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Satyagraha Vol. 54 No. 13

Connecticut College

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Connecticut College, "Satyagraha Vol. 54 No. 13" (1971). *1970-1971*. 6.
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by Donna Cartwright

For those who have never seen the O'Neill Center's National Theater of the Deaf, attendance in the near future is strongly recommended. For those who have seen it, no recommendation is needed; you already know what an exhilarating experience it can be.

Sunday evening, students at Connecticut College as well as citizens of the surrounding communities were given the opportunity to view the two part production presented by the National Theater of the Deaf.

Whether it was the polish of the company of actors under the direction of Mr. J. Ranelli and Mr. Don Redlich or whether it was the concept of theater of the deaf is not important because the production captivated the audience. The first part of the show, *Journeys*, directed by Mr. Ranelli, was a collection of children's writings put together by Richard Lewis. The company rapidly went through the deaf alphabet with their hands and translated verbally for those of us not versed in the language of the deaf.

In the prose collection, attention would focus on the person going through the deaf language while the narrator spoke. The effect was amazing, for it gave the sensation of hearing the movements of the hands and body, hearing with the eyes as the deaf must do. Since many of us were fortunate enough to be able to hear the spoken word too, the play carried double emphasis.

The selections brought the audience directly into the real and fantasy worlds of the child as we were told of the child's-eye-view of the Creation, dragons, pretend friends, quiet, death and "music that took over the world."

The second half consisted of *Woyzeck*, directed by Mr. Redlich. *Woyzeck*, a predecessor of theater of the absurd, took place in twenty short scenes in which the title character, a soldier tried to find meaning in his own life and failed. He killed his adulterous common-law wife and took leave of a madhouse of games led by an idiot boy, Karl. *Woyzeck's* view of the futility of his own life was universalized as the audience was shown the waste and squalor of humanity.

Woyzeck, though interesting and well-performed in the same manner as *Journeys*, was a slight let-down from the fast-moving, light-hearted quality of the children's selections.

Special attention should be given to William Rhys who played Karl, the idiot, in *Woyzeck*. His performance was flawless as he looked into the faces of *Woyzeck* and his wife with the blank face of a

person with a child's mind. His body retained an almost ape-like coordination and he did an excellent job of being the voice for *Woyzeck* without drawing attention to the fact. Note should also be given to Carol Fleming who has a strong clear voice and did most of the vocal work without taking focus away from the action of *Journeys* and *Woyzeck*.

On the whole, the production was company-minded — interactions were complete which emphasized focus on the "speaker." It is only regrettable that the two hour production was so short.

The National Theater of the Deaf is a worthwhile, nonprofit organization which brings enjoyment to the deaf and nondeaf alike. If you are interested in helping to support it, please write:

Eugene O'Neill Memorial Theater Center
305 Great Neck Road
Waterford, Connecticut 06385
or
Suite 1012
1860 Broadway
New York, New York 10023

"Intimate Relationships" Topic Of Psychology Symposium Lecture

by Sharon Greene

Keith E. Davis, chairman of the psychology department at Livingston College, Rutgers University, visited Conn. College for a psychology symposium in Oliva Lecture Hall, Cummings Art Center on Feb. 23 at 4:30. His talk was entitled "Intimate Relationships: Recent Research on Love and Sex."

Mr. Murstein introduced Mr. Davis and mentioned that Mr. Davis received his B.A. and Ph.D. from Duke University and that he was a member of the formulating team of the Kirkoff-Davis Hypothesis.

Mr. Davis began his lecture by stating that he had decided to ignore data and concentrate on ideas. He felt that by concentrating on ideas he could use the audience as a source of criticism. He requested that anyone disagreeing with his theories either raise question at the end of the lecture or write him at Rutgers. He mentioned that concrete examples as a base of disagreement would be helpful.

Mr. Davis said, "I do not plan to approach this topic by playing the 'crystal ball game' or the 'great mystery game' in which a psychologist says, 'You have always thought such and such, but I'm here to tell you it isn't so,' as many psychologists do."

The first question that Mr. Davis

dealt with was "why do people engage in sexual intercourse when they do?" Mr. Davis said that there are biologically influenced behavioral patterns created by our culture that determine when sexual intercourse will take place. As an example, Mr. Davis pointed out that while the culture determines what patterns a woman may use to solicit intercourse it is a biological fact that the man must initiate intercourse.

Mr. Davis then stated that given the opportunity a man and a woman would have intercourse unless one of 4 general categories of obstacles applied to the situation.

The first obstacle on Mr. Davis's list is the desire of one partner not to have intercourse. The lack of interest may stem from grief over the death of a loved one, or preoccupation with studies, career, or past insults.

Mr. Davis said that the second obstacle is a stronger reason for either partner not to want intercourse. The man or woman may find the other person unacceptable as a partner because of physical appearance, antipathy developed from past encounters, or theoretical unacceptability such as celibacy vows or a father-daughter, mother-son relationship.

One partner's lack of recognition of the opportunity is not enough; both must realize that they have it."

Prof. Cunningham Lectures On Black History, Racism

by Sharon Greene

Sunday February 21 was designated a day of celebration of Black History Week. Professor George Cunningham of the Conn. College History Department lectured on "Blackness in American History." There was a photograph exhibit, "Things Aren't as Simple as Black and White," by Howard Moss of New London and an exhibit of books and posters by and about blacks. The Office of Community Affairs and the Committee for Interracial Education and Cooperation sponsored the lecture and exhibits.

Mr. Lewis Olfson opened the lecture and introduced Miss Carolyn Buxton from the Office of Community Affairs. Miss Buxton outlined the background of Black History Week. She said that Carter G. Woodson instituted National Black History Week in 1926 to promote historical research on the history and life of the Negro and to promote studies of the Negro in churches, colleges, homes, fraternal organizations, and clubs.

She also said that as a result of interest cultivated by Black History Week, scientific investigation and scholarly research into areas that had been neglected was begun and that journals of Black History have been circulated in foreign countries.

Bernette Goldsten then introduced Mr. Cunningham. She mentioned that before coming here Mr. Cunningham was an Associate Professor of History at the University of New Hampshire.

Mr. Cunningham opened his lecture by saying, "I hope to make some small contribution to the understanding of the American people, or should I say peoples . . . Whatever affects one black man because of his color affects me. I am black and I am proud of it."

Mr. Cunningham then defined what he calls "the Webster's Dictionarie Saga" of blackness. He said that blackness had come to mean dirty, distasteful, disgraceful, sad, dismal, gloomy, evil, bad, wicked, and disagreeable. As a result of this wayward "American Webster style of blackness," Mr. Cunningham pointed out, the new view of blackness was created. Mr. Cunningham said that the new view should be substituted for the old Websterian definition of white. He asserted that the new view of blackness is, "Black is beautiful. I am somebody. I am a man now."

"Some Americans say that they are not responsible for the legalization of slavery, the loss of equality, the Fugitive Slave Law, the smuggling of slaves, the complications that delayed action on the restoration of equality in American society after 1860, and segregation yet glorify in putting men on the moon," Mr. Cunningham stated, "But those Americans who do not accept the responsibilities of the past cannot claim the glories and responsibilities of the present or future."

"The problem of the black man is an American problem. We will not free ourselves from the past to

prepare ourselves for a peaceful and harmonious future without reassurance of the knowledge of the past and the acceptance of responsibility by the American whites."

Mr. Cunningham then commented on the "blackout" on the black man's contributions in art, music, literature, and science, "We will not be able to achieve an objective history unless the record is set straight." He also mentioned that until the past few decades the black man was presented from a limited point of view by uninformed white authors and that now the image of Africa built by television is that of a savage country dominated by Tarzan.

To illustrate the American white man's image of the black man, Mr. Cunningham quoted Dr. Marie S. Bycomb, "(Negroes are seen as) . . . contented slaves seen at their back-breaking work, Nigger Jim floating down the Mississippi River with the resourceful Huck Finn, members of the middle class bleaching their skin and hair and buying clothes and automobiles that they can't afford, youths from the ghettos flashing knives, and Negro maids talking over the back fence and swearing their lack of knowledge about N.A.A.C.P. activities."

Mr. Cunningham then elaborated on the illustrations saying that white Americans refuse to accept blacks who do not conform to the stereotypes that have developed.

In a sketch of black history in the U.S. the speaker pointed out that the blacks are the only group that came to the U.S. involuntarily and that they are the last group to attain equality. He attributed this not only to slavery but to the widespread belief between the 1890's and 1920's that Anglo-Saxon and Germanic races were superior to all other races, a theory that was supported by Social Darwinism.

Mr. Cunningham then discussed the difficulties faced by blacks after the Civil War, when many blacks migrated to the cities. He remarked upon the inability of the blacks to find employment or to get union protection, a problem which was intensified by the Depression.

Mr. Cunningham asserted that city life did help the cause of the black man in some ways, urbanization resulted in an anonymity and an elimination of the two-world concept.

The vote, Mr. Cunningham feels, is the greatest achievement by the blacks because a politician who has black support will work to further the equality of blacks and whites.

The last topic that Mr. Cunningham dealt with was the relationship between the American attitude toward blacks, world opinion, and the future of democracy.

"What America does about her blacks will have far more effect than all the arguments for democracy that she can think of and all the weapons she can build in the struggle against Communism. It will take faith and constant support of democracy to win the war against racism. Americans denying blacks

(Continued on Page 5, Col. 2)

(Continued on Page 6, Col. 3)

Money Lenders Reap Profits

President Nixon resubmitted to Congress last Monday his proposal to enlarge funds available for federally-guaranteed loans to college students (as reported in the *New York Times*, Feb. 23). Nixon's plan to set up a national student loan association, modeled after the Federal National Mortgage Association, is welcome news to students who are becoming increasingly hard-pressed to meet college tuition fees. The editorial in the *New York Times* on Feb. 24, however, pointed out several objections to the plan.

The main objections that the editors of the *Times* raised are: first, that the main stress of the plan is on loans rather than grants, which would assist middle income families but offers little help to low-income families whose children aspire to high-tuition institutions; secondly, middle-income families who borrow on the long-term plan would have to pay the market interest rate, in effect a "further, drastic inflation of already high tuition costs." Another undesirable feature of Nixon's program is that:

The major beneficiaries might well turn out to be the money-lenders who, unless they were required to offer extensive discounts, would stand to gain high returns for no-risk Federally guaranteed loans. Moreover, the president's stress on work-study programs, though sound in principle, seems oddly to disregard the present scarcity of jobs for those who want to earn as they learn.

In addition to the undesirable aspects of the program for students and their families, the *Times* stressed the meager benefits that college institutions can expect to gain from such a plan. One way in which this program will hurt colleges is that the increased enrollment resulting from greater availability of loans will deepen the "institutions' fiscal crisis." Government research funds to colleges have also been seriously reduced. Nixon's plan includes no aid for Negro colleges, directly ignoring a recommendation from the Carnegie Commission on Higher Education which called for "a dramatic increase in Federal support, along with determined efforts to bring the Negro colleges into the academic mainstream."

The editors of *Satyagraha* see other undesirable features of Nixon's student loan plan. The basic flaw in his program is that it approaches the problem of high college tuition fees from the wrong end. College tuition fees are rising on a yearly average of \$200 to \$300 at private institutions because of increased costs resulting from inflation, and from decreased subsidies both private and public. Most private colleges are now operating on "austerity" programs, while low-tuition state institutions are being forced to raise their tuition fees. Instead of requesting funds to curb the trend of rising tuition costs, Nixon proposes to further burden hard-pressed students and their families by forcing them to take out loans as tuition costs rise. The principle of offering student loans to anyone needing them is a good one. The main focus of solving colleges' financial problems should lie in government subsidies, however, not in student loans.

A quick glance through the pages of the *New York Times* or any commercial newspaper will show why the government cannot or will not divert more funds to colleges. An absurd war which becomes more absurd every day, while the military advisors insist that every escalation into new territory—Cambodia, Laos, ???—brings the conflict closer to an end; is literally sapping the lifeblood of America. The City of New York is suing the Federal government to challenge the constitutionality of the welfare regulations (the city can no longer afford to pay its share of the costs). The mayors of New York State's largest cities went to Albany to beg for funds. College presidents dip into their institutions' capital funds. And the war goes on, and on, and on. . . .

Letters To The Editor

An Open Letter to President Shain:

As members of the senior class, we wish to question the rather clumsy manipulation of our graduation. With all due respect to religious holidays, we should like to point out that the calendar, voted upon by the student body, has been available for scrutiny since last spring. We wish to impress upon you our disbelief and disappointment, not to mention inconvenience caused by the tardy realization of a possible conflict. The obvious hardships imposed by the change of graduation, which now coincides with a national holiday and the end of a long weekend include the difficulty of procuring reservations, the significant loss of travel time for those of us traveling long distances through holiday traffic, and the inability of family and friends to attend the ceremony due to the resuming of jobs and school.

Finally, we wish to question the manner in which the entire situation has been handled (mishandled?). Was the vote of the senior class the decisive factor? If not, why not, since we are the group most affected? What was the final ballot count? Are you aware that not all seniors were informed that a vote was even being taken?

We urge you to reconsider your precipitous decision and re-establish May 30, 1971 as our graduation day.

- Donna Micklus '71
- Charlotte Parker '71
- Francie van der Hoeven '71
- Eileen Dorazio '71
- Ann Tillotson '71
- Connie Green '71
- Jacquelyn D. Shaw '71
- Nancy Patrick '71
- Sally Underwood '71
- Christine G. Wilson '71
- Margaret Hiller '71
- Daryl A. Davies '71
- Sue Nelson '71

To the Editors:

On Saturday night, February 20, at about 12:15 AM while I was listening to WCNI, some of the most tasteless and disgusting songs that exist were broadcast. I was completely appalled at the total lack of discretion on the part of that particular announcer, or whoever was at Holmes Hall right then. The lyrics of these songs were in bad taste, and neither funny nor musical—just disgusting.

I am perfectly aware that I could have changed the channel. However, I don't believe that there is any need to try to offend the listening audience by playing such music. I normally enjoy listening to WCNI and hope that more discretion is used by the announcers in the future.

Sincerely,
Gail Coad '72

To the Editors

I was astounded to note in a recent editorial that you asked the question "Why do we find no course concerning itself with relations between the sexes?" Both Miss Torrey (Psychology of Oppression) and I in the Department of Psychology have long worked in this area.

In September I taught Psychology 309 (Marriage: A Psycho-Sociological Approach) which dealt not only with marriage but with various stages of courting, women's status in dating, women's liberation goals, etc. This semester Psychology 340 (Contemporary Issues) in which students choose the topics to be covered, includes "Women in Society," "Alternatives to the Family," and "Friendship."

In addition, my graduate courses which have always been open to undergraduate students have

covered such topics as "Role of Women Throughout History," "History of the Commune Movement" and "Relations Between Husband and Wife in Africa, Soviet Union and Japan."

I could go on about extra-curricular topics the Departments of Psychology and Sociology have sponsored such as the two day symposium on "Theories of Interpersonal Attraction in the Dyad," and the psychology colloquium "Intimate Relationships: Some Recent Research on Love and Sex," but I don't want to belabor the point. *Satyagraha* seems to be unaware of what's being offered, and I trust that this letter may serve to inform you and possibly some readers that there are courses covering the issues raised in your editorial.

Sincerely,
Bernard I. Murstein
Professor of Psychology

To the Editors:

As concerned members of the Senior Class, we write to express our interest in the recently-announced change in the date of graduation. We are aware that on Wednesday, February tenth, every senior was asked to vote on the proposed

change. On Saturday, February twentieth, house presidents and housefellows were instructed to notify the seniors of the new scheduling. Since the administration has given no explanation as to the basis for its decision, we are led to ask why.

The timing of this action seems misplaced. Graduation is only three months away, and most seniors made their plans a year ago when the schedule for 1970-71 was announced. *Satyagraha* reported on February ninth that the administration had been notified of the religious conflict in October. It would seem that action should have been taken then, if not when the calendar was published. This sudden change is inconvenient both to the families of seniors who made their reservations one year ago, and to the hotels and motels involved.

We would like to know if the result of the senior vote was the reason for the decision. Those seniors who have been inconvenienced deserve an explanation.

Yours truly,
Deborah Gordon
Diane Seidel
Nancy James

TELEGRAM TO AUDEN.

before the change of the season
each student wastes within his cell
committing academic treason
and doing it well
but when the season turns and the fever burns
the books are rejected are thrown away
that *les enfants terribles* may have their play
sensual savages prowl the college street
searching for dope or a bitch in heat
while the kinky snack shop freed from winter
assumes the aspects of a day-care center
die-hard devotees of charlatans and liars
transmit dogmas like telephone wires
and always pray that Che's resurrection
will deliver them from thought and introspection
AUDEN: am continually amazed to find
that the vapid mind of a whole generation
should show itself in such concentration.

— Tom Bowler '74

The Appalling Silence

And the war goes on . . . The scenario and the cast changes. For Vietnam read Cambodia. For Cambodia read Laos. For G.I. read ARVN. For Vietnamese civilian victims read South East Asian civilian victims. The slaughter, the mass, impersonal administration of death from the air, never changes. National leaders are speaking out:

The reduction of (American) casualties . . . does not mitigate the moral responsibility for the spread of the war; for the indiscriminate bombing of neutrals, for the scorching of forests and villages; for the massacre of innocents. (Kingman Brewster, New York Times 2.21.71)

No one knows how many . . . innocents will die in Laos . . . But they will be many, and every one an ineradicable stain upon the once-proud name of the United States of America. (Tom Wicker, New York Times, 2.21.71)

Vietnam has demonstrated that Nietzsche was wrong; a good war does not "hallow every cause". War can defile a cause as it can degrade the men who fight it. (Bill Moyers, Saturday Review, 2.13.71)

I regard this war as the most barbaric and inhumane act that our country has ever committed. (Senator George McGovern, "Meet The Press" 2.20.71)

Yet the people are silent. "It is terrible, but what can we do?! The cry of those who are resigned, not to their own fate, but to the fate of someone else.

There are still things that can be done. Last year a massive letter writing and lobbying campaign

roused the U.S. Congress to begin to assert some control over the war. Two "End the War" resolutions, and an amendment broadening the application of last year's Cooper-Church Amendment to cover air and sea power have been introduced in the 92nd Congress. A New McGovern-Hatfield Bill, The Vietnam Disengagement Act of 1971, with 21 sponsors, will come before the U.S. Senate. The same letter writing, petition gathering, lobbying techniques that were effective last Spring can be used again to build support for these important pieces of legislation.

The Fellowship of Reconciliation has prepared a series of four advertisements relating the issue of American POWs directly to the necessity of ending the war. Support and money could place these ads. in the *New London Day*, and other local newspapers.

There are alternatives to apathy. If anyone is interested I invite them to meet with me in the Chapel Library, Thursday March 4th at 8 p.m. to begin to organize around some of these alternatives.

From a prison cell in Birmingham, Alabama, Martin Luther King Jr. wrote these words: **We will have to repent in this generation, not merely for the hateful words and actions of the bad people, but for the appalling silence of the good people.**

I invite you to break the "appalling silence", to take your leave of the great silent majority, and to take action now for peace.

J. Barrie Shepherd

Satyagraha

ESTABLISHED IN 1916 AND PUBLISHED BY THE STUDENTS OF CONNECTICUT COLLEGE EVERY TUESDAY WHILE THE COLLEGE IS IN SESSION EXCEPT DURING EXAMINATION AND VACATION PERIODS. SECOND CLASS ENTRY AUTHORIZED AT NEW LONDON, CONNECTICUT.

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—photo by carroll

From the Department of Defense Office for Rewording Bad News

by Allen Carroll

TOP SECRET — TOP SECRET — MEMO —

to: President Richard Nixon
from: D.D.O.R.B.N. (Department of Defense Office for Rewording Bad News)

Sir: Thank you for informing us of your plans for invading North Vietnam. We feel that we can be of value in preventing an Armageddon over here while you try to create one over there.

You are most certainly already aware of the two cardinal rules of insurrection prevention—timing and wording. Let us treat them one at a time. First, your announcement of the invasion must come at a time when mobilization of subversive, revolutionary groups (i.e. students) is most difficult. This is obviously during summer vacation. Secondly, the announcement must not be sudden. The full scope of your operation should not be revealed to the public until well after the operation is in progress.

Therefore we urge that you (1) postpone the invasion until the first of June, when most college students are on vacation, and (2) don't let the press in on it for at least a week after the invasion begins. This will give plenty of time for the circulation of

rumors, which are valuable in preparing the public for the news.

Now we come to the most important and difficult of our problems. The announcement of the invasion and later discussion of it by military and government spokesmen must be worded in such a way as to arouse the least possible amount of alarm and protest. In other words, our vocabulary must be as vague and ambiguous as possible—if not downright misleading. Such fine words as "incursion", "escalation", and "advisors" have already proven the merit of this tactic. We recommend the continued use of these words, and the addition of new terms to soften the impact of the invasion, and to prevent needless panic and apprehension on the part of the public.

For instance, "invasion" is altogether too harsh a word to use in news releases. "Incursion" and "interdiction" have proven to be effective alternatives, though more or less the same in meaning. A new term, "irruption" (to rush in forcible or violently) has vast potential, and might be quite useful.

To reveal outright that U.S. ground troops are accompanying the ARVN forces would be dangerous to your political future. One of my bright young assistants suggests that

we use the term "Ununiformed U.S. Army Chaperones" instead of some overly frank terms like "soldiers" or "troops". This might work even better than the "military advisors" idea did.

Also, to just come out and say "North Vietnam" might cause undue anger. It might be better to say "north of the DMZ" or something. In addition, our efforts at depersonalizing the enemy should be continued. "The enemy" and "V.C." both do the job very well. The Commies should not be called "men" or "soldiers".

Below is a copy of the news release you originally suggested for issue following the invasion. Although it is factual and concise, we suggest that it be altered for the safety of the American Republic. Our suggested, revised version is attached to the memo.

"SAIGON, MAY 1: The U.S. Military Command announced today that a full-scale allied invasion of North Vietnam is in progress at this time.

"Combined forces of the United States and South Vietnam are participating in the operation, and are being supported by large numbers of U.S. helicopters. B-52s are resuming concentrated bombing of North Vietnamese factories and population centers."

This, sir, is our version:
"SAIGON, JUNE 10: The Allied Armed Forces Tactical Contingency Coordination Control has disseminated the earlier instigation of a military irruption of Communist strongholds in those regions of Vietnam immediately north of the nineteenth parallel.

"Armed Terrestrial Task Forces of the Army of South Vietnam are being accompanied by a limited number of Ununiformed U.S. Army Chaperones, and supported by interdicting American helicopter gunships. Concentrated protective reaction missions of limited scope and duration are being flown by U.S. Air Support Units against the supply lines and strongholds of the enemy."

Thank you very much for remembering us.

Reverently,
Adolph S. Bureaucrat,
Chairman, D.D.O.R.B.N.

turn on
tune in
and
drop out
to
Hashish
Harry

Yale Professor Don Price Lectures on Modern China

by Peggy Hackenberger

The subject of Yale professor Don Price's lecture on Thursday, February 18, was "Cosmopolitanism and Nationalism in Modern China." He treated a huge amorphous topic lucidly by discussing the interpretations of cosmopolitanism and nationalism by two leading scholars.

Outlining the theory of Joseph Levenson, Mr. Price noted the opposition of iconoclasts who were criticized for renouncing all of Chinese tradition and those who perpetuated tradition even through the early twentieth century. The speaker explained how cosmopolitanism kept China in touch with the rest of the world without forcing her to give up her own tradition.

According to Mr. Price, Lucian Pye's theory is that the Chinese did not have an identity crisis during the early twentieth century; they always had a latent sense of ties with their ancestors. It was rather their lack of success with their own values, such as the art of government by an educated elite, which caused anger

and frustration but not necessarily the desire to modernize in the sense of adopting Western methods.

In his lecture Mr. Price seemed to favor the former interpretation that people in China felt the need for a fundamental change of values. He also stated that neither interpretation allowed for the eclectic style in which China adopts new ideas.

There is no compromise between Levenson's idea of tension between the extremes of iconoclasm and ultra-conservatism and Pye's idea of little if any fundamental change. In conclusion Mr. Price explained why China might be more nationalistic and less cosmopolitan now than she was before the Cultural Revolution of the mid-1960's.

Mr. Price's lecture provided good listening and easy comprehension. It was somewhat elementary at times only because he provided background material on which to base his own interpretations. Developments in contemporary China are too uncertain for agreement or disagreement with his suggestion that cosmopolitanism will overcome nationalism.

Asian Studies Program Reports On Growth

by Wendy Dolliver

The Asian Studies Program has recently been the object of a study which includes statistics on course enrollments, the number of staff members, and teaching loads from 1962 through 1970-71. The program publishes a report examining its own growth and strength each February in order "to supplement statistics on enrollments regularly compiled by the Office of the Registrar," according to Thomas R.H. Havens, Associate Professor of History.

Mr. Havens sees the report as being especially important this year in gauging the strength of a well-established inter-disciplinary program at Conn now that interdepartmental majors have been in effect for more than a year.

"The report," asserts Mr. Havens, "is solid evidence that the national decline in student interest in international studies, history, and literature is not reflected on this campus as far as Asian studies is concerned."

Statistics show rapid growth in course enrollments and in the number of courses offered in the Asian Studies Program. The Faculty has approved ten new courses in the Asian field for 1970-71 and two additional courses for 1971-72. Total enrollment in Asian studies courses has grown from 93 in 1962-63 to 569 on 1970-71.

Mr. Havens stated in the report published February 12, 1971, that "despite the ebb and flow of student interests, enrollments in courses dealing with Asia have been remarkably stable in the past half-dozen years."

In 1962-63 four sections of Asian studies courses were offered which had an average enrollment of 23.2 students. This year there are 37 sections of Asian studies courses offered which have an average enrollment of 15.0 students.

The College Development Committee recently authorized a study of average class size in order to determine each department's cost-effectiveness. It is Mr. Haven's understanding that only five departments had an average class size of greater than 15 students, indicating high cost-effectiveness in the Asian Studies Program.

In 1965 the Chinese language was added to the program. Ordinarily smaller classes are required for effective learning of a language, but "these figures demonstrate that a well coordinated area studies

program can carry a language program — necessarily an expensive enterprise — without adverse effects on overall enrollment averages."

The number of faculty members teaching Asia-related courses has jumped from four in 1962-63 to ten in 1970-71. There are 6.5 full-time equivalent staff members in the field, a number exceeded by only four or five departments.

The Asian Studies Program, clearly one of the fastest growing inter-disciplinary programs at Conn, plans that future expansion will include work in the Japanese language and in the social sciences. Attempts to make Japanese available to students off campus have been unsuccessful so far.

According to Mr. Havens, the Asian Studies Program must "recognize that Asian studies should develop in relation to the overall needs of the curriculum as the College slowly grows larger, and we must acknowledge that the immediate forecast is one of fiscal stringency for nearly all colleges and universities."

Presently the Asian Studies Program is in existence for undergraduates who want an interdepartmental major on Asia. The program has no departmental status, no library budget, no graduate students, and "no separate existence as an administrative unit of the College." Faculty members accept appointments in their own disciplinary departments.

"Although there is no natural law, other than the force of habit and custom, to inhibit creating a separate department of Asian studies," states Mr. Havens, "the present arrangements seem to combine the advantages of departmental affiliation with the interdepartmental major program quite effectively."

The impact of the Asian Studies Program has been felt in the admissions office. Several thousand brochures about Asian studies at Conn are sent to high schools and admission candidates. In addition last fall President Shain sent a letter to more than 100 high schools in the country where Chinese is now taught, explaining the programs in the Chinese language and in Asian studies at Conn.

As a result, claims Mr. Havens, there are currently approximately 18 candidates who are applying due to an interest in the Asian studies interdepartmental major.

News Notes

The movie "Every Bastard A King" will be shown tonight in Hale Laboratory at 7:30. It is the story of a disillusioned American journalist in Israel during the six-day war. Admission is free.

American International College in Springfield, Mass. is again offering three separate sessions during its summer division. Two of the sessions will be offered in the evening; the regular day division of classes will run from June 28 through August 6. The registrar's office is currently accepting applications.

Ocean County College in Toms River, New Jersey is offering two summer session programs as a special service to students who reside at the New Jersey shore during the summer. College

programs in business, humanities, science, mathematics and social science carry full accreditation. For information and registration materials, students should call or write the Director of Admissions and Records, Ocean County College, Toms River, New Jersey 08753 (201-255-4000).

Professor Paul L. MacKendrick, internationally distinguished author and professor of classics, will give the annual Phi Beta Kappa lecture on Tuesday, March 9 at 8:00 p.m. in Oliva Hall. Professor Kendrick, jointly sponsored by Phi Beta Kappa, the Department of Classics, and the Convocations Committee, will lecture with slides on "The Future of Tradition: Roman Architecture."



6J

PEACE CORPS ON CAMPUS—
Information and Applications Available Now.

Contact Peace Corps Representatives in Crozier-Williams Thursday & Friday, March 4 & 5.

Short Film Thursday at 7 P.M. in Student Lounge, to be Followed by Discussion.

PEACE CORPS

GIVE COMMUNITY FUND MARCH 5

Hillel Sponsors Vigil For Jewry in Russia

A vigil for Soviet Jewry was held in the Harkness Chapel Library on Tuesday, February 23rd. The vigil, which was sponsored by Hillel, was attended by approximately 30 persons.

A documentary film entitled "The Price of Silence" was shown as part of the program. The film proved the existence of anti-Semitism in the U.S.S.R.

Marijan Despalotovitch, instructor in Russian at Connecticut College, lectured the group on the history of anti-Semitism in Russia, and stated that it was his opinion that the actions of the Jewish Defense League are detrimental to efforts to deal with Russian officials on the problem. A question-and-answer period followed the lecture.

Those attending the vigil signed a petition asking for Soviet recognition for Russian Jews of the rights of other minorities in Russia. The petition also requested that Jews be given the right to emigrate from the U.S.S.R. Materials such as pamphlets and postcards were available to those who wished to express their concern directly to Ambassador Dobrynin of the Soviet Union.

Recent information from Jewish forces within the U.S.S.R. has confirmed that the Soviet Union is on a course designed to destroy Russian Jewry. The recent secret Leningrad trial, in which Soviet Jews were harshly sentenced to a

brutal and uncertain fate for attempting to leave the U.S.S.R. is merely one example of Soviet oppression. Russian Jews are persecuted for no reason other than their desire to practice their religious beliefs. They are prevented from emigrating to seek freedom to live as Jews outside the Iron Curtain.

The Jewish community Council of Greater New London has already sponsored a "Week of Concern for Soviet Jewry" in which Hillel members at Conn as well as high school students from the area passed out information about the situation of Russian Jews and action to be taken on the individual level. At a public meeting of those concerned, a delegate was chosen to attend the world conference on Soviet Jewry in Brussels next week. Hillel is planning on having New London's delegate speak to the College when he returns.

Hillel is also planning to present a lecture on "Christian Origins of Anti-Semitism" to be given by Professor Joan Ringelheim of the Philosophy department. The lecture will be held in connection with the celebration of Purim.

PSYCHOLOGY SYMPOSIUM

(Continued from Page 1, Col. 4) before making a decision and act accordingly. This does not imply that P is altruistic. Intimacy increases trust because what one partner confides to the other can be used against him. If confidences are not violated then trust should increase as time goes on."

In closing, Mr. Davis remarked, "The present compatibility and incompatibility studies and tests are inadequate. To be more realistic they should take into account the forms of social activities and situations most couples encounter, how each member of the couple will approach the situation, and what effect the method of approach will

have on the other member of the couple. Love is an extremely complex social practice and a person who takes part in it must have capacities for sexual contact, sharing, appreciation of the other person, and trust. Many of the problems that occur in a love relationship, such as jealousy, selfishness, and over-dependency, are a result of the inability of the individuals involved to understand and appreciate each other and to share with each other."

Evening Art Classes

Two art courses for adults are being given on Monday evenings from 7:00 to 9:00 in Cummings Art Center. Adults from as far away as New Haven are participating in the courses. The courses are being taught by two members of the Conn. College art department, David A. Smalley and Peter E.R. Leibert. Mr. Smalley teaches a life drawing class with 25 members, and Mr. Leibert's ceramics course has 12 members. Both courses are filled to the absolute maximum.

There were approximately 60 applications for the life drawing course and 100 applications for the ceramics course. The courses were first opened to non-student adults connected with the college community. Places were left open for adults not connected with the college and the courses were advertised in area newspapers.

The students pay a \$40.00 fee for 12 sessions. The purpose of the courses is to raise funds for the college treasury. A \$600.00 profit has been realized by the classes.

Other departments are being urged to consider offering similar evening courses.

Assistant to the President

Mrs. Seymour L. Hendel of New London has been named to serve on the Connecticut College administrative staff for the remainder of this semester as a special part-time assistant to the president.

In announcing the new appointment President Charles Shain said that Mrs. Hendel's mission will be to study the educational needs of the community and to suggest ways in which the College can expand its present community service programs to help meet those needs most effectively.

"As the only educational institution in New London County where residents can earn bachelors and masters degrees, Connecticut College feels an obligation to make our academic programs more accessible to men and women wanting to continue their educations," Dr. Shain stated.

"Because of Mrs. Hendel's admirable record of public service to the people of New London, I have asked her to analyze what kinds of programs the college could initiate that would most fully serve the varied educational requirements of community citizens. These might be

in the form of special adult education programs, continuing education plans, summer or evening sessions," the president noted.

In 1966 the college established a new academic framework for part-time college study whereby men and women with business or family obligations could combine these with preparation for bachelors degree. The Return to College Program this year has enrolled 81 women and 12 men from this section of the state.

Another 119 area residents are now enrolled at the college as special students who take from one to three courses for academic credit.

Mrs. Hendel is secretary of the New London Charter Revision Commission and serves on the board of the Public Library of New London, the New London Historical Society and the Citizens Advisory Council.

She also has been president of the League of Women Voters of New London, the Eastern Connecticut Symphony Auxiliary and Friends of the Public Library of New London.

Barnard College awarded Mrs. Hendel the A.B. degree with distinction in economics. She earned her M.A. degree in public finance at Connecticut College. Earlier she was an assistant-in-courses at Harvard Graduate School of Business Administration.

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Conn. Swim Team Places Sixth In Meet

by Nancy Diesel

Three years ago, the pool-side observer would have witnessed a different scene than the one which unfolded in Crozier Williams on February 20, during the New England women's intercollegiate swimming meet. In 1968, a few of the more audacious (foolhardy?) freshmen decided that Connecticut College had waited long enough for a women's competitive swim team. The idea was presented to Mrs. Wagner, who agreed to coach the effort. The team practiced and entered meets. And the team did poorly, at best.

Perhaps Connecticut's first meet with Southern Connecticut, in 1968, is most descriptive of the incipient stages of swimming at Conn. College. The Southern girls (it was confirmed that they were, in fact, female) bounded into the pool area in their red, white and blue tank suits. The Conn. College contingent stared from the corner, sporting a variety of one-piece, two-piece, buckled, chartreuse, purple, see-through Jantzens. But where were the smiles? In that meet, Conn. swimmers entered events five minutes before the gun—events which they had never swum before, let alone practiced. If a Conn. entrant crossed herself on the block, it was in the hope that she'd finish the race, never mind break a record.

On February 20, Connecticut College placed sixth out of eleven

schools in the N.E. intercollegiate held here. No oohs and ahs. No fanfare. Maybe just a comforting thought. Of the nineteen schools invited to this meet, only eleven teams felt that their possible showing in the meet could be strong enough to justify the money and time spent in attending the competition. Of the eleven schools which did attend, Conn. College placed above five. In its fourth year, the women's swim team, with its original coach and some of the charter members still swimming, placed admirably in a New England meet. The team's performance must be congratulated and its improvement must be marked.

This is not intended to describe the history of one competitive team at Conn. College. Rather, this article may suggest possibilities for other teams. Championship beginnings are rare; Dr. Meriwether's are few and far between. The teams which are now established, such as the Camels and the soccer team, and the teams which have just begun, such as the men's swim team and the gymnastic team, cannot expect miracles, nor can the spectators. Perseverance, desire and ability (no one presupposes the others) can transform a slow beginning into productive third and fourth years.

The afore-mentioned skills can transform the 1968 fiasco at Southern into the following results:

Connecticut College placed in seven of the thirteen events in the New England's. Cathy Menges took a first in the 50-yard backstroke, a second in the 100-yard backstroke, and a third in the individual medley. Cathy's time for the 100-yard backstroke, 1:07.3, broke the previous record of 1:09.6 for that event.

Cathy Platen took a fourth place in the 100-yard breaststroke. Nancy Close placed third in the 200-yard freestyle and fourth in the 100-yard freestyle. In the 200-yard freestyle relay, Conn.'s team of Pan Stirling, Cathy Menges, Nancy Close, and Pam Hynes placed fifth.

The final scoring of the meet was as follows: Springfield, 83 points; Radcliffe, 36.5; Southern, 32.5; Skidmore, 25; University of Vermont, 23; Conn. College, 22; Northeastern, 7; Middlebury, 2; Colby College, 0; and Mt. Holyoke, 0.

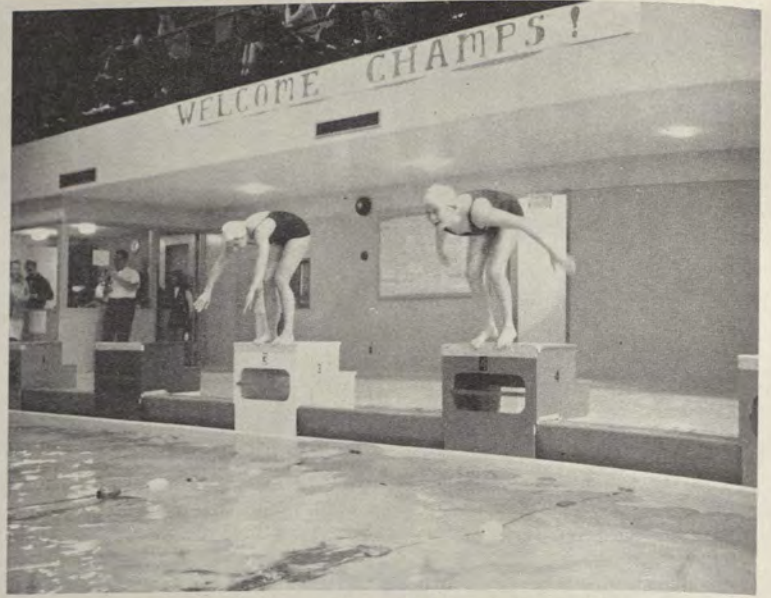
The Phys. Ed. department wishes to thank all those who volunteered to time and judge for this meet. Congratulations are also in order for Mrs. Wagner, whose efforts played a major part in the organization and execution of this large meet, and the women's swim team, whose performance provides a significant example of the possibilities for sports at Connecticut College.

BLACK HISTORY LECTURE

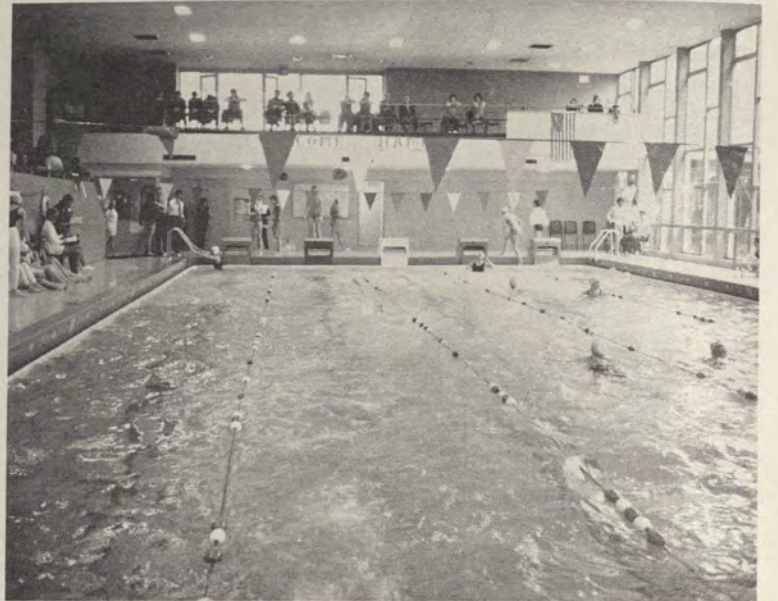
(Continued from Page 1, Col. 5)

of freedom do more harm to the country than all the Communist spies of the world. America is losing her opportunity to fulfill the promise of equality for all that is stated in the Constitution."

Mr. Cunningham closed by saying, "This is the true meaning of black history, to remind Americans of their shortcomings and to predict the ruin of America if she does not change. Black history is not just a display for whites but an inherent part of the black man. The greatest friend that white Americans ever had and ever will have is the black man. To lose that friendship guarantees them their greatest enemy."



Cathy Menges (left) and Nancy Close (right) practice starting at the meet. —photos by diesel



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