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Whites To Organize Conn CURA Chapter

White students on this campus are forming an organization to prepare them for intelligent confrontation with the white community on racial matters. The Committee for the Understanding of Racial Attitudes will hold its meeting Wed., March 6 at 7 p.m. in Larrabee living room.

The formation of the C.U.R.A. represents the White man's realization that the Black movement no longer desires his participation and that most Whites must work in the "White ghetto."

The group's program includes three steps progressing from study to concrete action.

As stated by the charter the group shall first "study the history, psychology, sociology, economics and general cultural conditions of U.S. Black-White relations."

Strategy

Using information gained by such study they then plan to "develop strategies, techniques and methods of confronting the white community."

Finally they "as white men and women, meet the white com-

munity through public speaking, writing, study groups, or other appropriate forms of personal interaction, in hopes of developing an awareness of racial attitudes and of acting to reduce prejudice."

Because Conn's chapter will be the second in the country, there will be ample opportunity for expansion and creativity in this field of race relations.

Summer Plans

For example the other C.U.R.A. chapter at Union Theological Seminary is formulating plans to integrate their committee work into their summer plans.

This first chapter at Union was formed by a group of concerned students under the guidance of Prof. C. Eric Lincoln. Lincoln who was a speaker at the Religious Fellowship weekend held recently on this campus and who will speak at the organizational meeting.

Several members of this committee are working in conjunction with Rev. J. Barrie Shepard and plan to come to Conn to help us begin our chapter.

Students, Faculty Protest War By Holding Seven Hour Vigil



REV. SHEPARD asks students to join in a prayer for peace.

—photo by s. christiansen

Discontent with the war in Vietnam erupted at Crozier-Williams last Wednesday with an all-day protest vigil against the war during Army, Navy and Marine Corps recruitment on campus.

As a result of the demonstration, letters were written to some 300 members of Congress, 325 students and adults signed a petition denouncing the war, 20 to 25 students committed themselves to aiding draft resisters, and plans were made to organize an economic boycott of the war.

Students and faculty members, numbering from 200 to 400, assembled on the steps of Crozier at 9 a.m. with signs in hand.

Two recruiters from the Women Marine Corps and WAVES arrived at 9:45 and weeded their way through the protesters who were gathered around the steps. Except for a few muttered hisses, they were not antagonized.

Spontaneous Organization

Organization for the protest began Monday afternoon, when Sandy Sawyer, '71, and a group of concerned students called a meeting Tuesday night to voice objection to the military recruitment on campus.

Approximately 75 students attended the meeting. Debate immediately began as to whether the demonstration should be held

against the military being on campus, or against the war in general, through the military representatives.

Solely Against the War

An agreement was reached that the protest was to be held solely against the war. Those students who wished to do so would spend the whole day at Crozier, from nine to four, cutting their classes if they thought it necessary.

Dr. Gordon S. Christiansen, professor of chemistry, and Philip A. Goldberg, associate professor of psychology, represented concerned faculty members at the meeting. They offered to notify some of their colleagues, hoping that they would cancel their classes in protest.

Students Argue

Each dorm was contacted Tuesday night; signs were made and posted everywhere; students argued vehemently through the night.

Wednesday morning, the protesters mulled nervously around the steps for the first hour in the cool sunshine.

The vigil took on the air of a gigantic "teach-in" as individual students and Ronald Glassman, assistant professor of sociology, spoke informally.

"Things are going to get worse before they get better . . . If the war doesn't end, this country can't make it . . ."

"It's going to become prac-

tically impossible not to bring the world situation into your academic courses."

Struggle For Academics

Glassman warned the students that soon they were going to have to struggle to keep their minds to academic involvement.

Konrad Bieber, professor of French, then commented that the protest on campus will "drive home an awareness of the war."

J. Barrie Shepard, College chaplain, then introduced the students to the book "In The Name of America," a statement of concerned clergy and laymen about U.S. involvement in the war, as "the best piece of ammunition . . . documenting the war crimes committed in Vietnam."

Marine Capt. Carolyn Woodson and Navy Lt. Sandra Fulton were ushered by Mr. Shepard to a table in the snack shop where they were offered coffee at 10 a.m.

There, about 20 concerned students fired questions at them concerning life in the service. Both representatives admitted that because of the war, women have left the service after their term has expired.

Shain Apologizes

In the midst of the dialogue, President Shain identified himself to the recruiters and assured them that the demonstration would remain peaceful.

"This is nothing personal . . . (Continued on Page 5, Col. 2)

IRC Conference to Feature Baldwin on Foreign Policy



David Baldwin

also a Danforth Fellow.

In addition to his positions at Dartmouth, Professor Baldwin is the author of "Economic Development and American Foreign Policy: 1943-1962," and "Foreign Aid and American Foreign Policy: A Documentary Analysis."

Mr. Turpin, in addition to his ability to speak 8 languages has been the Balkan Economic Officer; Economic Officer in Moscow; Economic Officer, the Hague; Special Assistant to the Director at the U. S. Operations Mission, Saigon; and Economic Officer for Korea in the Office of East Asian Affairs.

Student Leaders Mobilize Confrontation Alert Teams

ATLANTA (CPS) — Several student leaders in the South are organizing "white alert teams" which will be mobilized to stand between black students and police when confrontations occur on Negro campuses.

The theory behind the "alert teams" is that black students stand a better chance of not being killed if police have to shoot white students to get to them.

The "alert teams" are a direct reaction to the killing of three black students by police on the campus of South Carolina State College in Orangeburg, S.C. They started organizing the "alert teams" after an emotional discussion of the Orangeburg incident at a meeting of the Southern Region of the National Student Association.

Several black students at the meeting warned the white organizers of the "alert teams" that they should not be surprised "if you get hit from both sides."

The Cop's Fault

James Yeager, a student at the University of St. Thomas in Houston, replied, "we're going to make damn sure that whether we get shot by the police or by the blacks, it will still be the cops' fault."

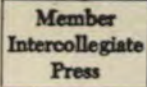
If police start shooting and killing white students, Yeager said, the white power structure will be in trouble. "White people in the South may not get disturbed when black students are killed, but we don't think they will let the police get by with

(Continued on Page 6, Col. 1)

Faculty Auction, sponsored by Service League, for the benefit of the Student Community Fund, will take place Tues., Mar. 19, in Palmer Auditorium at 8:15 p.m. after induction Amalgo.

The faculty auction is the second phase of the Student Community Fund drive which began with personal solicitation last autumn.

Highlights will include a Scotch dinner, a Swedish smogasbord, baked goods and housecleaning. Pres. Charles E. Shain will be auctioneer.



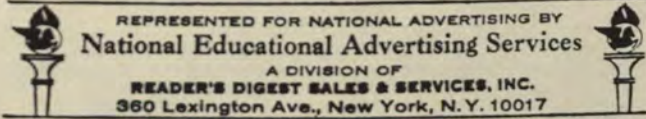
ConnCensus

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Letters to the Editor

Miss Strauss

To the Editor:

Yes Virginia, there are people with good intentions left in the world.

We consider the letter in last week's Conn Census concerning the recent lecture by Miss Anna Lord Strauss, a trustee of Connecticut College to be one of the most offensive letters we have seen printed in the paper. Miss Strauss was invited by the college to speak on "Community Development in Vietnam," and although her speech may have strayed far from the topic, this does not give anyone the right to attack her personally. The speech was not to be the occasion for a political forum on the war in Vietnam, nor for a critical analysis of Miss Strauss's personal views on the southeast Asian situation. It is apparent that Miss Strauss did not say what our phantom writer wished to hear, but this does not condone an unwarranted personal attack.

We would also like to know the anonymous writer's credentials for judging the calibre of Connecticut College's trustees. Miss Strauss's refusal to criticize can not necessarily be used as a basis for evaluating her responsibility. Nor would the elimination of the "syntactical mayhem" of a person with a less "deficient background" guarantee a more astute and critical analysis of the situation if that had been the subject of her talk.

Finally, while we believe most strongly in the freedoms of speech and press (which most definitely include constructive criticism), derogatory comments concerning personal attributes and intellectual capacity are beyond the realm of a newspaper's duty to the public. We are at a loss to understand why the Conn Census would print this type of letter and then attempt to absolve themselves of the responsibility in a six-line editorial.

And we are not embarrassed to sign our names . . .

Linda Shaw, '70
Sharan Tayne, '70

Every Rule

To the Editor:

In a letter to the Editor of the *Herald Tribune* some years ago, E. B. White replied to a "sly," "cruel," and "contemptible" piece written by Tom Wolfe about *New Yorker* Editor William Shawn. "I can't imagine why you published it," White said. "It violated every rule of conduct I know anything about," he added, "and it has, I think, shocked everyone who knows what sort of person Shawn really is."

I feel the same way about the contemptible letter the Editors of Conn Census chose to publish about Anna Strauss. That its student author would impugn Miss Strauss's good name yet lack the courage to sign her own does not surprise me.

It is always easier to indulge in character assassination and other crimes under the cloak of anonymity. (The Ku Klux Klan really wear those hoods for this reason and not, as they pretend, to scare their victims.)

Miss Strauss needs no defense from me, or anyone. By any definition, she is a great lady. Anyone lucky enough to know 'what sort of person she really is' would be shocked and angered by the ridicule employed by the hooded author of that poison-pen letter. Those who do not know her may read in *Who's Who* a brief recital of her service to this country and to the human race.

Her 27-year service of this College as a member of its Board of Trustees has never been recorded because of her own modesty, but I would bet that every member of the Board, if asked to name the Trustee who has worked most effectively for this College, would nominate Miss Strauss.

My quarrel, however, is less with the author of that anonymous letter than with the Editors who chose to publish it, probably out of some mistaken notion that they were upholding the freedom of the press. What are the ground rules here? Will any exercise in bad manners, ridicule, and caricature, however unmerited, be published anonymously?

As Mr. White said of the *Tribune* piece, "It shakes the whole structure of the free press," and "sets some sort of record for journalistic delinquency." Is Conn Census shooting for that record?

John Hunter Demold

Tolerance

To the Editor:

One of American virtues I admire most is the candidness, openness and tolerance among men of good will. Sometimes I am deeply disturbed and disillusioned by those who lack these qualities. I am referring to the anonymous poison-pen letter published in the last issue of Conn Census regarding Miss Anna Lord Strauss.

Why did the author hide behind a mask? This is beneath the dignity of a member of a liberal arts college. To criticize Miss Strauss's speech is one thing, but to attack her in such personal terms is beyond my understand-

ing. Cynicism corrupts the soul.
Charles J. Chu.

ConnQuest

I would like to thank all the hard-working students who conceived and organized Conn Quest, as well as the members of the faculty who participated and helped in the effort. "Our thing" was a great success in terms of renewing this campus with new life, energy, and purpose, and I hope it will lead toward more serious thinking and significant action. I particularly appreciate the Conn Quest Committee's choice of Dick Gregory to conclude the weekend with one of the most moving and relevant speeches I have ever heard.

Ann Humphreys '68

Look At Home, First

To the Editor:

ConnQuest weekend started more thinking on this campus than anything I've seen in four years, but the ideas were not just to be used for entertainment or for mental exercise. Nor should the speakers have been used as the whipping boys of arm chair liberals—either students or faculty.

I learned two lessons from Dick Gregory. First, that along with the anger and bitterness, there must be compassion. Secondly, that talk can be cheap, especially in the ivory tower; that in addition to our intellectual quest, we have to act.

One important point that Jonathan Kozol and Maurice Stein touched on was that action doesn't necessarily mean running (Continued on Page 7, Col. 1)

Editorial . . .

Get It Straight

In the past two weeks, the *New London Day* has outdone its coverage of Connecticut College news. During ConnQuest weekend they covered Dick Gregory. Wednesday night the vigil protesting the war made the front page, picture and all.

Those of you who never get the *Day* really should occasionally for a chuckle. Then you will understand how the community sees our campus. Concerning the vigil story, not only was the headline misleading, but also every individual was quoted deliberately out of context.

First of all, the story was entitled "Students At Conn College Stage Recruiting Protest." And yet all participants stressed that the protesters did not object to campus recruiting. Such a headline slanted the story with the first few words. Its flavor no doubt appealed to the typical reader of the *Day*.

The paper states: "Girls in all manner of attire lounged around the main entrance." Wasn't it a bit too chilly outside to do much lounging?

Mr. Glassman was quoted as saying, "I want you to know I'm really proud. There's not a chance in 1968 that there'll be a candidate to stop the war. If the war doesn't end, this country can't make it. I just want to tell you Dick Gregory was right." The only thing wrong with these quotations is that there were many other sentences in between that could not be omitted without radically changing the meaning of Mr. Glassman's words.

Describing the recruiters coming on campus the article stated, "They parked, slowly locked their car, and advanced toward the building." Sounds as if they were about to meet their executioners.

We sincerely hope that in the near future the *New London Day* and other news media will try a little harder to publish all the news that's fit to print, rather than all the news that fits.

Answer For Whites

The formation of the Committee for the Understanding of Racial Attitudes at Conn offers an answer to the White's chronic, pressing question, "What can I do to aid the struggle against racial prejudice?"

Since the emergence of the Black Power movement, Whites have been eliminated from the Blacks' struggle for economic, social and political strength within their own community and, consequently, have been faced with the dilemma of discovering or, in this case, creating an effective channel through which they can act.

Confused and often dismayed by this Black Power movement, the White previously failed to realize that his plight is no longer welcomed within the Black community. He must work specifically within the White community.

With the creation of the C.U.R.A. Whites have lifted the veil of delusion under which they have labored since the rise of Black Power. Now they appear ready to meet the challenge of the confrontation of racial prejudices in an area neglected by most race relations workers: the White community.

Fraught with racial prejudices, myths and loaded cliches, the White community is in dire need of enlightenment. Only Whites with an intelligent, comprehensive knowledge of the Blacks' historical struggle can enter the community and eliminate these fallacies, replacing them with racial realities.

Thus, the White's problem of how to act constructively in the urgent racial crisis has been answered, in part, by the C.U.R.A. What is left up to the individual is when he will move toward positive action. We urge the response, "NOW."

Beyond the Wall

by Jane Rafal

Hollins College: Hollins Columns, Feb. 20, reported some of the varied projects students pursued during their newly instituted short term between semesters.

This period of independent study, about one month long, allows students to live off campus. One junior, a politics major, spent most of the term in Pakistan studying the economic situation there.

Another junior spent the time in New York City doing independent study concentrated on Andy Warhol's pop art. She managed to meet him, and as she was leaving he offered to fly her out to Arizona to be in his next film.

Several other students spent their term in Paris studying the French theatre. Others participated in a structured dance program. The general opinion of the term was that it was "hard but very worthwhile."

University of California, Berkeley: University police removed a student's sculpture from the school studio without warning on Jan. 1. The American Civil Liberties Union is planning to take action against what they call "just stealing."

The controversial statue is a mannequin-like Christ figure with facial features which strongly resemble those of LBJ. The sculptress called the work "a take-off on motherhood, the country and the flag."

The figure's proportions were not those of a usual Christ, hav-

ing the breasts and belly of a pregnant woman and the American flag as a loin-cloth.

A report is being prepared to clarify University policy and to determine action which will be taken.

Union College: A letter appeared in the Feb. 16 issue of *Concordensis* which requires no comment:

"A funny thing happened. I was walking up the steps next to Fox, and this guy, his girl, and his dog were coming down, and he (the guy) said to me as we passed each other, (Girly Hair!) and then told his dog to sick me. Fortunately I was able to stare down the dog, who ran back to them quite freakishly. Then the chick said, in a stage whisper to the dog 'You think he's a girl, dontcha?'"

"I do wish people would take better care of their dogs."

Haverford College: The *Haverford News* reports that a guest suite has been created to house visitors, so that informal meetings outside the lecture hall can be held. When occupied, the suite will serve as a discussion center. When unoccupied, it will be an information center, library and lounge.

The *News* considers the suite "an attempt to enliven the experience of being in an academic community by full utilization of all facilities that the community can provide."

Wesleyan Abolishes Course Requirements

by Chris Sanborn

Wesleyan University faculty approved the Educational Policy Committee's proposal to abolish generalization requirements Feb. 20.

According to the Wesleyan Argus, the University requirements of English 101, a foreign language, Humanities 101 and 102, Humanities 341, Science 101 and 102 or 103 and 104 or the equivalent, competence in written English and the requirement that a student complete at least six courses in the two academic divisions other than his major field, will be replaced by a system which allows the major department to set the requirements for concentration.

The proposal states, "That each department, program, or college specify in full, with the approval of the Educational Policy Committee, its requirement for concentration, germane to the field of concentration, including not only the courses required within its own structure, but also languages, skills and competencies" outside its own discipline.

The courses from which the student will choose fall into seven general areas: English language and composition; ancient and modern languages and literatures; philosophy, religion and the arts; history and social sciences; mathematics; and the natural sciences.

New Advising System

In addition to the abolition of generalization requirements the faculty voted to initiate a new advising system, which, according to the proposal, is "superior . . . with competent personnel for the academic advising of students, especially freshmen."

Each student is expected to design his own course of study. However, since the freshman will still tentatively select a major at the end of his freshman year, he must note the prerequisites of the department in which he is interested. A random combination of courses is not advocated, for, according to the committee's proposal, this does not constitute a liberal education.

The guidelines for the student's curriculum plan will be supplemented by the counsel of his advisor. Although no advisor will dictate a particular set of courses, he will expect the student to

present a reasoned plan of study. At the end of his sophomore year his program will be analyzed under the auspices of the Educational Policy Committee.

Student Judges Needs

If the individual's program appears deficient in breadth, it will be reviewed by a faculty committee. Thus, the student will be the judge of his own educational needs, but these needs must be deemed rational by the faculty advisor, within his major department.

Professor Richard T. Vann, Chairman of the EPC, stated, "I am very pleased that such a large majority of the faculty voted in support of a principle of student responsibility, and a more flexible curriculum . . . It asks a great deal of students and faculty."

According to Professor Vann, "The curricular changes voted by the faculty do not take effect until the academic year 1968-69. Therefore this vote does not authorize any change in undergraduates' present course enrollments."

Students' Support Widening Of Requirement Categories

A survey of juniors and seniors concerning course requirements indicates that most students favor retaining requirements but would like to see fewer required courses and a greater selection of those required. For example, they would prefer making math and science a single required category rather than including both courses as requirements.

Of the 70 per cent total response to the questionnaire, 83 per cent responding said they would take a sampling of courses if none were required on the recommendation of a faculty advisor. Eighty per cent still believed that certain courses should be necessary for a B. A. degree.

New Approaches

Many students suggested new approaches to the present system, one of which is the abolition

of prerequisites for certain advanced courses.

A combination of the math and science requirement and the option to take single semesters of government, sociology, or economics to fulfill this requirement were frequently mentioned revisions.

When asked if the present number of semesters required for each subject is adequate, most students felt that European history and the Music-Art requirements are suitable, but that the number of semesters for English, American history and foreign language should be reduced. Few students favored having any requirements in economics, sociology, government, religion or philosophy.

Girls Displaced By J. A. Fire Settle Into Slow Process Of Reorganization

by Lynda Herskowitz

Girls displaced by the recent J. A. fire have recovered from their initial shock and numbness and are settling down to the slow process of reorganizing water-logged notes and books, replenishing damaged wardrobes and adjusting to life in new dorms.

Although the extent of losses suffered from the fire varied, all girls found immediate support and help from their classmates and the surrounding community.

In the comfort of her new room, a reconvered residence department office in Larrabee's basement, Linda Groat '68, who lived on the third floor of J.A. commented, "Everybody's been so great. As a result of the fire, I really know people can care and help."

"The past weeks have been so disorganized," Linda said, "that I'm about two weeks behind in my work. I hope that when we begin to take our hourlies, the teachers take into account the conditions in which J.A. girls

choice.

Expand the Choice

Ann: You mean opening up the choice of courses, so that students will have to take only 5 out of the 8 requirements?

Katy: Or what about 3 semesters of natural science and 3 of social science?

Nancy: How about the possibility of shortening some two semester requirements to one, especially in the area of science and math?

Katy: There is also the possibility of a science course geared to people who will not continue in science, a course like the history of science.

Jane: If you are taking a science, you've got to study science. Besides, is the history of science really a science course? Are you going to sacrifice the quality of the course for the flashiness of the title? We're all excited by the history of ideas, but we need the scientific background. You've got to understand what you are talking about before you can throw around generalizations.

Moderator: Have you any ideas for the regrouping of the general group requirements?

Ann: Okay, you put math and science together.

Jane: What are you aiming at? Abolishing the requirements?

Moderator: I think regrouping is the best method. A girl spends almost 2 years just fulfilling her requirements.

Katy: I don't think it's regrouping so much, but instead being able to take an upper-level course to fulfill the requirement.

There's an Economic History course (210), for example, where you do not need the knowledge of Economics 111-112, but you still get some idea of economic history. This background would be useful for history majors to have, if they do not want all the economic theory. So why can't they use the more advanced course to fulfill the requirement?

Katy: I think the problem exists in the English department, too. Why not just take a Shakespeare course if you're interested, rather than going through 111-112 as it is?

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Ann: Okay, you put math and science together.

If girls come from high school and they have been prepared they should be able to go on to more advanced courses. A lot of people are bored and rebel because they've already had the course.

I also think that by reducing the size of some of the "baby courses" and having a class with more people who really want to be there, it will be a better course.

More Creativity

Nancy: Why not structure the course in a different direction to allow for more than a direct outline of English literature? You need more flexibility and more relevant courses.

Kathy: And the "baby courses" are too structured to allow the professor to put his own mark on them.

Moderator: Do you think any of the required courses should be abolished?

Jane: Most upperclassmen look back upon all the courses they've taken and all the courses they wanted to take but weren't able to. It's a question of not having enough time to take all the courses they wanted to, rather than having to take too many requirements.

Ann: So what we're saying is not to modify the requirements, but to relax them so that if a student thinks she can handle a course, she can get the permission of the department to move ahead.

Katy: If you think you can handle an economics course beyond 111-112, then you could talk to the people and go on.

Freshman Advisers

Nancy: And there should be freshmen advisers.

Ann: Advising is too big a job for Dean Johnson. There could be a faculty member that each freshman is closely in contact with, who knows her, and knows what she's interested in. This doesn't happen until sophomore year when your adviser really gets to know you.

Nancy: Yes, and an adviser would

(Continued on Page 6, Col. 2)



SPRING THING; Boutique customers model spring jump suits, left to right: Linda Hickox, Paula Benson, Jeanne Caldwell.

—photo by mills

Have you ever wanted to go to Boston with a date and not had the opportunity, the money or the date? This is your great chance! Win the Junior class raffle by entering

MISSION POSSIBLE

Tickets are on sale today and the rest of the week in Fanning and in the Post Office from 9:30-4:30. Chances are 25 cents apiece and five for a dollar.

Kozol Deplores Ghetto Schools, Charges White Responsibility

Dellinger Explores The American Way

David Dellinger, editor of "Liberation Magazine" and chairman of the Committee for Mobilization to end the war in Vietnam explored the "democratic man's burden" and "America's second tradition" of injustice and denial of freedom as an introduction to ConnQuest.

"No healthy society could possibly do what the U.S. is doing in Vietnam," Dellinger stated. He urged every American to face up to the fact that present U.S. value system—political, economic and social—are so obviously wrong.

President Eisenhower in "Mandate for Change" recounts U.S. refusal to allow country-wide elections in Vietnam following the French withdrawal. According to Eisenhower, authorities at the time predicted an 80% sweep for Ho Chi Min.

Running Scared
"We did not believe in democracy enough to let elections go against us then, yet today we feel we must carry the democratic man's burden into South East Asia," Dellinger commented.

Considering America's first response to democratic process in Vietnam "there is no excuse for Americans to still be convinced

world's wealth, how can we speak of democracy.

We are judged by our actions not by what we believe our aspirations to be, he commented. The New York Times in 1950 and the U.S. State Department again in 1951 stated that the U.S. had only begun to "exploit" the economic wealth in south east Asia, he said.

"Americans claim greatness for their nation," Dellinger explained. "But greatness demands by definition retreat in the face of error and the error we have made in Vietnam is striking, he continued."



David Dellinger

that they are fighting for freedom for the Vietnamese," he said.

"If we are so sure the Vietnamese want freedom from communist oppression why do the communist Vietnamese fight and ours do not," he continued.

Economics
Dellinger went on to stress economic as well as political democracy. "While America, a single nation, controls 60% of the

Withdraw
"The U.S. must withdraw from Vietnam unequivocally and unconditionally," he stated. On present proposals for ending the war, Dellinger commented, "We should stop bombing the north when the north stops bombing U.S. territory. We should withdraw from Vietnamese shores as soon as the Vietnamese withdraw (Continued on Page 8, Col. 2)



Jonathan Kozol speaks with students at afternoon seminar.

to live on the same blocks with them."

U.S. Racism
He described U.S. racism by citing the fact that it is "easier to dump napalm on those with non-white skins than people in South France." Kozol sees evidence also in the difference between repressing violence in the Northern Black ghettos and in the Southern White cities.

Counteraction
Kozol believes "deeply in integration" as a counteraction to racism. An example of this counteraction is the bussing of children out of Boston's inner city to the suburban communities. Noting that these children are "doing superbly" he stated that they are receiving a "much better education in integrated schools than in segregated schools."

Encouraging the harrassment of local school boards and the government, "if we really care," in order to improve the quality of education for the Blacks, he stated that unfortunately "it's too much trouble and it is also embarrassing for many people to make the effort."

"Good Public Relations"
When asked about the War on Poverty, Kozol retorted, "War is officially waged on poverty,

but the battle that is waged is waged not against poverty but against the militant poor."

Kozol mentioned that the poverty program is more of a pacification program to divert the vanguards of the Civil Rights movement, reducing the intensity of the movement.

Stating that the program was hypocritical and inadequate from its inception, and that the result have been "tragic," he said, rather sarcastically, that it served as "good public relations" for the Great Society.

Negro Removal
We must pay a price for a good, workable poverty program: we must give up our obsessions with revolutions of other nations and give up excessive emphasis on urban renewal which does not benefit the people whose homes have been torn down," he stressed.

As an aide, Kozol explained that the Blacks in Boston refer to "urban renewal" as "Negro removal."

White Greed
Kozol spoke several times about oversophistication of the ghetto problem. He indicated that the basic problems are greed and personal selfishness on the part of Whites.

by Jeanne Carter and Ruth Aaron
"You tell a Black child in the Negro ghetto in Boston that he is suffering from cultural deprivation and give him the example of Mrs. Hicks as a possible end product of what Boston schools are offering and that kid, if he's got an ounce of sanity, is going to opt for what he's got already," stated Mr. Jonathan Kozol, author of *Death at an Early Age*.

Kozol, speaker Sat., Feb. 24, for ConnQuest weekend, is teaching in the Newton, Mass., school system and is on the Board of Trustees and a founder for the New School for Children in Roxbury.

Black Power At Its Best
This school is a "successful and progressive example of what 'culturally deprived' children can do." Kozol believes the New School is the epitome of "Black Power at its best" because it is run by Negroes and the white experts are in the position of lackeys, helping only when their advice is needed.

The school has been so successful that White children have applied and it is presently integrated. However, according to Kozol, the stress is still upon "purposeful over-emphasis of Black culture and history in order to make up for lost time."

Cultural Deprivation
Kozol indicated that the curriculum is poor not only in slum schools but in all elementary schools. The slum schools, he feels, are worse primarily because racism is present. He explained that although most people consider the slum child "culturally deprived," it is the teacher that is "culturally deprived."

Kozol stated that "teacher education is rock bottom, as bad as it can be, because the worst college graduates go into teaching" and that the teachers' attitudes are intensely bigoted. He contends that "most Black kids don't trust White teachers because they don't trust those who don't want

Second Grant Presented By Rockefeller Foundation

Gregory Gives His Platform For Presidential Nomination

Connecticut College has received its second grant to support a program of summer study for high school girls who live in urban sections of Connecticut and New York from the Rockefeller Foundation.

In announcing the receipt of the \$75 thousand award, Pres. Shain noted that it assures the Summer Program in the Humanities will be continued beyond the original three-year experimental period which ended with the 1967 session.

Initiated With \$150,000
The program was initiated in 1965 by a \$150 thousand Rockefeller grant which totally supported the first two summers. Last

year an additional grant of \$14,625 from the Office of Economic Opportunity made it possible to increase the enrollment by 13 students.

Connecticut College's program for high school students differs from others of its kind in that its aims have never been narrowly academic. In addition to inspiring girls to grow intellectually, it seeks to awaken self-confidence and pride in race and heritage.

After the girls return to their home high schools, great emphasis is placed upon year-around contacts and activities that sustain the achievements made during their eight weeks at the college.

by Barbara Keshen

"I'm a candidate for the presidency of the United States simply because in 1964 I couldn't vote because I wouldn't stoop to vote for the lesser of two evils."

This statement was made by Dick Gregory, writer, comedian, Civil Rights leader, at a recent press conference held in the Green Room in Palmer before his recent appearance at ConnQuest.

Statesmen Needed
Gregory continued, "I feel that the problems facing this country today can be solved by statesmen and not by politicians; and I'm running as a statesman."

The situation in this country, he warned, is growing progressively worse and will continue to decline until qualified men are brought into the government.

"You run this country the same way you run a college," Gregory explained, "If you're the president of a college you don't bring your brother in to head the history department just because you know him. You go out and you get the best historian you can find."

Statesmen and Intellectuals
The statesmen and intellectuals of this country are the individuals who are qualified to solve the

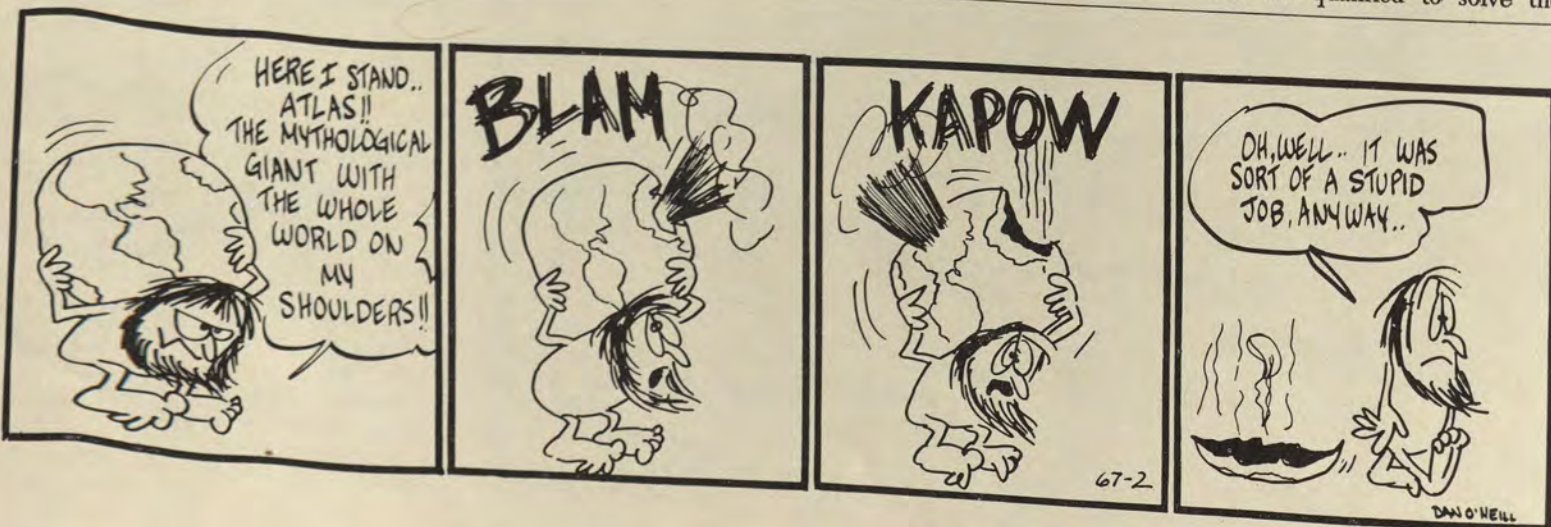
problems facing us, not the politicians. The statesmen and intellectuals who are to be found on college campuses, are the trained, informed members of society. These are the people equipped to answer the problems; not necessarily the politicians.

As far as individual politicians are concerned, Gregory had these comments:

Trampy Politicians
"Rockefeller's a worse tyrant than LBJ could ever be. The difference between LBJ and Rockefeller is that Rockefeller pays more Negroes to say nice things about him than LBJ does."

His reaction to McCarthy was that "I think he's been very good because he lets you see Bobby Kennedy for what he's worth. Anytime Bobby Kennedy can pretend to be against the things he's supposed to be against and not backing McCarthy and keep backing LBJ, then you know he's nothing but a trampy politician, too."

Total Insanity
The problems facing this country are both domestic and foreign. Gregory summed them up saying: "What do we have to do in a country where we go ten thousand miles to free a foreigner and (Continued on Page 8, Col. 1)



ODD BODKINS

Richardson Asserts Theme of Individual

by Barb Skolnik

"It is your program, not mine," concluded Mr. Ben Richardson who had previously spent the entire day continually speaking with students about his work in the Chicago ghettos and his unique artistry.

First being questioned about his political views which he had not discussed previously, Richardson replied that although it was almost impossible to avoid political issues especially in Chicago, his main concern was the "individual"—the Negro and White in the ghetto.

Many students did not question the value of his work but did question his effectiveness in the mass society. Richardson answered "I have no effect on the national side, only on the individual; but if you were that one individual whom I helped what would you say?"

Believes in Myths

During the panel discussion, Richardson had professed a strong belief in myths—myths that would create hope for the poverty-stricken.

He spoke of an individual myth, that would prevent the Negro and White from despairing so that they will be able to continue reading that arithmetic or spelling book to improve themselves.

He continued to explain by way of an analogy. He could look at the table he was sitting at in two ways—either it was small and disorderly or immense and beautiful. If it was immense then only he could get bigger since the table could get no bigger.

In the same way, if one convinces a poverty stricken family that what they have is beautiful and immense, then only they can improve and get bigger.

Negro's Self-Respect

During the course of the day, Richardson related many success stories which involved giving the poor Negro or White money, clothing and food. The question asked was what about the philosophy of "help someone to help himself" or the self-respect of the people receiving these necessities.

Richardson agreed that the problem of self-respect did exist, but that his goal was self-sufficiency which he admitted was not always achieved. He explained that he gave these people clothing and food because they were needed and he wanted to give them a taste of another way of life.



Ben Richardson

"The first step is to teach these White and Negroes to budget their money," explained Richardson. Most of these people have the money either from jobs or welfare payments, but they are taken in by men who sell them 59¢ dresses for \$59. "I act as a mediator between the buyers and the sellers," he said.

Concerning the role of education in the improvement of the Negro and White poor, Richardson agreed that it was a necessary and vital part of this improvement process, but to him the "salvation of the Negro (or White) begins at the home."

Believing that whatever is done is done soon enough and good enough, Richardson told a young man, who was in conflict between pursuing a career of science which interested him greatly and helping in the ghettos which he was also concerned about, that he ought to pursue his career of science.

Stein Warns Students Against Excess of Political Activism

by Ginger Henry

Mr. Maurice Stein, head of the Brandeis Sociology Department, speaking during ConnQuest, warned students that they should avoid too much political activism. Activism is basically not a bad thing, he remarked, but students "can't be swallowed by politics;" they must also have interests in other areas.

Speaking about Brandeis, Stein said that the apathy trap had been avoided there, but at the cost of too much activism. He admitted that he is really worried about what will happen in the spring because the students tend to become even more active then.

Too Much Activism

Stating his reasons for wanting to avoid too much activism, Stein said that riots among the students lead to government repression and shooting. This is not only a physical threat, but also an emotional and social threat, he remarked.

Two student from Brandeis are currently listed as missing persons. A compromise must be effected between apathy and activism so that students neither "cop out from too much apathy or drop out from too much activism," Stein stated.

Dorm Life Not Realistic

Addressing himself to the topic "The University: To What Degree Can It Be Involved in Society?" Stein said that dorm life isn't a realistic picture of life in society and students must find a recipe to solve this problem of alienation from society.

A few suggested recipes were "academic projects which integrate us with society," such as

allowing a political sociology class to go to Washington for the Peace March, allowing students to live in the community so that they are able to associate with assorted types of people rather than only with other students and students involving themselves with the people in the community by programs such as tutoring.

More Things Of Worth

People who urge that the university drop everything else and concern itself only with integrating with society are on the wrong track, however, Stein said. Presently the universities offer "protected exploration of the universe" and are heading toward a dark age where the university becomes monastic, and it must rearrange the structure to make it a place where real educational encounters can occur and at the same time integrate with society.

Relate the University

By a process of relating the university can create an environment which will involve the recognition of the outside world, Stein stated. This process includes relating courses to each other and to what is happening in society.

Stein told students during the seminar, "Don't major in a subject; major in the people who are teaching you something." He went on to explain that students should choose a department with the teachers who are most beneficial for them regardless of what the department is.

When questioned later about what students at Conn should do since teachers, especially in the introductory courses, cannot be selected by the student, he said that we would have to "make a change in the system."



Maurice Stein discusses the role of the University at ConnQuest weekend.

Recruiters Refuse Press Conference

(Continued from Page 1, Col. 5) I see you are not being neglected . . . This is part of the students' educational experience here."

One of the recruiters replied, "I enjoy seeing the girls take an active part. It is their right."

Shain concluded, "I'm sure the girls will show good sense and good manners."

No Press Conference

An attempt was made to hold an open confrontation with the women; but they indicated that they did not want to subject themselves to a press conference.

They did, however, invite small groups of 10 to 12 to meet with them at their recruitment tables.

Students reassembled in the green in front of Crozier to hear Wendy Peter '68 read "Quotations from Chairman LBJ," and Sandy Turner '69 read letters from Vietnam.

Meek Boutique Customers

Amidst guitar singing, group discussions, and the shuffling of meek Boutique customers, hamburgers and doughnuts were passed around generously. Mrs. Vidich of the sociology department contributed 30 cups of coffee.

At 1 p.m., flagging, freezing spirits were revived as Mr. Shepard conducted a two-minute prayer for peace among standing students.

It was a time of silent meditation and a reaffirmation of personal commitment.

Confrontations With Recruiters

At 1:15, Kathy See reported the progress of group confrontations with the recruiters. She explained that they had been driven to the point of self-contradiction.

She urged students to continue debates with them in the hopes that eventually they would denounce the government's Vietnam policy. This proposal met with some audience disapproval.

Faculty Walk By

During lunch, faculty strolled past the students sitting on the lawn. Some ignored their presence, while others joined them.

At the entrance to the lunchroom, a petition was circulating against the war and each faculty member was asked to sign.

Outside, Goldberg drew the line between the "sophisticates inside and the moralists outside."

He stated that the "sophisticates" will sneer, but the "moralists" will act. It is the moralists who will gain self-respect for their actions.

Draft Resistance

He then explained the petition supporting draft resistance, saying that the legal implications were identical to the act of draft card burning.

He exhorted each individual to evaluate the extent of her commitment and then decide whether or not to sign it.

The petition would later be presented to Wm. Sloan Coffin.

Letters To Congressmen

All day, students were busy typing letters to the congressmen of all the states represented at Conn.

Students organized an assembly (Continued on Page 8, Col. 4)

Ah—The Western Movie

In the panel discussion on the historical perspective of the myth, Stein stated that the chief myth today is that of the western movie. The idea of the "shoot-out" has pervaded our whole society, he stated later, as manifested by the riots in the cities and the war in Vietnam. The counter myth to the western movie concerns the delusions of how political affairs can be conducted.

Stein said that the Massachusetts Bay Colony began the delusion that government can be conducted through democratic means, and "somewhere, somehow this whole thing has slipped its gear." Democratic means are not fully adequate to solve all our problems, he remarked.

Commenting on the ConnQuest weekend, Stein said that he found the theme provocative, and he was "very, very pleased with student response." He remarked Saturday night that so far he felt that the weekend had accomplished its purpose and he was "waiting until tomorrow to see the final outcome."

CONN COLLEGE GROUP FLIGHT TO LONDON

June 18—departing from JFK in the evening (time confirmed at later date), Pan Am flight #70

June 19—arrive in London in morning

September 5—departing from London, 4:00 p.m., Pan Am flight #105

Same day arriving at JFK, 6:40 p.m.

\$245 Round trip; \$25 deposit to Travel Board, Box 1181

See Travel Board about student I.D., hotels, student flights in Europe at the Main Desk in Cro., Mon.-Thurs. 4:15-4:45 p.m.



Lolly Simkins questions Armed Forces Recruiters as cardboard statues stand by silently. —photo by s. christiansen

South African Preacher To Speak at Sun. Vespers

A Black South African who has been arrested and confined by the White government of that country will speak at Vespers Sun., March 10, at 7:00 p.m.

Having been arrested in South Africa under the "90-day detention" law, known as the "No Trial Act," Reverend Gladstone M. Ntlabati remained in solitary

WHITE'S
(Continued from Page 1, Col. 1) killing white students."

David Morris, a student at Milligan College in Tennessee, said the "alert teams" will work like a small-scale civil defense system. "We will get dependable students who can be mobilized as soon as we hear trouble is about to break out on a black campus. We will get there the quickest way we can," he explained.

Morris said the success of the system will depend on cooperation between the whites and the blacks. "They will have to let us know when trouble is about to occur." He emphasized that the "white students will be on the line and the blacks will be the quarterbacks."

Several black students said they thought the system is worth a try, although they did not appear overly enthusiastic. They agreed, however, that police are less likely to shoot black students if they have to shoot white students first.

Morris said he thinks he can get enough white students to make the "alert teams" effective. "It won't take too many to form a line in front of the police," he said. "We will have at any one time between 50 and 100 students, that I can assure you. If this thing really catches on, we could have a lot more."

Morris said the "white alert teams" will not be limited to students from the South, but he said the organization will be mainly for southern students. "First, we have to be able to mobilize the teams as quickly as possible. Secondly, we are dealing with the white power structure in the South, and it will mean more to them if we have southern students."

confinement for 87 days until he was charged under the Suppression of Communism Act.

Following his departure from South Africa, Rev. Ntlabati became involved in the African National Congress and is currently working for A.N.C. raising funds for the liberation movement.

Among his other activities, Rev. Ntlabati spent the summer of 1964 working in the south of the United States with civil movements, including the Student Non-Violent Coordinating Committee.

Previously Rev. Ntlabati has testified before the United States Foreign Relations Committee on the situation in South Africa as well as before the United Nations on conditions in South African jails.

Serving in the capacity of guest lecturer, speaker, preacher and chaplain Rev. Ntlabati has spent considerable time touring college campuses in the U.S. and attending many conferences and seminars sponsored by various religious and social groups.

LINAS
(Continued from Page 3, Col. 5)

prevent you from taking an unfeasible schedule during your freshman year.

Katy: I think a lot of freshmen aren't aware of the exemptions available to them. Most girls don't know that you can petition out of a course.

Ann: I think the problem is bad advising during the freshman year.

Moderator: What do you think of using pass-fail to fulfill some of the general group requirements? If there were fewer requirements, would the student still receive the same liberal education?

Ann: It would be interesting to see if we could do this during junior or senior years.

Moderator: Maybe we could be allowed to fulfill 3 requirements with the pass-fail option.

Jane: It will be difficult to avoid the student who won't explore new fields.

Cadets Find Co-ed Plan Unmatchable

by Carol Brennan

"I hope to God they'll continue it," Frank Scaraglino, a cadet from the Coast Guard Academy in reference to a new facet of academic cooperation between the Academy and Conn.

Three first classmen with minimum scholastic averages of 3.15 were chosen from a group of applicants to elect one course at Conn which is not offered in their curriculum.

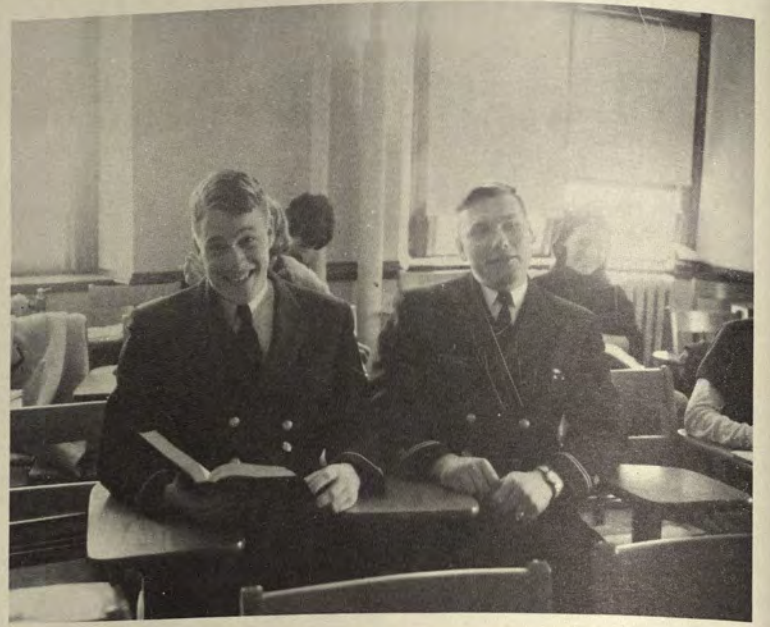
The participating cadets are William C. Hain, Thomas Johnson and Frank Scaraglino. All three are in the management program at the Academy which offers a wider background in the humanities than does the engineering division.

Teaching Novelty

Tom Johnson, who is from Birmingham, Michigan, first applied to take a studio art course, but because of a conflict, is taking his second choice, American Political Thought. He found the instructor, Mrs. Davis, "very intelligent" and pointed out the novelty of being taught by a woman.

Tom found the classroom atmosphere quite similar to that at the Academy. "There are some people who always talk in class and some who never do; it's just like that in my other classes," he remarked.

Frank Scaraglino, who is taking Ancient History of the Mediterranean, enjoyed the way Mr. Cranz relates information from other fields in his lectures. "Down here, we often get things in bits and pieces, but Mr. Cranz ties everything together," he said.



CADETS INFILTRATE Conn classrooms; Tom Johnson and Bill Hain.

Special Liberty

The cadets are given two hours special liberty to come over to Conn for their classes on Tues. and Thurs. Tom remarked that although they haven't gotten to know anyone in their classes too well, he and Bill Hain usually go over to Cro for a cup of coffee before going back to school.

Frank's enthusiasm for the program is shared by Tom. He expressed the opinion that it should be expanded so that second and

third classmen are eligible.

"It's really good to see how education is at a school that's so different from mine," Frank commented.

Tom stated that the future of the experiment depends on the academic success of the boys now participating and the evaluations of both the cadets and their Conn instructors of the success of the program this semester. His own opinion is obvious: "It can't be matched!"

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JOHN THOMAS

LOVES

LADY JANE

DEAN'S LIST - FIRST SEMESTER

CLASS OF 1968

GROUP I (3.75-4.00)

- Benedict, Helen 4.00
Berkman, Joanna
Cheris, Ruth 4.00
Downes, Carolyn
Epps, Helen
Fasano, Elena 4.00
Gilfillan, Mary
Harvey, Anne 4.00
Hitchens, Patricia
Ives, Janet
Newman, Joyce
Oyaas, Margaret
Reveloy, Rhema
Rhodes, Donna 4.00
Taylor, Shelley
Wolf, Ellen

GROUP II (3.10-3.74)

- Aiden, Edith
Altman, Bonnie
Bernatowicz, Daria
Brown, Anne
Burrows, Joan
Caruso, Carol
Cohen, Myrna
Davison, Elizabeth
Dowling, Kathleen
Emery, Suzanne
Fankhanel, Katherine
Groat, Linda
Hadjiyannakis, Lia
Hancock, S. Deane
Hee, Shirleyanne
Johnson, Martha
Karl, Karen
King, Mary
Krook, Nancy
Lasovick, Susan
Lowe, Melva
Mabrey, Susan
Martin, Josephine
Monahan, Linda
Reimers, Terry
Sandstrom, Judith
Sprackling, Tracey
Suiter, E. Brooke
Tournier, Noelle
Townes, Ellen
Tyson, Marian
White, Catherine
Wilcox, Claire
Wooding, Barbara
Zammataro, Pauline

GROUP III (3.00-3.49)

- Alder, Christine
Allegaert, Lynn
Anderson, Karen
Balfour, Lois
Behr, Wendy
Belden, Louise
Bergida, Amy
Bergman, Adrienne
Berky, Pamela
Brill, Leslie
Bronfman, Corinne
Bruen, Marian
Buchsbaum, Kathie

- Cassara, Judith
Chartoff, Iris
Chumbley, Helen
Clarkeson, Mary
Cole, Diane
Conybeare, Carolyn
Cook, Allyson
Corman, Naomi
Cossman, Jill
Curwen, Virginia
Dalzell, Lucinda
Daniel, Miriam
Davis, Diane
deMaar, Susan
diTrolio, Barbara
Dolan, Margaret
Donaghy, Elisabeth
Doyle, Kathleen
Drews, Merrilynn
Dunn, Karen
Eisen, Fan
Dunleavy, Joanne
Enright, Jane
Ewing, Deborah
Fertig, Ann
Feury, Ellen
Finn, Nancy
Flemming, Joan
Foskett, Sally
Frost, Margaret
Gaynor, Patricia
Gehrig, M. Suzanne
Gilbert, Nancy
Gjettum, Pamela
Glidden, Gertrude
Godfrey, Susan
Goldberg, Eileen
Goodman, Leatrice
Gray, Priscilla
Guenther, Kathleen
Halsey, Betsey
Hardenbergh, Margaret
Harfst, Helen
Harp, Mary
Hart, Janet
Hartwig, Jane
Hatch, Barbara
Hearon, Virginia
Heath, Elizabeth
Herman, Harriet
Hintlian, Andrea
Hirsch, Ellen
Hoffert, Rebecca
Houle, Julie
Humphreys, Ann
Irving, Judith
Kalish, Nita
Kehoe, Jean
Keller, Judith
Kennedy, Susan
Kent, C. Victoria
Lanzano, Georgia
Latimer, Lindsey
Leader, Ellen
Levin, Leslie
Lewis, Kathryn
Lewis, Patricia
Littlefield, Diane
Lunt, Judith
Manning, Jane
Marcus, Carla

- Marcy, Heather
Mauriello, Lynda
May, Eleanor
McKinney, Jo Ann
McMeen, Marcia
Miles, Lynn
Miller, Lucille
Modeski, Barbara
Morgan, Annabel
Palmer, Anne
Pekoc, Joan
Perekslis, Constance
Powell, Silvia
Puder, Virginia
Rabenold, Diana
Rand, Barbara
Range, Barbara
Rankin, Susan
Reinfeld, Patricia
Rhodes, Katharine
Richardson, Marilyn
Rich, Sandra
Rossire, M. Suzanne
Rovetti, Jean
Salamone, Marianne
Salzberg, Robin
Sanborn, Dianne
Sanborn, Suzanne
Seath, Elaine
Semansky, Nina

GROUP III (3.00-3.49)

- Sethness, Alison
Sharkey, Susan
Sidor, Elizabeth
Simkins, Lorilyn
Snay, Louise
Solway, Linda
Spear, Wendy
Stearns, Mary-Dinnis
Sudow, Ellen
Susman, Katherine
Todd, Charlotte
Togikawa, Nan
Tolli, Donna
Torrey, Josephine
Van Winkle, Susan
Visca, Valerie
Wadleigh, Anne
Walker, Mary-Elizabeth
Ward, Roberta
Wattenberg, Francine
Weintraub, Gail
Wiener, Jane
Wilcox, Roxanne
Winans, Jean
Yamin, Marion
Youn, Charity
Young, Karen
Young, Priscilla

CLASS OF 1969

GROUP I (3.75-4.00)

- Bowden, Karen
Brereton, Elizabeth
Burns, Wendy
Chaney, Dianna
Daniels, Ronnie 4.00
Pellegrini, Maria 4.00

- Scharlotte, Susan 4.00
Thorward, Susan
White, Sue
Whitlock, Deborah

GROUP II (3.50-3.74)

- Berman, Nina
Bishop, Sally
Brown, Sara
Busch, Sara
Dilzer, Kathleen
Feigin, Barbara
Hugo, Lynne
Kern, Kathryn
Miller, Rita
Phelan, Katherine
Robinson, Diana
Sigal, Susan
Taschner, Joann
Valela, Maria
Wolpert, Regina

GROUP III (3.00-3.49)

- Abel, Linda
Adams, Diane
Aponte, Zolita
Aronoff, Ellen
Bamberg, Judith
Barnum, Serena
Beale, Susan
Beardsley, Nancy
Benner, Areta
Bileski, Carol
Bonniol, Anne
Boone, Julia
Boyd, Sara
Brackman, Alicia
Brooks, Jeanne
Bunce, Katherine
Burnham, Christina
Chockley, Nancy
Cooper, Evelyn
Cornell, Linda
Cuff, Nancy
Doodlesack, Lee
Dorros, Karen
Eidler, Bonnie
Feuu, Leslie
Fisher, Leslie
Golub, Judith
Gobles, Barbara
Chrupcala, Lynne
Dion, Barbara
Fournier, Suzanne
Hanson, Linda
Levy, Diane
Micoli, Joyce
Milwid, Mary
O'Brien, Regina
Palay, Susan
Roses, Barbara
Sloan, Wendy
Staples, Valerie
Sweet, Sharon
Sze, Ann
Ward, Amy
Yeomans, Janet

- Pfister, Barbara
Pite, Barbara
Radcliffe, Dolores
Ramsey, Catherine
Reitman, Jayne
Rheinlander, Karen
Robert, Catherine
Robinson, Ellen
Rockmaker, Nancy
Ryan, Sheila
Rydstrom, Christina
Sahrbeck, Margot
Saunders, Mary
Scheckman, Mary
Slotnik, Joanne
Smith, Shelley
Sommerville, Molly
Steinberg, Ellen
Stone, Betsey
Tenenbaum, Anne
Thomas, Louise
Turner, Sandra
Wallman, Betty
Warga, Pamela
Warner, Kimberly
Weinberg, Ann
Welsh, Carla
Whitin, Susan
Whitwell, Julienne
Wiener, Margaret
Williams, Laurie

CLASS OF 1970

GROUP I (3.75-4.00)

- Aaron, Ruth
Cohen, Peggy
Diamond, Diana
Florida, Nancy 4.00
Grenadier, Ellen
Hawes, Barbara
Holloway, Susan
Stone, Alison
Wassman, Diane 4.00

GROUP II (3.50-3.74)

- Atwater, Mary-Jane
Blankstein, Janice
Boles, Barbara
Chrupcala, Lynne
Dion, Barbara
Fournier, Suzanne
Hanson, Linda
Levy, Diane
Micoli, Joyce
Milwid, Mary
O'Brien, Regina
Palay, Susan
Roses, Barbara
Sloan, Wendy
Staples, Valerie
Sweet, Sharon
Sze, Ann
Ward, Amy
Yeomans, Janet

GROUP III (3.00-3.49)

- Acomb, Lindsay
Alvarez, Mauricio
Appenzellar, Sally

- Bacchiocci, Elizabeth
Ball, Betty
Beam, Faith
Becker, Barrie
Bliss, Pamela
Bostwick, Cheryl
Cary, Frances
Chandler, Myrna
Claros, Barbara
Clash, Susan
Conrad, Cynthia
Davis, Anita
Davis, Leslie
Derman, Susan
Derr, Jane
DeVuyst, Valerie
Ekberg, Mary
Ferretti, Nancy
Fontana, Elayne
Foster, Deborah
Frey, Elaine
Gaynor, Barbara
Gilbert, Nancy
Glancy, Jean
Greene, Janis
Groenwegen, Tricia
Handy, Alice
Harvey, Emily
Hearst, Nancy
Heilman, Christine
Heilman, Judith
Hermann, Barbara
Holland, Tina
Krupski, Marie
Kruth, Jane
Laudone, Anita
Lewis, Susanna
Limberg, Peggy
Linendoll, Marilyn
Mara, Mary
McAllister, Janis
McCoy, Carol
McCreary, Margaret
McKay, Deborah
Millard, Elizabeth
Murray, Patricia
Nash, Laura
Neale, Lucy
O'Brien, Margaret
Patchell, Linda
Pheterson, Gail
Richman, Jane
Robinson, Lynn
Robinson, Randall
Rockoff, Bonnie
Rome, Janet
Rooks, Cordelia
Rosen, Donna
Rothenberg, Eda
Rynar, Bonnie
Sanborn, Christina
Schwartz, Joan
Shaw, Linda
Skolnik, Barbara
Sokolov, Cynthia
Stein, Nancy
Terry, Joanne
Thomson, Lucy
Trachtenberg, Judith
Ward, Joanne
Waring, Janet

- White, Sally
Wick, Mary
Wilkins, Linda
Williams, Tema

CLASS OF 1971

GROUP I (3.75-4.00)

- Dagle, Joan
Higgins, Mary 4.00
Wheeler, Mary

GROUP II (3.50-3.74)

- Alvarez, Julia
Feeney, Susan
McGregor, Laurie
Ross, Catherine
Sandler, Marcia
Scott, Susan
Wolff, Adele

GROUP III (3.00-3.49)

- Ballinger, Barbara
Beck, Susan
Bernard, Bette
Blum, Diane
Breene, Virginia
Brooks, Lynda
Chakarian, Dale
Cohn, Susan
Danzger, Barbara
Dietzgen, Marian
Drab, Norma
Elias, Nancy
Emerson, Elisabeth
Federico, Paula
Firestone, Carole
Frell, Ellen
Goodman, Ellen
Hackenberger, Margaret
Harrison, Elizabeth
Havell, Nancy
Heim, Sibyl
Huckle, Ann
Hyde, Andrea
Jones, Gayl
Ketcham, Katherine
LePage, Paulette
Mathes, Glenna
McCarthy, Kathleen
McLean, Gloria
McOuade, Francine
O'Rourke, Patricia
Pedicino, Nancy
Platt, Nancy
Salomon, Julie
Sgarzi, Julie
Simon, Diane
Sivek, Anne
Snyder, Kathryn
Sze, An-Ming
Taylor, Patricia
Thompson, Lauda
Trowbridge, Ruth
Vater, Carol
Wade, Margaret

*Taking one course
Pass-Fail

Letters to the Editor (continued)

off campus to confront social problems, that Connecticut College has its own hypocrisies, such as its own brand of racism. Mr. Kozol commented on the fact that there are no black professors here, and the reason is not that there are no qualified black professors around. If there were a real effort to look, we would have some black teachers.

In response to those who have asked what they can do, I have two suggestions for possible answers. On Mar. 7 at 7:30 there will be a black student here speaking about black power at the university.

Following his speech there will be a discussion of possible lines of action that we can take on campus. Also, early in March, Eric Lincoln is bringing six Union Theological Seminary students here to speak about the white liberal response to black power and what white liberals can do not to repress the militant black mood, but to eliminate the reasons for it.

Lolly Simkins '68
Pres. of the Afro-American Club

ConnQuest

To the Editor:
From our standpoint, ConnQuest 1968 was successful. It was more than just a conference planned by a committee. It was an experience; one in which everyone shared, everyone was concerned, everyone was honest. "Communication" in the fullest sense existed.

Our speakers expressed gratitude to the entire community for the enthusiasm and sincerity which greeted them at Connecticut. They left with strengthened hope. . . .

We too want to thank every member of the campus for making this experience possible. For some, it was perhaps a beginning; for others it was just another step toward understanding.

But now feelings, questions, concerns, fears and hopes remain; our only hope is that it does not end—discussions will continue, individuals will take action, the community will participate, and Connecticut College will truly exhibit its full potentials for more than just one weekend.

Beth Brereton '69
Barb Hatch '68

Idealism

To the Editor:
Idealism is an intangible that can easily be lost, and it requires very special circumstances to remain tenuously alive. Thank you, Beth Brereton, Barbara Hatch, and Connecticut College for providing those circumstances in abundance.

Sincerely,
Ted Breton
Lehigh University

National News

To the Editor:
We would like to express our incredulity in regard to Karen

Blickwede's letter in last week's Conn Census.

First, we are pleased with the continuing efforts of the Conn Census staff to extend itself beyond its former role as Campus Bulletin Board. We had hoped that this was an indication that students are aware that the activities beyond this campus are indeed relevant to our whole educational process.

The newspaper has always been a member of the Collegiate Press Service ("an outside the college release"), which is a sort of AP of college news media. Nobody has objected when Conn Census used CPS stories on other colleges' parietal hours, grading systems or curricula. Why, then, must our concern with fellow students become "inappropriate" when three of them are killed?

There is no way that we can prove, in a letter to the Editor, that police brutality exists in this country. We can only say that we have experienced it.

However, Karen, you and many others will not believe it until it happens to you. If you choose to ignore the empirical evidence that such brutality exists, it will continue and expand. Then it will be too late for academic arguments concerning its relevance to Conn students.

B. Ann Kibling '69
Katie O'Sullivan See '70

To the Editor:

Most of us are opposed to the war in Vietnam. We demonstrated on campus reaching only

those who are in accord with us, but little of our distress is communicated beyond Connecticut College to those who can change its outcome. We have passed the time when bright members of our college community can afford to use themselves only as units in a number count of a demonstration. In addition to protesting we should apply our efforts in the following positive ways: First, we should acquaint those in office with our opinions, and then we should assure the elections of those men who both oppose the War and have the support of their parties, for they can most effectively represent us.

I urge you to voice your opposition beyond the College in intelligent, well-written statements to the men who hold the purse strings of the War, our senators and representatives. Write Senators Dodd and Ribicoff and Rep. St. Onge because our community falls under their jurisdiction. They will receive our letters in quantity. Write your own senators and representatives to let them know what their constituents think. If you are of voting age and/or share the same party affiliation as the men you are writing, include this important information in your letter.

I also urge you to demonstrate your concern by working at the local level to aid the election of those who oppose the War. If we do not exert ourselves beyond our academic community, our complaints and demonstrations will be vaguely reminiscent of high school booster clubs that cheer their teams without shouldering any of the load themselves—and will be just about as

helpful.
Kath Susman '68

Purpose?

To the Editor:
I am opposed to our involvement in the war in Vietnam. I believe it is a civil war, one in which the United States has no right to interfere.

I am also opposed, however, to poorly organized, ill-defined protests. Without clarity of goals and purposeful organization, a protest cannot be truly effective. It is only a farce.

Connecticut College is finally ready for some form of planned, constructive protest, but maximum participation in any movement cannot occur until its purpose is precisely defined.

Judy Bamberg '69

Before Mr. Logan

To the Editor:
I was amazed at your editorial last week concerning the appointment of Phillip Jordan to the position of associate dean for academic affairs. His appointment is certainly to be commended, but the attending remarks of the article warrant some criticism.

I wonder, in fact, if perhaps you neglected to ponder on the contents of your lead article on page one. Can the institution of a new calendar, abolition of calendar days, repeal of the residence requirements during the Spring Reading Week, and the change in class attendance regulations be ignored? You imply that numerous ideas for academic change are circulating with no

(Continued on Page 10, Col. 1)

Amherst, Columbia, George Washington Lift Their Bans On Military Recruiters

CPS)—The three colleges who banned military recruiters last fall have lifted the bans and several other schools which were considering such bans have decided to drop the idea.

The bans were originally put into effect at Amherst College and Columbia and George Washington Universities after Selective Service Director Lewis B. Hershey sent a letter to local draft boards recommending that they reclassify and draft anti-war and anti-draft demonstrators as soon as possible.

A Letter Did It

The apparent reason for the dropping of the recruiter ban idea is a letter which Presidential assistant Joseph Califano sent to the presidents of the Ivy League schools last December. Califano said draft boards will not be used to "repress unpopular views" or judge the legality of demonstrations.

Although General Hershey tersely commented that he knew what was in the letter "but I didn't write it" and the White

House has not formally disavowed Hershey's letter, administrators at Columbia, Amherst and George Washington all subsequently re-admitted recruiters.

The Army and Marines recruited last week without incident at Columbia, the first campus to ban recruiters. In fact, the campus chapter of Students for a Democratic Society voted not to obstruct the recruiters. However, there was some student criticism of university officials.

GW Criticism

Student criticism of George Washington's President Lloyd Elliott was even stronger when he lifted GW's ban almost as soon as Califano's letter was released. The student senate passed a resolution opposing Elliott's action, but he has not reinstated the ban.

Amherst's college council voted to re-admit recruiters, while restricting where they could recruit, after filing a long report which quoted Califano's letter as a demonstration that draft boards

would not be used to punish legal violations.

Military recruiters voluntarily agreed to suspend recruiting at Dartmouth until students and faculty could work out a policy. The student government asked for a ban, but the faculty voted to let recruiters on campus, provided they will talk to any one, including opponents of the war.

Stanford, Cornell, Too

Faculty groups at Stanford and Cornell Universities both voted that recruiters should be banned. Nothing was done at Cornell, partly because of the Califano letter and partly because no more recruiters were scheduled for the rest of the year. At Stanford the academic council voted overwhelmingly to ban recruiters but after a letter from Califano to Stanford President Wallace Sterling the faculty decided to drop the matter.

Bans have been asked at several other colleges but not carried out. The faculty of Portland (Ore.) State College voted this month not to ban recruiters but planned to reconsider it.

He urged the organization of control groups "you live and work, and whenever the government impinges upon you." Only this kind of co-operation can parallel and compete with the power of the military-industrial complex that controls America today, Dellinger continued.

"We have begun to organize, but what has been accomplished is only a beginning.

"Government will listen and act if it faces a revolt by its people."

prevent the decline of a powerful country. He is strong and he is dedicated. He is a statesman.

DELLINGER
(Continued from Page 4, Col. 5)
from American shores."

Practicality

"But more practically speaking, if we stop sending our planes over the north, the north will stop shooting at them."

"All the odds are stacked against the dissenter. A great deal of pain, organization, jail sentences and even deaths must go into the movement to end the war," Dellinger said.

GREGORY

(Continued from Page 4, Col. 5)
we've still got an Indian trapped right here on a reservation. This is just total insanity."

Gregory warned that if this country's policy does not improve, it "will be torn apart within the next three years."

He further exhorted that "There's a possibility that the whole country can come down this summer." And the revolution is for the benefit of the total U.S. population because "It's not black against white; it's right against wrong."

New Structure

There are problems in this country and Dick Gregory both recognizes them and proposes positive solutions for them: break down the present degenerate political structure and build up a new structure founded and comprised of statesmen and intellectuals.

Dick Gregory is not a politician. He is a man who wants to

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Explaining that the United States is headed for the greatest crisis since the Civil War, Smith declared that we must "find a fundamental policy that will give God's prerogative back to Him and take it off our shoulders."

At this point Sandy thanked the assemblage for its presence and complimented it on its behavior.

Havens Evaluates

When asked his reactions to the peace vigil, Mr. Thomas Havens, assistant professor of history, remarked that he was "amazed at the size and spontaneity of this movement. It seems that there is near unanimity on this campus about the need for redirection of the American policy in Vietnam."

He praised the vigil, saying that it was "handled well and with respect for others opinions and rights."

In a letter to Pres. Shain, Mr. Christiansen wrote "I am joining the students in their vigil of protest against the Vietnam war," and added that "This action is so important that it must take priority over class meeting."

Included in the letter to Pres. Shain was an invitation to "join us if you feel so moved."

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Making a spectacle of themselves right out there in public.

And all for what? For the right of women to vote!

Heaven help us! The times we live in!

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What's this younger generation coming to?

NEWS NOTES

LETTERS

(Continued from Page 7, Col. 5)

direction, yet these new changes certainly did not occur by themselves.

One cannot underestimate the great amount of time and energy the Dean of the College, members of the Instruction Committee, Administration Committee, and many interested faculty members have spent in reaching these decisions.

Granted, some of these decisions have been long in coming, perhaps too long, but the important thing is that they did come. And in a college structure such as ours, based primarily on committee action, such decisions require much time to be worked out.

You mentioned changes in the exam schedule, general requirements, and honors program, "until now" ("now" being the coming of Mr. Jordan) as consisting of "rumors, or the workings of a small coterie of interested individuals." At this present time (before Mr. Jordan), however, the Student-Faculty Academic Committee, composed of elected student and faculty members, is discussing self-scheduling of exams; the Instruction Committee is reviewing the general requirements and is in the process of completing a new statement of the Honors Program.

Can a new dean, given our present college structure, do more to furthering academic change than those already-existing committees, which, as indicated by your page-one story, have achieved success in their operations?

I am not criticizing the appointment of Mr. Jordan per se. In fact, I believe his appointment is a significant recognition of the fact that new academic innovations now warrant the attentions of an administrator devoted entirely to them.

But I do think that you have overlooked on page two what you so marvelously stated on page one, namely that Conn College has already entered a new phase of academic change, initiated by its already-existing committees, composed of faculty, students, and the administration.

Katy Montgomery '69
Chairman, Student-Faculty Academic Committee

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Conn defeated Central Connecticut 36-24 in a basketball game Feb. 27.

JUNIORS PLAN SHOW PREVIEW

Juniors will announce the title and give their classmates a sneak preview of the theme of Junior Show '68 at the Junior class banquet Wed., March 6, in Harris Refectory.

Juniors will present this years musical comedy Fri.-Sat., May 3-4, in Palmer Auditorium.

The program will include singing, dancing and the traditional kickline. For a new twist this year, the plot is more related to the world outside of Conn.

Mixed Music

Music will be provided by a mixed band and orchestra with the piano, flute, drums, clarinet and other instruments.

Nancy Schoenbrod will direct the show. Assisting her are Sallie Williams, technical director; Anne Hutchinson, acting director; Candy Linsay, kickline; and Jane Little, choreography.

Score composers include Lee Doodlesack and Jackie Follett. Kica Murillo is writing the lyrics. All scores are original.

Plot writers are Ruth Kunstadt, Sam Rockmaker, Linda Platts, Liz Tobin, Sara Busch and Jean Harvey.

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Artist Rosalyn Drexler, a "pop painter", will be the visiting artist critic this semester providing seniors with professional advice.

Young Uck Kim, violinist, will perform March 6, at 8:30 p.m.

"On the Waterfront" and "Goldiggers of 1933" with Marlon Brando will be presented Tues., March 5 in Palmer Auditorium, 7 p.m., to benefit the J. A. Fund. Donation will be \$1.00.

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Gilliam To Present Lecture On Black Power Movement

"Black Power: Beauty or Chaos" will be the subject of a lecture presented by Reginald Gilliam, a third year student at Harvard Law School, on Wed., March 6, at 8:30 p.m. in the main lounge of Crozier Williams.

After the lecture there will be a chance for discussion with the speaker and also for discussion on what can be done to help get a Black professor on campus and a course in Black History in the Connecticut College curriculum.

Reginald Gilliam, a native of Harlem, graduated from Lincoln University, majoring in history. After graduation he anticipates community work in Harlem. He is presently the president of the

Harvard Law School Black Student Alliance and has been visiting colleges in the area speaking on Black Power.

Alarm

Lolly Simkins, president of the Afro-American Society, which is sponsoring Gilliam, points out that recent cries of "Black Power" have spread alarm through both Black and White communities and understanding of the movement is impossible without inquiry into it. The lecture on March 7th offers an excellent opportunity for education on this important subject and should serve as a key to better understanding of the issue.

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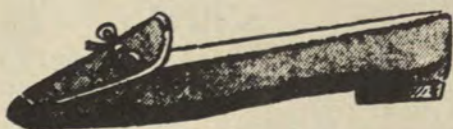
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