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Faculty Adopts Plan For Studies Period

At a meeting of the Instruction Committee last Wednesday, the faculty adopted a tentative plan for the Special Studies Period, which will replace the first and second semester Reading Periods.

The Special Studies Period, which occurs during the interim between semesters, offers students opportunities to undertake further work in fields already studied, and to investigate areas not included in the regular courses of instruction.

All students will register for one of the following activities:

Seminars

The student may enroll in a seminar which will meet twice weekly for study and discussion of a selected topic. These seminars will be directed by members of the faculty, by qualified undergraduates or by visiting specialists.

Directed reading programs on selected topics will also be offered. Administered by a member of the faculty, each program will conclude with a colloquium in which students and faculty will participate.

Independent Study

In consultation with a member of the faculty, a student may elect to do independent study through reading, work in the fine arts or laboratory and other experimental projects. The student and her faculty advisor will confer at the end of the Special Studies Period to discuss the student's work.

Students who are enrolled in Honors Study (course 351-352), or who are engaged in a year's course in Individual Study, may elect to continue their work in these courses during the Period.

Students wishing to qualify for certification in teaching may, by arrangement with the De-

partment of Education, use the Period for practice teaching in the local schools.

Administrative Committee

A standing committee of the faculty, composed of four faculty and three undergraduate members, will administer the Period. One student member will be elected by each class during the regular spring elections; however, this year, the student members will be elected during the fall.

The committee will initiate and approve proposals for seminars on selected topics, reading programs and independent study. It will select seminar leaders or supervisors of the directed read- (Continued on Page 6, Col. 3)

CURA WILL FORM CONFRONTATION GROUPS

The Committee for Understanding Racial Attitudes will work in new directions this year.

At an organizational meeting on Oct. 2, chairman Katie See explained that the emphasis of the group will change from one of reading and discussion to a new program of confrontation groups, each educating a different segment of the community.

Confrontation Groups

There will be a total of seven confrontation groups. Three will work on campus: with the admissions office in attracting black students to this campus, with alumnae and with the Instruction Committee in shaping courses in the area of black studies.

In the New London commu-

nity, three confrontation groups will work with high school students, businessmen and the suburbanites.

Other Campuses

The seventh confrontation group will try to organize C.U.R.A. on other college campuses.

The purpose of C.U.R.A. is to examine the historical, social, psychological and economic aspects of race relations. This will include a personal examination of our own prejudices, and how they apply to racism.

As Katie explained, "We will become aware of racial attitudes, so that we can act to reduce prejudice by confronting the white community."

Each Group Autonomous

"Each confrontation group will be autonomous, in terms of designing its own techniques and deciding how best to implement them.

"We will be a decentralized organization this year. The steering committee will act only in an advisory capacity, if you need assistance, but the decisions will be made by each group, according to its interests and needs.

"The self-education process of reading in a selected area, followed by discussion, will be continued, but it will be complemented by the vital confrontation groups."

Abstract Rhetoric Reigns As Hatfield Avoids Endorsement of Richard Nixon's War Stance

by Linda Rosenzweig

Symptomatic of campaign '68, Senator Mark Hatfield studiously avoided any definitive reconciliation of his endorsement of Nixon for President with his own dovish stance on the War.

Speaking at Conn, last Thursday, Hatfield used the mechanics of Oregon state law to circumvent this blaring political contradiction.

Senator Hatfield repeatedly stressed his conviction that the war in Vietnam must be ended. And that in May of 1967, he was a member of the Senate Republican Policy Committee which recommended a departure from the Johnson Administration's handling of the War.

Clearly, the Republican Party must produce a candidate behind whom the Republicans can rally to restore the political "confidence and



Sen. Mark O. Hatfield

faith which Hatfield acknowledges as so important. Yet Hatfield himself, who is recorded as one of the main champions of Nixon's candidacy, did not once make any statement which asserted in a positive way his support for Richard Nixon.

Instead, he admitted that rather than cast a merely perfunctory vote for Nixon at the Republican Convention, he de-

cidated to take a more active role by endorsing Nixon.

Not once did Hatfield say convincingly that he believed Nixon to be the man to get us out of this war.

Solutions?

The problem of race relations is one of the biggest crises this nation has ever faced. Asked how Mr. Nixon would confront (Continued on Page 5, Col. 3)

Brown, Wesleyan, Trinity Respond As Universities Expand Their Curriculum

by Myrna Chandler

-W. E. B. DuBois, LeRoi Jones and Malcolm X are being read along with William Faulkner, Erich Fromm and Paul Samuelson in classrooms across the country this fall, as colleges and universities integrate their curriculum as well as their campuses.

"The administration of Brown University, in response to the continually increasing pressure from its undergraduates, has instituted two new courses this fall," according to the *Brown Daily Herald*.

The first, "Problems In Nineteenth and Twentieth Century American Negro History," is intended to familiarize students with some of the significant events of black America during the past two centuries. According to Professor Thomas, the instructor for the course, the "history department believes it has an obligation to offer this type of instruction."

Charles Nichols, the instructor for "Negro Literature In America from Harlem Renaissance to the Present," intends to focus on the poetic and fictional literary works of some black American writers such as John W. Johnson, W.E.B. DuBois, Richard Wright and Le Roi Jones.

Trinity College has made a recent attempt to adjust its curriculum to the desires and academic needs of its students, thus a course entitled "Inequality and Poverty" has been added to the Economics department.

Hartford field work

According to the *Tripod* the course will examine the problem of unequal wealth distribution in the United States. Using Hartford for field work, Professor Battis, who formulated the course, will stress "the measurement and conditions underlying the inequality in income distribution, causes and conditions of poverty and a critical evaluation of the "War On Poverty" in an affluent society."

Much activity is directly traceable to pressure last spring from student groups who felt that in presenting only white American history and sociology and literature, colleges were ignoring or downplaying an important facet of the nation's culture. Professors, who decided that America's racial crisis necessitated a deeper and more diverse knowledge of American minorities than present scholarship made possible, joined the fight.

Up from Geography

Previous study of black civilization had been limited almost entirely to the history or geography of Africa. Now, students wanted to learn about the Negro in America—his history and his contributions to their society, his political and intellectual evolution from slave into militant.

Most of the courses in black studies deal with Negro literature (writers like LeRoi Jones, James Baldwin), Negro American history (on which DuBois and historian Staughton Lynd have written), and music and folklore. Also common are courses on poverty, race rela-

(Continued on Page 2, Col. 4)

Socialist Worker Candidate Advocates Student Revolution

by Mary Ames Wadsworth

Peter Buch, Trotskyite, advocated world-wide student revolution, and the demolition of the bureaucracy, last Tuesday in Larrabee.

Buch is running for Congress on the Socialist Workers Party ticket in New York. He sees an end to the Vietnamese War, equal opportunity for the Blacks, and a wonderful new society—with a vote for him.

"What happened in France will happen here," claimed Buch. On May 10 and 11 of this year a student motivated group of 10,000,000 workers struck. "It was the largest strike ever," shocking the world because the Communist party was successful in an advanced industrialized country.

Not Working For Worker

Buch calmed us, however, by saying that this was not the true Communist party, that it was impure, not really working for the workers, bureaucratic.

In fact, bureaucratic was his

favorite word. "Hubert Hypocrite Humphrey, and Neanderthal Nixon" were, of course, bureaucrats. The French and Russian Communist parties were bureaucrats. The only pure Communist party was the Buch Trotskyite one. He neglected to (Continued on Page 4, Col. 5)

RESPOND TONIGHT!

Tonight you will have the opportunity to express your political opinions in a campus-wide survey sponsored by *Conn Census*. In an effort to insure its validity, *Conn Census* has consulted a member of the psychology department, political scientists, members of the history department, and responsible students. This poll will not be valid unless we have over 80 per cent of the college responding. A ballot will be distributed to each student in her room immediately after dinner tonight and collected one-half hour later. Faculty and administrators will receive ballots in their mail boxes.

Member
Intercollegiate
Press

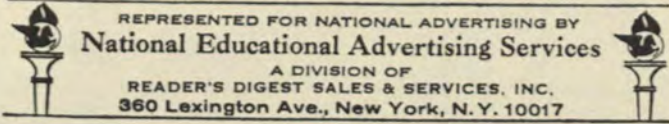
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Editorial . . .

HATFIELD

Well-dressed middle-aged lady with lovely young girl: "Look at that sign! KEEP BIAFRA ALIVE, KEEP VIETNAM ALIVE. We don't want to set near these rebels, do we? Let's move."

Spiro T. Agnew says looters should only be shot if they refuse to halt when told.

YAY! YAY! Vote Nixon-Agnew!

Coastie to date: "POWER TO THE PEOPLE IN PRAGUE, POWER TO THE PEOPLE IN HARLEM. Boy, you must have a bunch of inane people around here!"

Date: "Well, yeah, I mean, no kidding!"

Mart Hatfield says Black people need economic power. Poverty should not be met with oppression.

Bring the boys home from Vietnam! Yah! Rah! Spend the money on domestic affairs! We gotta build more anti-anti-anti-missile missiles to defend ourselves against the Commies!

Rah! We love Richard Nixon!

Richard Nixon says we mustn't talk about the war because we can't trust the North Vietnamese.

Turn on with Nixon!

Mark Hatfield supports Richard Nixon. Mark Hatfield says that in these times we must not remain silent on the Great Issues. "I don't believe in moratorium."

"DEFEND MANKIND, DEFEAT MILITARISM. What kinda nuts you got in this school?"

Yah, Rah, Wow! Sock it to us, Dick, Baby!

HATFIELD HAS NO SOUL: HE SOLD IT TO NIXON

Scene: Three lovely young Conn blonde nice dresses; pretty shoes; Young Republicans, eye lined ladies tear down the sign in a rage most unbecoming the image of a Connecticut College woman.

"Hey, now wait just a minute. He's going to talk to us; we have a right to give him *our* message."

Ripping proceeds.

Mark Hatfield says he's glad to see all us Young Republicans—and all us Young Democrats—and those in between.

Where does that leave me? "Hey! Senator! What about us?" Isn't he glad to see us?

Ah, Irrelevance

BAK



Letters to the Editor

To the Editor:

Contemporary Courses

I heartily agree with your recent editorial which calls for more courses offering credit for work done in the New London community. You will be interested to know that the Psychology Department does give credit for individual study carried out in local hospitals, child guidance clinics and community action centers. Approximately ten students have chosen this form of independent study thus far.

As for courses dealing with the problems of today's society, the Department will offer second semester seminars in community psychology (Psych. 340—Current Issues) and cross-cultural psychology (Psych. 334—Selected Topics), both led by specialists in these areas.

Interest in the contemporary world need not be incompatible with the aims of a liberal education. The liberal arts will be endangered more when the freedom to inquire is compromised, than when the subject of inquiry happens to be one of immediate relevance.

Otello Desiderato

Ah Disappointment

To the Editor:

I cannot effectively express my disappointment after reading the October 1 issue of ConnCensus.

I realize that a newspaper will never achieve true objectivity, but that does not presuppose the total change in the character of ConnCensus. I believe that the newspaper is obligated to keep the college informed of campus affairs. This does not mean that it should be limited to the campus. However, does it seem right for the newspaper to reject college news as ostensibly uninteresting? If a group of girls dis-

Return To College

by Amy Lewis

Motivation is the key word for those women who are returning to school under Connecticut College's Return to College Program. In its third year of existence, the program now boasts an enrollment of 66 undergraduates.

The project was initiated by Mrs. Hartley Pond, student financial aid officer, in 1966 to allow women to return to school and complete their college education which for reasons of marriage, careers or lack of money was interrupted. Mrs. Pond describes the program as one for career minded women and not just for cultural enrichment.

The women begin as parttime students taking one course a semester for credit. To aid them, the college conducts a seminar course in English composition and research methods. After a woman proves her ability to be a candidate for a degree she may begin to take credit courses towards earning her B.A. To earn a degree from Connecticut, a woman must study for at least two years on campus.

Those who attended college before have a chance to transfer their credits after they have completed one year of study and demonstrate that they have retained much of what they learned previously. "We're very

(Continued on Page 6, Col. 2)

tinguish themselves academically, is it not proper for the newspaper of an academic institution to give them due recognition? Did you intend to reject them with the rest of the campus news?

In addition, I feel that it is necessary to reiterate the club news bulletins. You can be relatively certain that the students read ConnCensus weekly and that their interest in campus affairs is stimulated in this way. Newspaper publicity is necessary to create enthusiasm for extracurricular activities.

Anyone can read the New York Times daily to keep informed of national affairs. Student editorials on topics of national and international scope are welcomed, but not if the majority of the paper is devoted to them.

Sincerely,
Mary Liebman '70

Ed May

To the Editor:

As a student here, I have been approached by a Ribicoff worker who emphasized Ribicoff's "peace stand." Isn't it true that Mr. Ribicoff's voting record is strongly pro-administration? How can he advocate the war policies of the Johnson administration, then become a "peace candidate" and still back Humphrey? And he wants college students to regard him as a sincere candidate?

Ed May, though he didn't nominate anyone at the convention, is sincere in his beliefs. He is the man who offers a change, not just a reversal to cover up past mistakes. Let us approach the new age with a new man, Ed May.

Betsy Riggs '72

ed. note: The New York Times, Sept. 29, quoted May as saying that his policy on Vietnam was closer to the Administration's than Ribicoff's.

IMAGINE

The pervading wish of fifteen hundred Connecticut College girls has been granted: the dining halls are now serving good food. We look at the results of this dynamic change in our college careers.

The dining halls are full during mealtime. At supper, not one girl is to be found in her dormitory, lingering over R. R. Palmer or Sir Thomas More. Boredom has been broken by the opportunity to attend meals. And now, there is no reason to interrupt the boredom by study. Girls are putting their books forever into the luggage closets in favor of chocolate cream pie and juicy, tender steak.

All girls are eating balanced, nutritious meals. No longer do they resort to substituting bread and butter and ice cream for meat and vegetables. Crozier-Williams snack bar has gone bankrupt long ago. But the image of Connecticut College is being destroyed. The girls are losing their plump and girlish looks. They are now slender and womanly, thus inviting all kinds of unmentionable troubles.

Although the dining halls are completely filled, absolute silence pervades. For what is there to talk about if not about the parched roast beef, the dying lettuce, and the scorched coffee? And this silence extends far beyond the grassy slopes of Connecticut College. In all sorts of cities, boroughs, and hamlets, Connecticut College girls are celebrating Christmas in silence with their parents. They can't complain about the food. Certainly, they can't talk about anything else. Parent-daughter relationships are severed forever.

Think again about these results of good food, and give many thanks to the dieticians, cooks, salad ladies, and all others contributing to the preparation of bad food. May their blessings be showered on us in all our future years at Connecticut College.

COURSES (Continued from Page 1, Col. 5)

tions and other sociology courses.

Even schools who enroll substantial numbers of black students are expanding their black curricula. Many of them are adding Swahili to their language courses; universities in New York City and Chicago have done the same. Northwestern University offers courses in four African languages.

Even Econ Course

Some of the courses are more sophisticated. Illinois University's Focus program offers "Political Economy of Discrimination"; Cornell University is introducing "Economic Development of the Urban Ghetto"; Northeastern Illinois State College offers a "Seminar in Inner City School Problems".

At Cornell, which is contemplating an undergraduate major and a graduate field in African Studies in addition to its new courses, graduate student Paul DuBois, in an ad hoc committee report, told the university:

"Obviously, change will neither be easy or immediate; the potential contribution of the program can only be realized after careful consideration is given to its precise structure and content. Yet, the need for care and precision must not be used as an excuse for inaction and delay.

"The University must soon confront its social responsibilities or its primary contribution will have been to the disintegration of its own and the larger society."

In schools which so far have not established courses or decided to give credit for existing community action programs, students and professors have set up their own non-credit or "free university" courses in black history and literature or "soul music."

Why the sudden furor over black studies? Many educators, as well as students, have been accused of neglecting black students and black culture in their curriculum plans; students have felt guilty about the common exclusion of blacks from intellectual credibility. Most academicians now have expressed the need for learning more about the cultures that function within the larger one of WASP and Irish-Catholic America.

Jose Limon Lectures At Conn Opening The School of Dance

by Carol Brennan

The twenty-first annual session of the Connecticut College School of Dance was opened by a public lecture by dance choreographer Jose Limon.

Limon, frequently described as America's leading male creator of works in the modern dance idiom, is one of the founders of the School of Dance and has taught here each summer since its establishment in 1948. Many of his choreographic compositions, now classics in the modern dance repertoire, have been world premiered at the American Dance Festival, the annual concert series sponsored by the School of Dance.

Large Session

According to Dr. Theodore Wiesner, professor of dance at Brooklyn College and director of the School of Dance, a registration of 229 students made this session one of the largest in the school's history. The student body represented most of the 50 states and seven foreign countries such as Brazil, France, Japan, Korea, and The Netherlands.

The session began Mon., July 8 and ended Aug. 18 after the annual dance performance festival. A faculty and staff of sixty included such accomplished performers and choreographers as Martha Graham, Jose Limon, Paul Draper, and Pearl Primus.

Varied Program

Among 40 classes taught each day were those in technique, choreography, music composition for dance, Labanotation, stagecraft techniques, dance educators' workshops and seminars in dance history and critical writing on dance.

The School of Dance also sponsored six informal Sunday evening musical performances. The first in this series was a program of medieval and renaissance music played on instruments of those periods by the Aeolian Consort of New York. Succeeding programs featured piano music for four hands, music by Bach, Faure, and Pulenc, and jazz music for the piano.

Televised Performance

Twenty-one students were selected by audition from the School to participate in a group called Dance Advance. Dance Advance performed throughout New England, appearing at Trinity College Aug. 7, and was seen on television in Hartford, Boston, and Springfield, Mass.

The session ended with the American Dance Festival Aug. 9-Aug. 18 at Palmer Auditorium. This Festival Week represented a change in policy from the former series of weekend events because it enabled visitors to attend a different dance event for each of the ten days of the Festival.

Dance Festival Program

The program included dance films, lectures, a free student workshop and concert appearances by Paul Taylor and Jose Limon with their companies and a special program by four Doris Humphreys Fellows.

An Evening of Dance Films included Helen Tamiril in "Negro Spirituals," and "Bayanihan," a dance group which presents a program based on the various cultural backgrounds of the Philippines: Far Eastern, Mohammedan and Spanish.

Paul Taylor Dance Company

The initial performance of the final weekend of the Festival was given by the Paul Taylor Dance Company.

The Taylor Company offered for this performance "Lento" (Continued on Page 4, Col. 3)



Lewis Falco and Clyde Morgan depict the relation between the black slave, white master in "Legend", ballet by Jose Limon. (photo by biscuiti)

Cabinet Investigating Longer Hours for Library and Cro

by Nancy Topping

Pressure periods! These words evoke grueling images of exams, papers, hot coffee and all-nighters.

In response to student demands, cabinet is investigating the possibility of extending library hours and also those of the snack bar at Crozier Williams, perhaps all night.

Mrs. Mary McKenzie, the librarian, was receptive to the idea but skeptical. She commented that the library hours were extended only last year, and that some of the demands now being considered were rejected or compromised then.

Added Expense

She stated that the main obstacle to the proposal would be the added expense, involving custodians, guards and longer hours for the staff. "Besides," she added, "we have to depend on student aides now. We only work until ten o'clock."

She went on to add, "I wonder how many students would want to work in the library if they had exams and papers due themselves."

Mrs. McKenzie said that she was sympathetic, but added rather skeptically, "We took a count last year and found that during the 'peak' periods, no more than eleven percent of the student body studied in the li-

brary, a rather low figure. I wonder how many would use the library if it were kept open. It would be a shame to have longer hours and such a sparse attendance."

Desire For Poll

Mrs. McKenzie questioned whether this idea was being supported only by the "leaders" of the community or by the entire student body. She then expressed a desire for a poll of the students to find how many are really interested.

She concluded, "Only one class of the four (the sophomores) bothered to elect a library representative this year. I wonder if that is indicative of the library's demand and interest."

Mrs. Helen Dayton, the manager of the Crozier Williams Snack Shop, stated that longer hours for the snack shop would be impractical. She too agreed that her main obstacle would be finding employment.

Financially Unsound

"I have a hard enough time as it is finding help for the one or two late dances we have during the year," she said.

She explained that most of the employees had families to go home to at night. "Besides, this is a second job for many of these people. They couldn't stay up all night and then go to work in the morning," she added.

Mrs. Dayton also commented that the extra time involved would probably not bring in enough additional funds to be worthwhile.

Vending Machines

She concluded, "We want to cooperate in every way we can. We do have some vending machines; perhaps we could install some more."

Miss Eleanor Voorhees, director of residence halls, also suggested more vending machines. She added that "the girls in the complex dorms have been making use of the dining room, which is perhaps more convenient for them than the library." (Continued on Page 4, Col. 1)



Katie See Works In Florida As Community Action Worker

by B. Ann Kibling

What is the ideal three-day orientation program for training Community Action workers? Finding the answer to this question was a summer job for fifteen American college students, including Katie O'Sullivan See, '70.

The students worked together with five community leaders in St. Petersburg, Florida, to develop new techniques in group dynamics and community organization. They attempted to integrate the intellectual with the emotional to reach a more complete understanding of poverty and racism.

Emotional Confrontation

Giving an example of integrating the intellectual with the emotional Katie said, "I came to St. Petersburg with a complete intellectual understanding and sympathy of Black Power." Still, she had had no emotional confrontation in a situation which would require implementation of this "intellectual" understanding. And the first move of the summer was that she and three other students (white students) moved into a Black neighborhood.

Here she faced personally, and emotionally, for the first time, the bad effects of white presence in a Black situation.

White Womanhood

"I was projecting a 'cream-of-white-womanhood' image without intending to. It's just something built into the System, and I couldn't deal with it."

"A little Black kid would come and put her hands in my hair and say 'Man, do you have nice hair! I wish I had hair like this.' And what could I say?"

"I could say, 'But you do have good hair. Your hair is just as good as mine.' But then that's like I'm bestowing equality on her."

Negative Effects

As they began to realize the negative effects they were having on the residents of the neighborhood where they lived, Black militants advised them to move away, for everyone's good.

However, as they looked for an apartment in the white community they became aware of an alienation from that group as well.

"As soon as they found out what kind of work we were doing they warned us: No Black visitors in the apartment." The four

pects of poverty and racism, in order to better train themselves in training others.

The first four weeks of the summer were spent in seminars. Each of the group members conducted a seminar on whatever aspect he or she felt qualified to discuss. Katie's topic was the Middle Class "Liberal." She discussed with the group the liberal attitudes: what they are and how they are formed.

Other seminars were given in Black history, white racism, interpersonal communication, the role of the volunteer, the Black here and now.

Community Work

During their stay in St. Petersburg they also were active in the community. Katie, for example, worked with a white church youth group and with older white volunteers (Vista Citizens Corps).

Next, the group split up and went all over the country to continue their research. Some worked with war resisters in New York, some with the Black United Front in Washington, D. C., some with white tutors in New York City, some with Black community organizers in Mississippi.

Film Made

Katie's group went to Lexington, Kentucky, where they made a film for use in the ultimate training program (remember that?) which they were to devise.

Katie found it hard to describe the film: "It was Weird!" The sound track was music from Marat/Sade, and the name of the film was *White Night, Black Dawn*. These two facts describe the film better than descriptions of scenes.

Student Press

The next stop for Katie et al. was Valparaiso, Indiana, where the United States Student Press Association was holding its annual conference.

There the group recruited 30 editors and gave them a 36-hour training session. Through workshops—which included discussion, sensitivity training, media presentation, individual confrontation, role playing—they attempted to discuss the compounded problems of racism and poverty and their relation to the White Student Press. They hoped to provide an understanding of realities rather than issues and



of them spent the rest of the summer living in a motel.

Katie said they tried to find a way, in devising their training program, to create situations where white kids would confront an emotional reaction such as this before negative effects took place.

Middle Class "Liberal"

In this way, and in many other ways, the group attempted to teach itself more subtle as-

to help devise forms of strategy.

Evaluation

Back in St. Petersburg, the group of twenty reassembled and evaluated their experiences. Although great progress was made, the students decided to "test their findings" before deciding on the final form of the three-day training session.

Each student will work with groups on campus, continually (Continued on Page 6, Col. 1)

Summer Biologists Study Marine Life

by Joanne Settel

Five ambitious students spent the summer wading through marshes and exploring Connecticut beaches and inlets. Linda Manno '70, Sue Bear '71, Cynthia Conrad '70 and two male graduate students were participating in an intensified five week course in marine biology.

This course was one of the first of its kind to be given on an undergraduate level, according to teacher and initiator Dr. Robert S. DeSanto, assistant professor of zoology at Connecticut College.

Said Dr. DeSanto, the course was to be used as a pilot to see if it would be feasible to make marine biology a regular part of the College program.

Courses given at places such as the Marine Biological Laboratory at Woods Hole are open mainly to graduate students. The Conn course would offer a unique opportunity for undergraduate students to study marine biology.

The three Conn girls and two boys who took the course received no credit. If the course is acceptable to the Connecticut College administration and faculty, it will be given with credit this coming year according to Dr. DeSanto.

The work of the students involved collecting all sorts of ma-

rine plants and animals. The marine life was then brought back alive to the lab where, using scientific keys, the students identified and labeled their finds.

About seventy specimens were beautifully preserved for future use in Conn classes. Detailed drawings of imports were made by all the students and each one did some sort of individual study.

One of the girls, Linda Manno, spent some time trying to teach hermit crabs to run through a maze. Another student, Sue Bear, said she spent many nights sitting in a boat trying to learn what kinds of marine life would be attracted to a light.

The class took two field trips a week. Wednesdays, they drove out to the beaches and marshes. Saturdays, a boat took them out to surrounding islands or the open ocean.

One of these field trips was made into a motion picture, which Dr. DeSanto said he hopes to soon have ready to show to the students here.

Twenty-Seven New Faculty Members Join Staff for 68-69 Academic Year

by Lynda Herskowitz



Two new professors, Miss Margaret Williams (left) and Mrs. Joyce M. Cook (photo by mills)

At the opening of this new academic year, 27 new teachers joined the Conn faculty and their backgrounds and interests are as diversified as the subjects they teach.

In the sketches of three new members of the faculty, the vitality and experience of these teachers exist. The student's responsibility is to draw them out and utilize them in and out of the classroom.

Miss Margaret Williams

Miss Margaret Williams, instructor in art, returns to Conn, after having taught at the College during the second semester of 1966-67. During the past summer, she participated in an excavation project sponsored by the N.Y.U. Institute of Fine Arts. The project was conducted in Samothrace, Greece, where the famous sculpture "Winged Victory" was recovered.

Miss Williams and her party continued research on monuments that had previously been discovered. The excavation contained works taken from a sanctuary of great gods, during the era from the third century B.C. through the Byzantine period.

Mrs. Joyce M. Cook

Mrs. Joyce Mitchell Cook, assistant professor of philosophy, has returned to teaching after having worked as a political ana-

DANCE

(Continued from Page 3, Col. 1) (Hayden); "Agathe's Tale" (Surnach), a work which was premiered at last year's Festival; and "Scudorama" (Charles Jackson).

The Festival was highlighted by two premieres by Jose Limon, which were aided by a grant from the Rockefeller Foundation. The grant of \$12,000 covered much of the production costs of a small work for four of Limon's principal dancers as well as a large full-company opus.

New among the works presented by Limon were "Comedy," based on the classical story of Aristophanes and Lysistrata and "La Malinche," which was inspired by small towns and villages in Mexico and deals with the conquest of these towns.

The final performance of the season was a special program by Doris Humphrey Fellows. Each year a fellowship is given to a young choreographer in memory of Doris Humphrey, one of the founders of the Festival. This year's award went to Kathryn Posin.

Miss Posin is a member of the Anna Sokolow Dance Company and has appeared at the Dance Theater Workshop in New York. Her premiere, called "40 amp. Mantis," uses Karlheinz Stockhausen's "Mikroponie I" for musical background.

Miss Watson's Job: To Remain Neutral

In this modern, hectic, fast-paced world it is a rare individual indeed who has a total understanding of herself, her job, and the realm of her responsibilities. Miss Margaret Watson, assistant dean for student activities, is one of these rare individuals.



Dean Margaret Watson

Miss Watson, a former religion major at Conn, did graduate work in elementary education at Central Connecticut State College. From there she went to Port Washington, Long Island, where she taught kindergarten, 1st and 2nd grade for seven years.

At Port Washington she became extremely active in the administration of several educational organizations.

She was the secretary of the Teachers' Association, Chairwoman of a district-wide survey of teachers' aides, chairwoman of first-grade teachers, and an organizer of project HELP (Help Educate Little People), a community project in the Headstart mold.

After seven years at Port Washington, Dean Watson decided to return to the New London area. She notified the Conn Career Placement Office and asked what sort of positions were available. They, in turn, notified her of the deanship left vacant by Dean Trippe.

Coordinates

The responsibilities of dean, as Miss Watson explained, are many and vital. She "coordinates and advises all social activities on campus; clubs and organizations." She is also in charge of the residential housing and the housefellow program. In short, she is responsible for the "general welfare of the girls. They should be happy in non-academic life as well as academic life."

As I said before, Dean Watson's job consists of many responsibilities and she remains well within the realm of them. These responsibilities do not in-

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clude making any sort of opinionated statements about college policy.

About C. C. for Men

I asked Dean Watson about the possibility of Conn becoming coeducational in the not so distant future. She informed me that Conn College for Men was chartered under the presidency of Rosemary Park, and that it provided for no restriction as to whether the men would enter as undergraduate or graduate students.

Miss Watson, however, did not feel free to express her opinion about the coeducational prospects for Conn. As she forcefully put it, "We haven't ruled it out nor have we ruled it in."

I asked her how she felt about Naomi Fatt's demands for more student power in the making of academic decisions at the opening assembly.

To this Dean Watson responded, "I have to ride a neutral position. I am an arm of the administration and a bridge between faculty and students and students and administration."

So our congratulations to Miss Watson, in an age of confusion and uncertainty she has structured an architectural realm of responsibilities in which she is secure.

BUCH

(Continued from Page 1, Col. 2) point out, however, how minimal the power and importance of the French worker is.

He then discussed the Czechoslovakian situation saying, "the Russian invasion of Czechoslovakia was a great blow to the processes of democratic government in Czechoslovakia," condemning the Russian leaders as bureaucrats again.

Democracy means two things to Buch: 1) self-governing organizations of the workers themselves; 2) political parties that are in the hands of the revolutionary workers.

What Choice?

First, we must break politically. What choice have we between the "creatures Humphrey, Nixon, and Wallace"? We will build a new society, end all wars, and have equal rights. We must break the party system to do this. Just "vote for the Socialist Democratic Party."

Now I ask you, "What else is there?"

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HOURS

(Continued from Page 3, Col. 3)

Mr. Richard Lewis, treasurer and controller, provided a realistic but discouraging note. "You're talking people and people mean money," he said.

Poor Labor Market

He continued, "For a college we couldn't be in a worse labor market. Most of the custodians and janitors now are 'moonlighting' and not many people would want to work those hours."

He stated that he believed employment on an occasional basis, such as pressure periods, would be almost impossible.

Help for Crozier Williams alone on a premium basis would run to over twenty thousand dollars alone, he estimated. As for student help, he said that most students would not want to work at those hours either.

One last member of the college community had to be consulted. Unless the curfews are extended, any extension of the library hours would involve extra security guards.

"Pinkies" Reluctant

"Pinkie" Charles Woodstock believes that the proposal would entail too much and expressed doubt that very many students would make use of the opportunity.

Tom Ryan added that only two men are employed after midnight on weekdays and after 2:00 a.m. on weekends. More men would have to be hired. He finished, "There would be no way of preventing looting, molesting... shall I go on?"

The last guard was noncommittal. "I can't say yes or no. I just came to work here last Monday, and the ink's not dry on the blotter yet."

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UNIV. ROTC BOMBED

(CPS)—The FBI is investigating the weekend bombings of ROTC buildings on the University of California's Berkeley campus and at the University of Delaware.

Newark, Delaware, police said they found two beer bottles containing a gasoline-like substance in the remains of the two-story building. There was extensive damage to the uniforms stored in one room.

A bomb in a black satchel was placed on the doorstep of the Naval ROTIC building at Berkeley Friday night, Sept. 20. The explosion ripped up the porch, shattered the doors and windows, and smashed the furniture inside.

No one was reported injured in the incident.

ROTC was made voluntary at Delaware in January upon recommendation of a faculty study committee after student protests. Some 28 students were suspended last fall after staging a "walk-on" that disrupted an ROTC drill and encouraged 26 cadets to walk off the drill fields in protest of compulsory military training. All freshmen were required to enroll in the training courses.



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FACULTY
(Continued from Page 4, Col. 3) leave the lower classes without access to needed help."

He believes that student involvement in such programs is important because "field experience and awareness of practical social problems is at least as important as armchair speculation and detached study."

Other New Members

Other new members of the faculty include: Eugene Cognon, visiting professor of French; Mrs. Louise Rosenbaum, professor of mathematics; Hamilton Mathes, associate professor of Italian; Edward Brodtkin, assistant professor of history; Paul Fell, assistant professor of zoology; Russell Grigory, assistant professor of history; Miss Camille Hanlon, assistant professor of child development and psychology; John Loud, assistant professor of Russian; Mrs. Margaret Lyons, visiting assistant professor of chemistry; Wassyl Znayenko, assistant professor of economics; Mrs. Eleanor Heider, assistant professor of psychology.

Also included are: Darrell Lacock, visiting assistant professor of philosophy and education; Mrs. Gisele Bisaccia, lecturer in French; David Jackson, visiting lecturer in English; Miss June Meyer, visiting lecturer in English; Robert Brookes, instructor in astronomy and physics; Michael Burlingame, instructor in history; Marvin Casper, instructor in sociology.

And: Sara Jane Dunn, instructor in mathematics; Robert Hunt, instructor in government; Mrs. Katherine Kalil, instructor in English; Mrs. Constance Kidde, instructor in English; Minor Meyers, instructor in government; Ramirez-de-Arellano, instructor in Spanish; Robert Stearns, instructor in economics; Miss Della Wang, instructor in Chinese; and Miss M. Evelina Zoltowska, instructor in French.

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EVADES DEEPER ISSUE

HATFIELD
(Continued from Page 1, Col. 5) this problem, Hatfield explained that the key to Nixon's approach is a proposal called "Black Capitalism."

Hatfield explained that before this nation "raises up the blacks through legal means," the black man must be able to compete in this capitalistic society.

Admittedly, this is a valid point, but Hatfield did not accept prejudice.

Southern Pressure?

In view of the withdrawal of Fortas' name from nomination as Chief Justice of the Supreme Court, the next President may be faced with the task of appointing a Chief Justice. Hatfield was asked if he thought Nixon would be under any pressure to appoint a candidate favorable to the South, were he elected President.

Senator Hatfield answered that he has no idea who Nixon would appoint, but "Nixon is not locked into the South."

In making this assertion, Hatfield dealt inadequately with the Kenworthy (Times) claim that Nixon may indeed have a Southern-based strategy for winning the Presidency, and if he succeeded, he would be beholden to Southern conservatives and racists.

Political Activism

Hatfield has a clear conception of the role the Republican party must assume, in the face of the present changes in both political parties. "As Republicans, we have the extraordinary responsibility to present some viable alternatives. Ours is a mission to humanity."

"And we must deliver on our promise of peace, or there will be turmoil. This country is already in a state of revolution. We cannot begin to meet the needs of this country through repression, but by utilizing orderly political processes."

Hatfield explained that people who have withdrawn from political activity because their candi-



Sen. Mark Hatfield and his wife greet Republicans at a reception following his speech.

(photo by mills)

Housefellows Enjoy New Responsibilities

The cry for student power is almost universal. Here at Conn student power is perhaps best fulfilled as student responsibility. Eighteen students on campus have assumed a most demanding kind of responsibility as housefellows.

The process of selecting capable student housefellows necessarily requires careful screening. After submitting an application in the spring, interested juniors are interviewed by two acting housefellows and by certain members of the Board of Housefellows.

Board of Housefellows

The Board of Housefellows consists of representatives from all areas of the Administration ranging from the deans concerned with academic affairs to members of the Infirmary staff as well as a representative from the Placement Office Staff. The entire board discusses each individual applicant and makes the final decision concerning prospective housefellows.

Although the role of housefellow is described by Dean Watson in terms of "an arm of the Administration," the housefellows themselves prefer the more congenial description of a "liaison between the students and Administration."

Channel Problems

Possessing a complete familiarity with all branches of the Administration, the student housefellows are able to direct problems to the proper channels.

Beth Brereton, housefellow from Branford, sums it up this way: "I have made an agreement with the College and am therefore responsible to it. But I am not coerced by the Administration, and I feel responsibility to another individual and to myself. My position is ideally to understand and relate to both sides."

Nebulous Form

Beth continued the discussion by defining a housefellow as a "nebulous form to be molded into any form according to its relation to the individual or dorm problems." Emergencies are not their only concern, but as Jane Hanser from Windham states, "A housefellow is there if she's needed, and she must be available for anything." Jane enlarges on this duty with the belief that the solution to many problems is talking it over with

the housefellow acting as a "sounding board."

Policemen

All housefellows violently oppose being labelled policemen. Penny Holme from J. A. makes the analogy of her duties to an overseer maintaining the smooth operation of a machine—without nosiness but with concern.

Just what characterizes one who is able to attack such monumental tasks as maintaining boosted spirits or remaining a reliable problem-solver as well as one who is confronted with the business of her senior year? Dean Watson lists the qualities of dependability, a cool head, open-mindedness, sociability, and an academic ability.

Characteristics mentioned by the housefellows include honesty, patience, interest, warmth, and sympathy. But the characteristic mentioned most frequently is the ability to listen and the will to uphold an "open-door" policy.

Added Dimensions

Inevitably, the question of "why burden oneself with such responsibility?" arises. All five housefellows interviewed stress their interest in dealing with and learning about people. Jane Hanser further enjoys her experience as a transition from the sheltered protection of dorm life to the outside world of startling self-reliance.

Penny Holmes and Beth Brereton feel that the job will add yet another dimension to their college experience outside of the academic realm. Nancy Horovitz, housefellow from Park, who had already investigated numerous activities in her three years at Conn, knows that there is more to be found in the school, and she is endeavoring to discover the rest of the possibilities through housefellowing.

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NEWS NOTES

A "Citizens for Draft Education in Southeastern Connecticut" is being formed on campus. Dr. Desiderato, along with students Ann Weinberg and Sue Sigal, will be heading the Conn chapter.

Students are needed to help prepare and address flyers, as well as contacting those men who have been reclassified and publicizing the creation of this committee around the New London area.

Interested students should contact either Ann, Box 844, or Sue, Box 758.

(CPS)—The Students for a Democratic Society at the University of Kentucky have made cartoonist Al Capp an honorary member. Capp's comment: "It's like finding out Adolph Eichmann is your uncle."

Congratulations to Maxwell Smart and Agent 99 on their recent engagement.

"Gandhiji and the Emancipation of Man" will be the topic of the world-wide Essay Competition in honor of the birth centenary of Mahatma Gandhi.

Competition is open to students and the last date for the receipt of entries is Jan. 31, 1969. The essay is to be no longer than 8,000 words. First prize will be a free trip to India for one month in Oct. 1969.

Students interested should mail their entries, in triplicate, in a sealed cover to Miss K. Nair, First Secretary (Education), Embassy of India, 2107 Massachusetts Avenue, N.W., Washington, D. C. 20008.

NATIONAL THEATRE FOR THE DEAF
Bernard Bragg, an actor with The National Theatre for the Deaf, demonstrates his rendering of Blake's "Tyger! Tyger!" for Patricia Keysell, as Lou Fant interprets for her. Miss Keysell, here from London on a grant from the Winston Churchill Memorial Trust, is observing the company for three months on behalf of her own group of deaf actors in London.



KATIE
(Continued from Page 3, Col. 5) evaluating and reworking their methods. Katie intends to work first with CURA, training members to develop for themselves techniques of confrontation. With some other groups she hopes to work on the problem of disorientation, helping people to realize and then overcome their preconception of others.

At a meeting in Denver over Christmas vacation they will get together again, reevaluate their reevaluations and try to come up with the ideal training session.

RETURN COLLEGE
(Continued from Page 2, Col. 3) generous about credits," admits Mrs. Pond.

The program's first graduate was Mrs. Cecily Becker. She carried a full schedule of four courses a semester and graduated last year. (Normally it is not suggested that a woman carry such a heavy load because of her commitments outside of the school). Mrs. Pond predicts that there will be two to three graduates this year.

If they still feel more work needs to be done...

MISSION TO HUMANITY

(Continued from Page 5, Col. 3) dates were not nominated must fight for their ideals from within the party system, rather than from the outside.

Evolution, Not Revolution

Hatfield asserted, "Change must take the form of evolution, not revolution, and this evolution can come from university campuses, which are the laboratories of ideas and ideals."

"These students must realize that spiritual needs of man must be met, as well as the material needs. The issue is not what man has, but what man is."

STUDIES
(Continued from Page 1, Col.2) ing programs.

It will schedule all the activities of the Special Studies Period, supervise registration and conduct an evaluation of the Period for a report to the Instruction Committee.

Students are expected to be in residence during this period, with the exception of overnight privileges on Friday, Saturday and Sunday nights. Students may be away from campus overnight during the week if such absence is a part of the project.

Admittedly, when one is speaking on a college campus, he must speak to the students, but to assign to them the sole task of effecting an upheaval in values is to be idealistic. The Senator said earlier that realism is the approach this nation must take.

Society's Ills

The Senator spoke also of some needed reforms in the American political system. He noted, for instance, that Americans must replace the out-moded Electoral College system. "And is it just that the poor cannot run for office because of the enormous sums of money this requires? No!"

However, the Senator didn't explain implementation of these reforms.

De-Americanize the War. Start Black Capitalism. Vote for Nixon. To quote the title of Sen. Hatfield's book, it's "Not Quite So Simple."

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