal relationships, a quest for meaningful work and a chance to make a social contribution." The Vietnam War seems to be a major factor, and 40% of all students strongly believe the war is an instrument of "pure imperialism" while another 40% believe this is partially true. Also, student reaction to the public anger over campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (30%), their generation (75%) and "the middle class" (61%). Other feelings only intensify the unlikeliness of collaboration.

The Task Force summarizes their conclusions as follows:

"(1) There is a broad agreement among students and establishment leaders on the pressing areas of domestic need that warrant attention.

(2) Beneath their anger, establishment leaders are keenly interested in working with the students, sympathetic to their goals, and even their feelings.

(3) Beneath their mistrust of the establishment, the majority of students wants to work with the establishment leaders.

(4) The emphasis of the media to the contrary, the overwhelming majority of the student body is moderate, antiviolent, and desirous of working within the system.

(5) Millions of students, especially the Forerunner group (students who have adopted new values,

(Continued on Page 4, Col. 1)



## Parents and Partisanism

In a letter to parents, dated January 21, 1971, the Parents Committee of Connecticut College Students concludes their epistle with this statement:

"We have established a Parents Association which we hope will serve as a two-way channel of communication to encourage better understanding among all elements in the Connecticut College community: trustees, administration, students, faculty, alumnae and parents; to restore optimum parental support (financial and otherwise), understanding and confidence in the College; to achieve and promote an atmosphere on campus conducive to free expression, to the fair and full consideration of all points of view, and to the attainment of a maximum degree of tolerance; to foster primary emphasis on the educational function of Connecticut College, and to de-emphasize any trend toward the active participation of the College in partisan politics; to promote in general the welfare and best interest of Connecticut College."

This sentence of one hundred and twenty-one words might well qualify as a statement of purpose of the group. Many of the words and concerns expressed are laudable, and do not merit any dissent or attack. Virtually all of the community holds dear such things as free expression, tolerance, and better understanding; and hopefully we all wish to promote the welfare and best interest of the college.

There is, then, little in this statement that is new or specific. And that makes us wonder if this committee really has any useful purpose that is not already served by other groups, such as the administration or the Parents Fund Committee. We suggest that the Parents Committee of Connecticut College Students give itself a re-examination, and determine if it really is of any use to the college. If the group decides it really has nothing to add, it seems that it might be proper for the group to disband. On the other hand, if they feel that independently they may do some constructive good for the college, then let us hear more specifically what they have in mind.

One clause in the statement merits extra study, that being the part concerning "active participation of the College in partisan politics." We ask the group to note that President Shain distributed notices last fall describing the limits of the use of the College's name in political activity. These limits were quite strict, as they have to be, in order to preserve the College's tax status. It occurs to us that the group is concerned over the Strike activities of last May, as well. It does not seem fair to call such activity "partisan," in the true political sense of the word. And while the strike was politically oriented, it is well to remember that this was voted overwhelmingly by the college, and that students were not compelled to take part in strike activities, true to the "free expression" notion which must be an integral part of our college, as with all educational institutions.

Finally, it must be understood that it is part of the college's educational obligation to encourage students to be informed participants in the political process. A college should enable its students to learn when and how to take sides.

## Black History Week

Last week was Black History Week at Connecticut College. Several events marked the celebration here: the Hon. Shirley Chisholm spoke on women in politics, students in the Humanities-Upward Bound Program performed the play *Day of Absence*, Mr. George Cunningham of the history department spoke on "Blackness in American History," a sale of books by black authors and an exhibition of photographs of Howard Moss were held in Cummings.

Black History Week—a celebration of past and present talents of great Black Americans. A statement of Black History today, a direction for the future.

## Letters To The Editor

### To The People of Connecticut College:

In my brief stay at Connecticut College I have seen my school move quietly into combined effort, and just as quietly out of it. I have seen students draw into anonymity, and propel from it.

We can combine, and we can divorce ourselves from anonymity; faculty, administration and students all very much alike.

There seems to be no prerequisite other than interest. The prerequisite to interest is personal gain. Only people who view their college's gain as a personal gain will move away from anonymity in order to secure a combined effort toward solving campus problems.

If securing financial stability for our college is not enough of a personal gain, if embracing education to the extent of our understanding is not enough of a personal gain, and if the heartiness of combined effort is not enough of a personal gain to cause a ripple of interest in us; how far then, and how deep do our minds run? What scope have our consciences?

Michael Ware

### To the Editor:

Being a member of the class of '71 and not having received a copy of the senior class questionnaire mentioned in the February 9th issue of *Satyagraha*, I would like to state my opinion regarding the merits of the academic calendar for the present year.

My first inclination, upon reflection of the calendar, is to label it a "small disaster." My objections are basically two, neither of which is unique. The more strongly felt of my two, objections rests in what I would consider the indisputable fact that there was not enough time to prepare for exams before Christmas. Changing the final "due date" for papers to a time earlier in the semester might solve this problem. One would then be confronted with the problem of "squeezing" the course material into a yet shorter period of time, unless, of course, classes were to begin earlier in the semester. I personally feel a need to have a period of rejuvenation before exams (i.e. a vacation); Thanksgiving could serve such a purpose. I also feel the need for a period preceding exams during which one can "digest" the semester's course work; a reading period of at least one full week serves this purpose.

My second objection is to the length of Christmas vacation. A month is too long for most students, in my opinion. Since one does find himself able to adapt to the "home environment" in most cases, the problem of a long vacation can be considered acute only from the standpoint of being a relatively unproductive period of time. Because Americans seem to suffer from an infatuation with overproduction, it might be well to retain the long vacation in hopes of precipitating a re-evaluation among college students of the Puritan work ethic. Since such a reaction cannot be guaranteed, however, I believe the benefits to be few of having a long period with "nothing to do."

I agree that it is nice to be free of the "nagging exam anxiety" during Christmas vacation. If the student is to benefit as much as possible from his courses, however, the first semester must be lengthened. The only answer is then to begin the semester very early in September. I would propose having a four-day weekend late in October, requiring all papers to be due before Thanksgiving, having a four-day Thanksgiving vacation and then returning to college after vacation

for a reading week before taking exams. I think either a two week or month-long independent study period after Christmas would be beneficial, but needn't be mandatory.

In any case, I would hope that a serious re-evaluation of the merits of the present academic calendar will be undertaken by students and faculty alike.

Susie Beck '71

### To the Editor:

The important issue of Judaic studies at Connecticut College was raised in the article describing a meeting of Jewish students on Feb. 3 ("Hillel Demands . . . Judaism Courses," *Satyagraha*, Feb. 9).

The Religion Department, of course, is a small department in a small college and must necessarily spread its energies over a wide range of subject matter. This department has tried to deal with this problem by making explicit that "particular attention is given to the Judaeo-Christian tradition . . ." (catalogue, p. 172).

The news story left the incorrect impression that Religion 213, The History of Jewish Thought, constituted the sole offering of the Religion Department in the field of Judaic studies. This course, incidentally, has never had an enrollment limitation. In fact, by far the largest enrollment among religion courses has consistently been in Religion 101, an introduction to the Hebrew Scriptures. Last semester, for example, this course accounted for 39 percent of the enrollment in the entire department. Two more specialized courses in the Hebrew Bible are also taught regularly by Mr. Johnson.

In addition to the regular courses treating Judaic subjects, a new course will be offered for the first time next fall: Religion 235, Special Topics in Religion. Mr. Johnson has announced that the topic for 1971-72 will be "Jewish-Christian Dialogue." Readings will include representative Jewish thinkers of the present century, such as Buber, Fackenheim, and Rosenzweig, as well as Christian theologians.

Other courses offered in the Religion Department regularly include Judaic materials.

Contemporary Trends in Western Religious Thought, offered this semester and again in the fall by Mr. Green, includes readings in four modern Jewish thinkers. The course on Religion in America also gives major attention to American Judaism.

We hope to include other aspects of the Judaic tradition in the future, especially if additional resources become available to the department. We welcome and encourage the participation and suggestions of all students interested in Judaic studies at Connecticut College.

Members of the Religion Department  
Garrett Green  
R. Francis Johnson,  
Acting Chairman  
Glenis Mollegen  
J. Barrie Shepherd  
Ivan Strenski

### To the Editors:

In your last (February 16) issue, the editorial complained that the College offers no course "concerning itself with the relations between the sexes." The editor acknowledged the existence of some seminars but decried the lack of a basic or intermediate course which "might best be taught from a combination viewpoint of the sociologist and psychologist, and could be taught by members of the respective departments involved."

The Psychology Department last semester offered a seminar in the Psychology of Oppression which, it was announced, would emphasize the condition of women and of black people in America. The instructor is one of the leaders of the liberation movement on campus and in the community. In addition, Psychology 309 (Research in Marriage: A Psycho-Sociological Approach) was taught by a recognized authority in this field. Both courses will be offered again next year.

Otello Desiderato  
Department of Psychology

### CHANGE OF DATE FOR GRADUATION

It has been announced that the Graduation exercises will be held at 10:00 A.M. on Monday, May 31. Baccalaureate service will be at 4:30 P.M. on Sunday May 30.

## News Notes

EUROJOB is offering a wide choice of jobs, ranging from a farm job in the Swiss Alps to a secretarial position in London, in over ten European countries. No foreign language is required for many of these positions, and EUROJOB handles arrangements for work permits, accommodations and transportation, including a four-day orientation program.

Students interested should write to EUROJOB, Department INR, 102 Greenwich Avenue, Greenwich, Conn. 06830.

The Yale Dramat will present Tom Stoppard's "Rosencrantz And Guildenstern Are Dead," opening February 25th and running until the 28th, and then playing again from March 4th through 7th. Tickets are on sale at the box office of the Yale University Theatre, 222 York Street. Phone reservations and additional information may be obtained by calling the box office at 865-4300.

Continental Study Projects is offering a combination of travel and study to students for a low package price. The program offers 60 days

abroad for \$875, inclusive of all travel. Students choose from a list of accredited Universities in Britain, France, Spain, Austria and Italy, and live either in student residences or with selected families. Also included is a Eurailpass, allowing for unlimited travel for two months. For more information, and a copy of the 1971 brochure, contact Continental Study Projects, Inc., 527 Madison Ave., New York, N.Y., 10022.

For those who merely want to travel cheaply in Europe, a new "freedom-to-travel" program has been introduced by the Franco American Committee for Educational Travel and Studies and Car-Tours Europe, Inc. This includes independent car travel through Europe plus optional, low-cost lodgings at over 30 European lycées and universities. Car rates are as low as \$1 a day for each person in a party of four. Lodgings are \$3.50 to \$4.50 a night per person.

Forms and information may be obtained by writing to: Director, Student-Faculty Programs, Car-Tours in Europe, 555 Fifth Ave., New York, N.Y. 10017.

## Satyagraha

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# Cat Stevens Sings Of Life, Love, Childhood

by Lynn Gorsey

Anyone who listens to Cat Stevens' new album, "Tea for the Tillerman" is in for 34 minutes and 38 seconds of sheer enjoyment. The album consists of a variety of songs which deal with subjects ranging from ecology to the generation gap. The musical arrangements range from hard rock rhythms to folk guitar and calypso beats. With this album and his first, "Mona Bone Jakon," Cat Stevens, an English singer, has firmly established his reputation as an innovator in the folk-rock idiom.

The first side begins with "Where Do The Children Play?" which is a commentary on the nature of technological progress and its effects upon the environment: "Well I think it's fine building jumbo planes, or taking a ride on a cosmic train, switch on summer from a slot machine . . . I know we've come a long way, we're changing day to day, but tell me where do the children play?" The musical accompaniment, primarily guitar, begins softly but increases in rhythm and volume with the increasing vehemence of the lyrics. The cut ends with the bitter question, "Will you make us laugh, will you make us cry, will you tell us when to laugh, will you tell us when to die?" This song is one of the best on the entire album for it reflects the intensity and capability of Cat Stevens' unique style.

The next three cuts, "Hard-Headed Woman," "Wild World," and "Sad Lisa" are all love songs but each differs from the rest in their lyrical and musical arrangements. "Hard-Headed Woman" is a study in contrast and surprise. It begins slowly and tenderly but is interspersed with an almost violent chorus, "I know a lot of fancy dancers, people who can glide you on a floor, they move so smooth but have no answers . . . I know many fine feathered friends, but their friendliness depends on how you do . . ."

"Wild World" is a very melodic ballad which rises and falls with Stevens' emotions as he sings of the girl who is leaving him: "Now that I've lost everything to you, you say you want to start something new, . . . but if you wanna leave, take good care, hope you have a lot of nice things to wear, but a lot of nice things turn bad out there . . ." The piano accompaniment which is arranged so that it alternates with guitar and harpsichord rhythms, emphasizes the bitter-sweet refrain.

"Sad Lisa" is in fact the saddest cut on the album. Its delicacy stems from the violin and piano juxtapositions and the story which it tells. "She hangs her head and cries in my shirt, she must be hurt very badly . . . Her eyes like windows, tricklin' rain/upon her pain, getting deeper . . ./She walks alone from wall to wall, lost in a hall, she can't hear me, Lisa, Lisa, sad Lisa, Lisa." When you hear this song, you'll need a handkerchief, perhaps even two.

The last cut, "Miles From Nowhere," offers the listener a definite change of pace. The music is primarily hard rock consisting of drums and electric guitar. The lyrics are an exposition of the general mood of second semester college students: "Miles from nowhere, guess I'll take my time, oh yeah, to reach there."

But "I Might Die Tonight" is a young man's response to the Protestant ethic. "I don't want to work away, doing just what they all say, work hard boy and you'll find, one day you'll have a job like mine . . . Be wise look ahead, use your eyes," he said, "be straight, think

right," but I might die tonight."

The calypso-like melody of "Longer Boats" is an interesting accomplishment in a primarily folk-rock album such as this one. It is hard to say exactly what the song is about but if you just listen to the arrangement of the solo voice, chorus, and drum rhythms, it will be an enjoyable experience. "Longer boats are coming to win us, they coming to win us, hold on to the shore, or they'll be taking the key from the door." These lyrics are rather ambiguous but they blend nicely with the calypso-like, exotic rhythm.

"Into White" is what one might name a "metaphysical" song. The expressive voice of Cat Stevens turns to a sad and thoughtful tone as he ponders the paradoxical nature of his surroundings: "I built my house from barley rice, green pepper walls, and water ice, tables of paper wood, windows of light, and everything emptying into white . . . A sad blue-eyed drummer rehearses outside, a black spider dancing . . . Red legged chickens stand ready to strike . . . And everything emptying into white . . ."

The longest cut on the album, "On the Road To Find Out," is similar to "Miles From Nowhere" in both musical arrangement and lyrical expression in that both songs depict a youth's search for "the answer within." As Stevens sings, "I found my head one day when I wasn't even trying, . . . the answer lies within, so why not take a look now . . . kick out the devil's sin . . ." The sudden contrasts in rhythm and vocals emphasizes the confusion expressed in the lyrics.

"Father and Son" is perhaps the most unique song you'll hear in a long time. It is a dialogue between a young man and his father; the stereo separation used in the recording of the song is extremely effective because each response is heard on a different channel. The gap between generations which is expressed here is almost poetic: Father: "It's not time to make a change, you're still young that's your fault . . . For you will still be here tomorrow, but your dreams may not." The son replies, "All the times that I've cried, keeping all the things I knew inside, it's hard, but it's harder to ignore it. If they were right I'd agree, but it's them they know not me . . . there's a way, and I know that I have to go away." You must listen to this cut to get the full impact of what it is saying.

The album concludes with the title song, "Tea For The Tillerman." This one-minute cut is a sort of nursery rhyme set to a folk song rhythm. It is not really anything special, but it provides a pleasant

(Continued on Page 4, Col. 3)



"Intimate Relationships: Recent Research of Love and Sex" will be the topic of Professor Keith Davis of Livingston College, Rutgers University, when he speaks at the Psychology Symposium this afternoon at 4:20 in Oliva Hall. Admission is free.

The annual Community Fund Drive, sponsored by the Organization of Community Affairs (Service League), will be held March 1-5.

This is the only campus fund raising project that enables students, faculty and administration to contribute money to campus and community organizations as well as local organizations of their own choice.

In previous years, funds have been donated to Recording for the Blind, Learned House, the Connecticut College Scholarship Fund and the Office of Community Affairs.

Co-Chairmen for this year's drive are Laurie Casagrande and Ginny Ventura.

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# Miguel Rubio Exhibits "Warmth and Beauty"

by Michael Ware

A classical guitarist is a weaver, patient and full of concentration. The guitar as a solo instrument allows no moments of repose. Its limited resonance and its dependance on constant pressure to fret the chords dismays anything casual.

Miguel Rubio, appearing in the evening of February 17 in Palmer Auditorium, exposed his demanding instrument in music of a lyric tenor that made the trek through the snow worthwhile.

The twelve works scheduled on the program may have looked imposing at first, and indeed things were tiring a quarter of the way through. The music to that point was being played well, but was frivolous. Not until the last bit of "Suite a L'Ancienne" and "Minuet" by Rameau had vanished into the air did one sense the instrument being called to do more meaningful duty. From that point on, the program settled, mellowed if I may. The listener became

accustomed to the genre and subtleties were easier to grasp while being more plentiful in addition.

"Study and Two Preludes" by Villalobos began the second part of the program and was the most interesting piece of the evening. It had alerted the audience, and they were rewarded with a full forty-five minutes of lyric expressive guitar music. The program became so warm that Mr. Rubio, humbly thanking the good sized gathering for facing the weather, was called back for three encores. The effect of these pieces was remarkable. It was almost as if he were in one's home being asked to play just one more before retiring.

Guitar is a painstaking study. Indeed little comes of it until one becomes sufficiently capable to draw out the instrument's subtleties. Miguel Rubio has studied to this point. He exhibits warmth and beauty on the crest of his playing. His program, like his playing, evolved over a period of time into a confident enjoyment.

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## Student Grants

Dean Cobb has announced the recipients of financial grants made by a special student committee for research projects from funds provided by the Connecticut Research Commission of the State of Connecticut. The Connecticut Research Commission has allocated funds for support of undergraduate student research affiliated with the college during the current academic year.

In order to accomplish this purpose and at the same time provide meaningful support, a grant to a student may be any amount not less than \$50. The grant may be used for any kind of out-of-pocket expense directly related to the research but not as a stipend. The following thirteen students have been named for grants for spring semester 1971 and continuing to August 31, 1971:

## Grants to Students

- Diane Blum '71:** Influence of Japanese Art on Van Gogh—Translation of article from Dutch to English. Amount \$65.
- Nancy Filbin '71:** Assessment of Contemporary Canadian attitudes toward the U.S. by interviews, observation, and research—travel expenses. Amount \$50.
- Carol Firestone and Anne Linas '71:** Relationship between attitudes of elementary school-age children toward school and teachers—supplies and transportation. Amount \$50.
- Robert Hernandez '74:** Black-Crowned Night Heron in the Northeast—spurs, scale, film, special equipment. Amount \$125.
- Christine Howells '71:** Book on candidacy of Senator Eugene McCarthy—preparation of rough copy. Amount \$100.
- Ann E. Huckle '71:** Study of the Ultrastructure of the Gemmules of the Marine Sponge *Haliciona loosanoffi* from the Mystic Estuary—chemicals, plastics, microscope equipment, boat rental. Amount \$75.
- Andrew Ketterer '71:** Law and Social Change in Dept. of Government; impact of three Supreme Court decisions on juvenile court system—copies of law review articles, travel expenses for interviews, special books, typing. Amount \$150.
- Lois Olcott '71:** The Culture of the Gilded Age As Seen Through Its Architecture—supplies and photostats. Amount \$50.
- Regina Roth '72:** Restoration of inhibited copulatory behavior in male rats by the introduction of fear-inhibiting stimuli—cages, syringes, drugs, electrodes, commutator. Amount \$150.
- Michele Schiavone '71:** Comparison of foreign works of French and Spanish Literature for Honors Study in Medieval Studies—foreign manuscripts, microfilm, books on dialectology, special supplies. Amount \$50.
- Daren Steineker '72:** An investigation of the ratios of carotenoids to chlorophylls in plants grown in shaded and exposed habitats—special material and chemicals. Amount \$60.
- Carol A. Vater '71:** Observation of the effect(s) of thyroid tumor on the parathyroid gland in mice—microscope, slides, photographic supplies, mice. Amount \$75.

## ROCKEFELLER RESEARCH

(Continued from Page 1, Col. 3)

representing 44% of all students) are willing and eager to devote time and effort at minimal compensation and at the cost of postponing their individual career paths to working toward the solution of pressing social problems."

The study concluded that youth/establishment cooperative effort is most promising in the areas of poverty, pollution, social justice and the reform of party politics. "Student participants," the report continued, "will have to believe that more than a dialogue is involved and concrete results can be achieved, establishment participants will not 'cop out' when their own parochial interests are at risk."

Simultaneously, business leaders must realize that "students are serious and constructive, students are prepared for a partnership based on mutual concerns arrived at through discussion and analysis, students are willing to accept some of the experience and know how of the business leaders and not just their financial support for projects with which business may or may not be sympathetic, and students are not unduly impatient and unrealistic in the kinds of results they anticipate."

The report of the Task Force Youth seems to be rather idealistic. It is a valiant attempt to ally youth and the business world, and it perhaps can be done on a small scale, but to anticipate large-scale collaboration is quite unrealistic.

However, any cooperation between youth and the business community that the Task Force can bring about will improve the more or less unfriendly relationship between these two groups.

## RECORD REVIEW

(Continued from Page 3, Col. 2) ending for a fine album.

"Tea For the Tillerman" by Cat Stevens is one album that you should definitely buy; it is an excursion into the potentialities of folk-rock music and an important musical statement of what it is to be alive today.

## ABORTION

(Continued from Page 1, Col. 5)

Federal Court papers would be filed on Friday Feb. 19. She stated, "We think the Conn. Law against abortion violates the Constitution. We think the problem is serious enough for the court to convene a three judge hearing to try the case. Women should be allowed to be present and we want a decision saying that Connecticut laws violate the Constitution and therefore can not be enforced. According to the Constitutional right to privacy, certain marital intimate relations cannot be interfered with by the state, and abortion laws do interfere."

"People have a Constitutional right not to be deprived of life or liberty without due process of law. The state has decided that a woman must give up 20 years of her life and devote her financial resources to bring up a child she may not want. We're going to argue that the present law is vague. The law makes the doctor decide whether a woman's life is endangered, and does not define what is legal."

A question from the floor at this point demanded, "Have you given any thoughts to the rights of the unborn child?" Ms. Weeksler replied, "We have given attention to this question. We think that the rights of women not to be forced to have children they don't want to have, and that the rights of all children to have willing parents should not be sacrificed and are more important moral issues."

"The ultimate action of abortion is murder," charged a speaker from the floor. Ms. Weeksler pointed out that abortion is only five years imprisonment."

Ms. Weeksler concluded, "Abortion is not the birth control method of choice for most of us. In a

society which places a high value on the lives of children, abortion is not a simple decision to make or to live with. We would like to have a society where women who become pregnant do have the choice of not having the child without being a criminal."

Silence, will also be shown. Materials such as pamphlets and postcards will be available to those who wish to express their concern directly to Ambassador Dobrynin of the USSR.

Ms. Gambos spoke on the organization of the proposed case, stating that the case was entirely run by women. The attorneys for the case are women. The plaintiffs are women of child-bearing age, women with medical problems which would be worsened but not fatal in case of pregnancy, women doctors whose right to perform abortions is hindered by the law, and women workers and counselors who are handicapped by the law in solving problems they encounter in their jobs.

According to Ms. Gambos, there are approximately 800 plaintiffs for the case. A plaintiff does not have to be a legal resident of Connecticut.

The major problems encountered by the group, stated Ms. Gambos, were funding and the location of the group's headquarters. "New Haven is not central." A need was expressed by the speaker for more women willing to give their time to work for the case and to help publicize it.

The Nominations Committee has announced openings on the Student-Faculty Academic Committee for one Junior Representative and one Senior Representative. Students have until tomorrow night to notify Julie Sgarzi of their interest at ext. 500 or Box 698.

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