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ConnCensus Vol. 52 No. 31

Connecticut College

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Students Despair Over Nixon Victory

Students reacted to the election of Richard Nixon with pessimism and despair, as they gathered informally in the chapel basement last Wednesday night to discuss the aftermath of the election.

Of the 75 students present, those who spoke were basically disagreeing with the relatively "optimistic" position of Mr. Ronald Glassman, assistant professor of sociology.

Glassman was glad that Humphrey didn't win, because he wouldn't have been able to govern effectively, due to right wing opposition.

The support of Humphrey by liberals would have fragmented the collective effort of liberals and students of the New Left, which is now needed in order to reform the Democratic Party

and re-educate society so that a liberal candidate will be nominated, and win, in 1972 he said.

With both groups now repudiating the President-elect they can coalesce and work together, he continued.

Student disagreement with Glassman's optimism was fast and sharp.

"No, they insisted," the next four years can't be lived through." Nixon won't be able to end the war, a girl said despairingly.

Thus, with money being poured into the war, the money needed for housing, education and jobs to help ease the racial crisis, won't be allocated.

And if the money doesn't come, and if the situation of the Black man doesn't improve fast, there will be holocaust, asserted someone from SDS.

Wes, Conn Initiate Joint Visiting Days

Wesleyan men will begin arriving on Conn's campus at 2:00 p.m. today as the first part of a joint exchange program initiated by the two colleges in order to allow students to preview the academic and social life on the respective campuses.

According to Mr. Philip Jordan, associate dean for academic affairs, the two visiting days were scheduled so that students could have first-hand information when deciding to apply for student residency during next semester or to register for courses offered by the other college.

As the second part of this joint exchange program, Conn girls will be entertained at Wesleyan Thurs., Nov. 14 between the hours of 2:30 and 9:30 p.m.

Transportation to Wesleyan will be by buses provided by the College. While at Wes, Conn girls will have the opportunity to hear LeRoy Jones speak at 8:00 p.m.

In addition, both colleges plan special programs for their visitors which will include observance of classes, meetings with various faculty members, and a tour of the campus.

According to Mr. Jordan, students desiring to apply for student residency at Wesleyan next semester should submit their applications by Fri., Nov. 15.

Nixon Intends to Close Generation Gap

WASHINGTON (CPS) — President-elect Richard Nixon says he has learned a lot from campaigning for the Presidency, especially in understanding what's on the minds of young people.

He's been on the receiving end of some pretty pointed messages on signs carried by students. One poster held high at a rally in Burbank, Calif. especially caught his eye. "Talk With Us, Not At Us," the sign said.

The sentiment behind that statement is indicative of what Nixon sees as a gap between generations, a gap he thinks his new political leadership will help to close.

Talk With Students

The President elect feels he has made a sincere effort to talk with students, not at them. He offers a platform that includes ending the draft through an all-volunteer army after the Vietnam war is ended. He has established a Student Coalition to "utilize the talents and energies of the academic community to resolve society's problems."

Nixon also would "devise new ways by which, through long term loans, the federal government can further assist students to gain a higher education." He also says he would encourage private enterprise to expand its participation in student financial aid. Nixon might support the proposal for an "Educational Opportunity Bank" that would loan students the cost of college, with repayment dependent on future income. The GOP platform, though, contains the often debated idea of tax credits for parents and a new version: tax deductions to encourage savings for college.

Tax Advantages

Tax advantages would also be given to those who support private schools, the president-elect says.

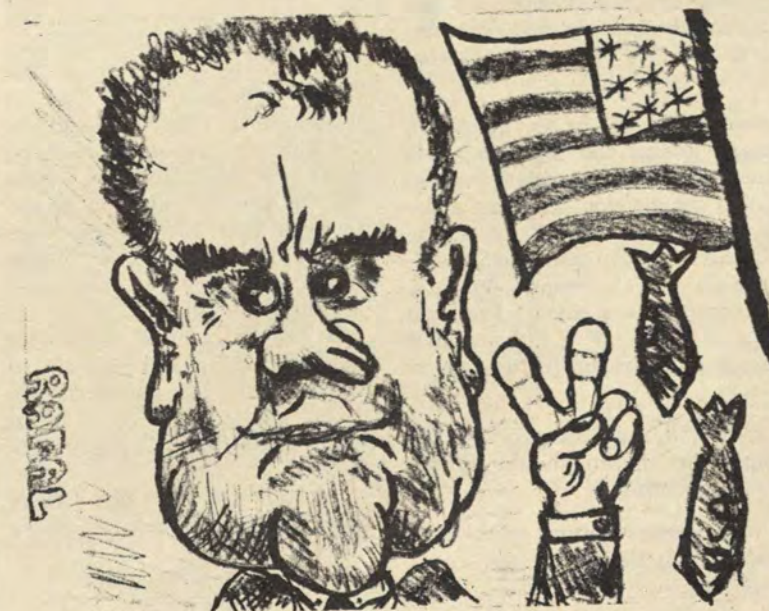
Nixon also supports lowering the voting age. Eighteen-year-olds are old enough to vote not because they are old enough to fight, he says, but because they are smart enough to vote.

Nixon promises students "a piece of the action." Involved in

"forging the new direction in America," young people will have a better alternative than taking to the streets in protest, he argues.

All this sounds good to Nixon

supporters. Other members of the academic community, however, are scared to death of what might happen to dissent and freedom under the Nixon-Agnew Admin- (Continued on Page 5, Col. 1)



Faculty Approves New Courses; Offers Black History, Black Lit

Connecticut College faculty approved, last Wednesday, the creation of five new courses for the second semester: Black literature, Black history, modern India, dance composition and the works of Gogol, the nineteenth-century Russian author.

"Studies in Afro-American Literature" will center on forms of affirmation and protest developing from the experience of Black American life.

Readings in poetry and prose will be from the works of Langston Hughes, Countee Cullen, LeRoi Jones, Richard Wright, Ralph Ellison, James Baldwin, W. E. B. DuBois and others.

Study Black Man In Society

The Black history course will study the Black man in American society from the origins of slavery in the seventeenth century

through the civil rights and Black power movements of this century.

"Modern India" will emphasize Indian reaction to foreign rule, the transfer of power and contemporary life and society.

Participants in "dance composition" will study the basic principles of dance composition, explorations of spatial, rhythmic and dynamic design, the use of improvisation encounter and chance as means of choreographic invention.

Preliminary Registration

The faculty also approved a proposal for a preliminary registration period.

Under this plan, the mechanics of registration, such as advising and planning student programs for the second semester

would take place from Dec. 2 to Dec. 8.

The Registrar would then tally the course enrollments and furnish the relevant figures to the appropriate departments and to the Bookshop, so that an adequate number of books can be ordered.

Students will then complete registration and sectioning on January 27.

Student Representation

The faculty then considered the student request for representation on the Faculty Advisory Committee on Appointments, Promotions and Termination of Appointments.

They decided that President Shain create an ad hoc committee to consider this proposal.

CIEC ASK FOR HELP IN COMMUNITY AFFAIRS

by Amy Lewis

The New London Committee for Interracial Education and Cooperation (CIEC) resolved Oct. 28 to draft a letter to President Charles E. Shain suggesting that the college hold a seminar on Negro history during the coming summer.

The proposed six-week program would be held specifically

for high school teachers but certain lectures would be open to the public.

Mrs. Claire Dale, who drafted the motion, recommended that the boards of education of the high schools provide an incentive for teachers to attend in the way of extra pay or a special certificate. She stated that the College should fully direct the program and that her committee would only provide the initial push by presenting the proposed letter.

Urge Community Involvement

The proposal concerning the seminar at Conn was suggested so as to involve the College in community affairs. Previously, in conjunction with this committee, Conn sponsored the play "In White America," on October 19, 1965.

This committee was formed in 1964 with the purpose of "uniting all community forces engaged in the betterment of human relations based on the democratic faith in the equality and dignity of all men under God," as stated in its by-laws. This was the fourth annual meeting.

Propose Dinner Dance

During the course of the meeting, held in a fourth grade Sunday School classroom of the Second Congregational Church, projects for the coming year were discussed. Besides the seminar, other projects include a dinner dance on November 26, with proceeds being donated to the Martin Luther King Scholarship Fund, and an observance of (Continued on Page 3, Col. 5)

Member
Intercollegiate
Press

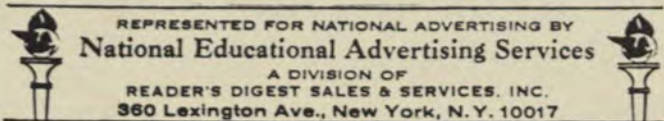
ConnCensus

Established 1916



Published by the students of Connecticut College every Tuesday throughout the college year from September to June, except during mid-years and vacations.

Second class entry authorized at New London, Connecticut.



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Editorial . . .

The above photograph expresses many voters' evaluation of the recent national election, regardless of party affiliation. And the frustration and disgust of the voters are not the result of irrational sentiments but of well-founded facts.

The complexity of modern society and the accompanying increase in the activities of the federal government have made the Presidency and the President increasingly important to the United States citizen. The President (and the Vice President) are the only nationally elected office-holders, the only leaders who have a national mandate to rule. Yet the archaic and undemocratic Electoral College threatens to frustrate the will of the people, to deny the Presidency a national mandate.

Briefly stated, the major defects of the Electoral College are these: the majority will can be overruled by mathematical "flukes"; the choice can be thrown into the House of Representatives where each state has only a single vote; candidates with a plurality of the votes can be defeated by candidates with a lesser vote; and the electoral vote of a state can nullify ballots of all voters not supporting the winner in that state, thereby disenfranchising minority voters.

Examples of minority presidents such as John Quincy Adams in 1824 and Rutherford B. Hayes in 1876 are imbedded in the past; but the danger of such a threat has reappeared in recent elections, particularly the Kennedy-Nixon race of 1960 and the Humphrey-Nixon race of this year. If these two more recent elections are any indication of the closeness of future elections, it becomes imperative that immediate reform is imperative.

The solution to the electoral dilemma proposed by the American Bar Association and endorsed by many groups and legislators is a direct popular vote. The ABA recommendation suggested that 40 percent of the popular vote be required for election, and that a national popular vote runoff be held if no candidate won 40 percent in the first election. Urging that the Constitution be amended accordingly, the ABA report stated that the direct vote "would do away with the ever-present possibility of a person being elected President with fewer popular votes than his major opponent . . . It would put a premium on voter turnout and encourage increased political activity throughout the country."

Since such a reform would increase the significance of each individual vote, a necessary accompanying reform should be the federal supervision of balloting and vote-counting.

The revolution in voting rights and communications of the past decades make such a reform imperative and feasible.

Senior Melodrama

To the Editor:

This letter is to remind your readers that Senior Melodrama is Wednesday night and, while "contributions" from the audience are welcome, the throwing of any wet materials is absolutely forbidden.

The audience is asked to leave their soggy cornflakes at home, for the minute that a messy foreign object is thrown in the auditorium the curtain will fall and Senior Melodrama will abruptly end.

Yours in Peace,

Randall C. Freelon '69

P.S. I find your newspaper policy inflammatory, controversial, and provocative, and I fully endorse it—so, readers, please do not throw Conn Census during my Melodrama.

Ah — Ignorance

To the Editor:

For a long time now I have been reading the Conn Census weekly, becoming progressively disgusted at what I see in print but refraining from writing to the editor because it seemed fairly obvious that the editors of this campus newspaper have blocked their ears to any criticism. For I have seen a number of letters to the editor already written protesting both the articles in this paper as well as its "policy of subjectivity". Yet if anything the editors have leaned further to one side, using biased opinions, invalid facts and utter narrow-mindedness in practically every article printed in this paper.

As a staff member of a college newspaper, fortunately not this one, and having been a staff member of my high school paper for four years, I know a little of what goes into a newspaper and its basic aims and the standards used in rating a paper "top rate". One of these standards, and necessarily so, is objectivity. As someone aptly expressed to the editor a few weeks ago it is an ideal such as justice which although unattainable must be strived for if the paper is to be worth its salt. The Conn Census uses extreme subjectivity not only in its writing but also in its choice of subject matter. A campus newspaper should be the students' newspaper. It should involve them in every aspect of their campus life, their activities, hobbies and interests, which certainly include politics. But it does not mean seeking out every new left or radical movement that is taking place anywhere in the United States or the world and slapping it into the Conn Census. The Conn Census has become quite clearly a newspaper of the editors.

If this paper were to try to make it on the market, I am sure it would be controversial enough to arouse interest. I am also sure that the newspaper world, the "real" journalists would look at it as a low-grade paper. To illustrate my point further—don't you think that you would be the first people that would be up in arms if this paper were in the hands of a few of the radical right and who proclaimed a policy of subjectivity? I am sure you would look upon that paper as unjust and ignorant of the facts, and that you would demand presentation of at least other views, if not complete objectivity.

I claim that the Conn Census is unjust and ignorant of "all the facts."

Theresa MacInnis
Administration Staff
Switchboard Operator

Letters to the Editor

Hatfield Replies

To the Editor:

I have just received an article from the Connecticut College student paper reporting on my recent address to the Young Republicans at Connecticut College. In reading this article, I find that there are issues raised which should not be left unanswered, and for this reason I would like to take this opportunity to respond.

First, let me indicate once again that I supported Richard Nixon's candidacy for the President of the United States, not because he held my views on Vietnam, but because I felt that he offered the best hope for peace. My decision to endorse Mr. Nixon came after a long conversation with him during which I became convinced that he understood the complexities of the war in Vietnam and the necessary steps for peace.

I felt that my judgment was confirmed by Mr. Nixon when he appeared before the Platform Committee of the Republican National Committee. In his statement Mr. Nixon declared:

"The war must be ended. It must be ended honorably, consistent with America's limited aims and with the long term requirements of peace in Asia. We must seek a negotiated settlement."

Further, Mr. Nixon has realized the necessity for de-Americanizing the war effort. He has

frequently repeated his statement originally made to the Platform Committee on this matter:

"We need far greater and more urgent attention to training the South Vietnamese themselves, and equipping them with the best of modern weapons. As they are phased in, American troops can—and should—be phased out. This phasing out will save American lives and cut American costs. Further, it is essential if South Vietnam is to develop both the military strength and the strength of spirit to survive now and in the future."

Mr. Nixon has also recognized the need to seek broad representation of parties during negotiations of any real substance. His Platform Committee statement includes these words:

"The context in which the final negotiations will occur cannot be predicted, but the far-reaching implications of the war in Vietnam plainly indicate that the conference table must be wide enough, and the issues placed upon it broad enough, to accommodate as many as possible of the powers and interests involved."

More recently Mr. Nixon stated in an article in the October 26, 1968 issue of the New Republic:

"What is needed now is not further military escalation, but rather a dramatic escalation of (Continued on Page 6, Col. 2)

SDS SPONSORS MARCH, RALLY; HUNDREDS PROTEST ELECTIONS

by B. Ann Kibling

"Vote With Your Feet November 5." Hundreds of students did just that during a march and rally sponsored by Yale SDS on election day.

The theme of the demonstration was expressed by posters, buttons and chants saying "Nixon: strike one; Humphrey: strike two; Wallace: strike three; The People Lose Again!" The march around downtown New Haven was designed to demonstrate to bystanders how the people are losing to the powers of the military-industrial system presently ruling our country.

Leaders of the march pointed out, as the demonstrators passed AT&T, Anaconda, and Bethlehem Steel, that 86% of all corporate stock in this country is controlled by 2 per cent of the population, that the people have no control over the economy.

Centers of Power Toured

Military establishment was attacked as the march passed the Induction Center and the Army, Navy and Air Force Recruitment Centers: "Revolutions in underdeveloped countries threaten only big business, not the vast majority of Americans. Young men are forced to die to defend these narrow interests . . . America spends \$80 billion a year on defense. The military not only defends business interests overseas, but offers lucrative contracts to the big firms."

Other "centers of power and repression" included in the tour were the bank, the FBI office, the courthouse, the unemployment center and, of course, the election headquarters of the three major presidential candidates.

Throughout the march, leaders pointed out the rot and decay of the buildings in Connecticut's "model city." "Look at the buildings, old and rotting, falling in around the people. Where will the people go when the buildings fall in around them? Look at the streets. The streets belong to the automobiles; the air is full of exhaust and pollution, poisoning the people."

A rally on the New Haven green followed the march. The march itself had attracted the attention of a considerable number of bystanders; the rally of several hundred attracted only a few onlookers and two hecklers. The hecklers were two high school students carrying Ed May signs, and signs reading "None Dare Call It Treason . . . Nixon Does." and "America: Love it or Leave it—We don't need you!"

Driven to Acceptability

Speakers from Yale SDS, National SDS, New Haven Draft Action, Danny Kalb, former guitar player for the Blues Project, and guerilla theater people all did their thing at the rally.

"Those with 2S and CO classifications are allowing the selective service system to drive them into "acceptable" categories, thus they are sacrificing their freedom. . . . Students are not being trained to think, to be creative, to deal with fundamental social issues such as militarism, racism and inequality. . . . American high schools are babysitting institutions. . . . The law is used as an instrument of repression. . . . Only the rich can evade taxes. . . . Only the well-educated can get a CO. . . . Only those with money are guaranteed justice in the courts. . . ."

These statements and others pervaded the atmosphere of the rally and haunted the long night of election returns. "Strike one, strike two, strike three. The people lose again."

Chemistry Department Designs Experimental Science Course

by Mary Ann Rafal



Who says you have to be good in science to be interested in it? Almost any student in Dr. Christiansen's experimental "Issues in Contemporary Science" will agree to the contrary. Finally, Conn's chemistry department is offering a science course for the non-scientific person, an exciting course geared to areas in the natural sciences relevant to the current scene.

According to Dr. Christiansen, "A course like this, though it is largely experimental, is following the trend of a broad upheaval in American educational techniques."

The course meets twice weekly for seminars and laboratory experiments. There are three sections of about 23 students each. Each section has selected areas for the group to pursue as a whole; and, at the same time, each student is working on a

project in a field of particular interest to her, which may terminate in a paper, a presentation to the class or even a poem, if the spirit so moves her. There are no limitations or restrictions.

He continued, "This upheaval ranges from experimental courses like this one, all the way to demonstrations of student power and free speech movements at Columbia and Berkeley. The students are ahead of their faculties in recognizing the need for change."

Emphasize Partnership

Dr. Christiansen emphasized that the curriculum "should be much more nearly a partnership, rather than someone dishing it out and someone else lapping it up. Unless Connecticut College follows the trend, it will be left behind."

Ideally, Dr. Christiansen thinks that students should have a high

degree of responsibility for their own education. His impression is that the students can and will respond to greater freedom successfully.

His goal in the Contemporary Science class is to offer a course that will meet the demands of the students (who elect to take the course because of their own interest) and will be relevant to where they are now.

"The issues," he continued, "must be interesting, relevant and live."

After approximately a half-term of the course, Dr. Christiansen thinks that although the concept for the course is "great," it is not working ideally in practice. The main problems he cited included:

1. Lack of common background in the chosen subjects, which leads to class sessions becoming lectures, rather than seminars.

2. Dr. Christiansen performs most of the demonstrations himself, while the students observe, instead of actively participating in them.

3. The problem of grading and how any individual evaluation can be made without returning to the pressures of frequent tests and papers.

Off-Campus Trips

So far, the whole group has studied cyclamates, or artificial sweeteners, which included a field trip to Pfizer Laboratories in Groton, for a tour and lecture.

Now the group is concentrating on the whole field of optics, light, and vision. The September issue of the *Scientific American* is completely devoted to light, and this serves as the main source of information. Lab demonstrations, such as the dissection of a cow's eyeball, augment the somewhat technical articles in the magazine.

(Continued on Page 6, Col. 2)

RIOT REVIEW Audience Immersed In Anger, Violence

by Mary Goldstein

RIOT—the hatred, frustration, and violence in American cities today.

RIOT was a chance to experience emotionally what is going on in the inner city: brutalizing, killing, looting. The audience becomes totally involved, experiencing the fear and horror of a riot.

RIOT starts off calmly enough with a panel discussion about the future of racial relations in the U. S. The participants are a militant Black, a liberal white, and a conservative white. The moderator is a conservative Black, who believes in peaceful evolutionary change, instead of revolution.

The conservative white sees increased police power as the solution to the racial situation, whereas the Black militant believes that separate states are the only solution.

The discussion becomes more heated, and it reaches the point where the white liberal warns the Black militant that, "if you

and your people try to use violence, we have the tanks and guns to defeat you."

The tension among the panelists increases. They begin to scream at one another, and the theater blacks out.

When the lights come on again, we are in the midst of a riot with all its violence, tension, and agony.

The actors lunged at members of the audience with bayonets, with their fists, and with chairs, and froze just before striking the audience. Although there was no actual physical attack, the audience was terrified by the horror and aggression in the faces of the actors, the screams of the victims, the noise of the guns, and the blinding effect of the searchlights being focused on looters.

Time is running out. RIOT is telling us that if something isn't done soon to improve the racial situation, the U. S. will be the scene of intensive violence and guerrilla warfare.



Student Press Services Exist As Protest To Policies of Commercial Newspapers

by Patricia Strong

LNS, (Liberation News Service) and CPS (College Press Service), both exist as an active form of protest to the journalistic policies of most commercial newspapers and college papers as well.

An article on the Liberation News Service (LNS) will be published in a subsequent issue.

The student press services are in existence for two main reasons as stated in the CPS Annual Report of 1967-68. First, their editors believe that the commercial press gives a right wing slant to most controversial issues and that no one represents the left wing viewpoint. Secondly, many campus newspapers are becoming concerned with events outside their college and a channel for student news is needed.

Not Used Correctly

The student press services do not believe, however, that they are being used in the correct way or to the full advantage of their capabilities. The CPS Annual Report explained that many college papers do not even give credit to the press services for using their articles. Other colleges do not print the articles which the press services feel would tie in with what is happening on the campus.

Still, the press services would rather be misused and misquoted

than not used at all. Only three hundred college papers make use of the College Press Service, a branch of the USSPA (United States Student Press Association). As was stated in the CPS Annual Report, too many campus papers and the students they represent like to pretend that their world ends at the college boundaries.

The Ideal Answer

Since most students are concerned and interested in what's happening outside the ivied walls of their particular institution, a national student press service provides the ideal answer to both the student who wants to know what people on other campuses are doing about politics, etc., and to student editors who have neither the staff nor the money to send reporters to other campuses to cover stories.

The student press services not only use stories from college papers, they have their own reporters. CPS has full-time reporters in Washington, D. C. and Saigon, and part-time reporters in New York, San Francisco and Paris. They plan to make the reporters in New York and San Francisco full time.

CPS also plans to have a "Black desk" in Atlanta headed by a full-time Black staff member to handle coverage of the Black power movement and other issues relevant to Black Americans.

Help Improve Newspapers

Besides maintaining the College Press Service, the United States Student Press Association (hereafter referred to as USSPA) provides educational programs aimed at aiding college newspapers to improve their papers and to gain greater insight into issues of importance to students.

To accomplish this, USSPA held a College Editors Conference, a National Congress and several seminars in the past three years.

Of the recent CPS articles which have appeared in *Conn Census* one dealt with a Southern Congressman's denunciation of the Students For A Democratic Society, another dealt with a peace march by 20,000 servicemen in San Francisco, another was on the House Committee On unAmerican Activities investigation of the riots in Chicago during the Democratic Convention.

Commercial Press Distorts

CPS, other student press services and Underground newspapers deal almost exclusively with the type of subjects mentioned above because they feel that if the commercial press does cover these types of stories, which they occasionally do, the resulting article will present a distorted right-wing view of what actually took place.

The function of CPS and groups similar to it is to present the other side of the story, what they feel are the facts. The end result of their efforts is that they are usually labelled rebels, anarchists or Communists. All they ask for, however, is to obtain a reaction to their work either positive or negative but never passive.

Editors Faced with Wrath

College editors who attempt to follow the tactics of these groups often find themselves faced with the wrath of the Administration and many times of the student body as well.

One such editor, Art Johnston of the *South End*, the campus paper at Wayne State University in Detroit, was in just such a situation after he tried to liberalize the *South End*. One group of students wanted to "run him off campus", while another group of students even started another campus paper backed heavily by the administration.

But Art Johnston had achieved his goal, because after a while students began to accept the *South End*. They didn't always agree with the ideas expressed in the paper, but they at least began to respect the right of the paper to print them.

As long as the so-called "best" newspapers of today evade controversial issues or merely report

CIEC

Negro History week, Feb. 10-16. During this time the arts will be represented in the form of singing groups, art shows, book displays and sales, etc.

"The issue is not Black versus white, but social integration versus disintegration clear across the board," pointed out one Negro man.

Inform People About Problems

"The ignorance of the white man is a fundamental issue," stated another. "We have to let people know about local problems. There are problems and they should know about them. Some people don't think there are any."

At the moment the committee's major project is trying to formulate a workshop for teachers in the Waterford School District. This proposal has come under discussion at several meetings of Waterford's board of education but as of yet nothing has been determined.

Write Another Letter

The committee first brought the plan to the attention of the board last spring. When approached again this fall they were told by a member of the board that if the committee were not informed of any conclusions reached by the board by December they should write another letter then.

riots and disturbances without attempting to learn the causes, groups like CPS and Underground papers like New York's *East Village Other* will continue to thrive on the controversy which commercial papers refuse to become involved with.

Photograph by S. Y. Chen [resp. V. Gopalkishnan] from the year Book Photo Fiap published by C. J. Bucher Ltd, Lucerne.



“...so alike, so inexorably alike.”

This is the season when millions of members of the family of man—of many faiths—observe solemn holy days.

Each faith, in its own way, recognizes in its observance the oneness and brotherhood of man.

Carl Sandburg once

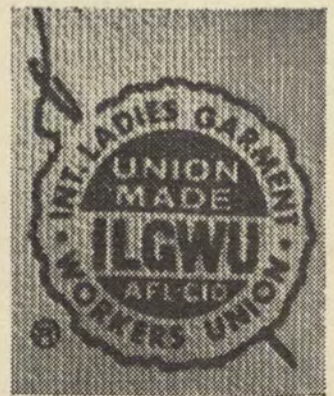
wrote: “Though meanings vary, we are alike in all countries.... From tropics to arctics, humanity lives with these needs so alike, so inexorably alike.”

This ideal of brotherhood is fundamental to individuals and organizations dedicated to the common good.

The International Ladies' Garment Workers' Union, for example, comprises

450,000 men and women of all faiths and creeds. We work together and live together with mutual respect for our neighbors—at the next bench or in the next house.

It is in this spirit that we extend our best wishes for the holiday season.



Nixon Says "Rid Campus . . . of Anarchic Students"

(Continued from Page 1, Col. 4) istration.

Difference of Beliefs

Their fear—and Nixon's fear of or distaste for student demonstrators—can be explained as simply a difference in ideological beliefs. To someone on the left, someone on the right seems far right; while conservatives might be able to stomach moderates, liberals seem too radical.

But liberal distaste within the academic community for Nixon can be explained and justified by examining the candidate's remarks and record.

Nixon voted in 1947 against a \$30 million increase in the school lunch program. In 1960 as Vice President, he declined to cast the

tie-breaking vote that would have authorized more than \$1.1 billion in federal aid for school construction. He sponsored no education while a member of Congress and opposed most federal-aid-to-education measures.

While recently he has been more careful in his choice of words than Vice-President-elect Spiro T. Agnew, Nixon clearly opposes overt student rebellion.

On Columbia

Last spring he expressed his views on the Columbia disorder, saying students who close campuses "not only disgrace themselves but also harm the cause of education." "More deplorable," he added, "is the conduct of those professors and teachers who condoned, encouraged or excused

the lawlessness of their students."

Nixon saw the Columbia rebellion as "the first major skirmish in a revolutionary struggle to seize the universities and transform them into sanctuaries for radicals and vehicles for revolutionary political and social goals."

He warned that "we must not allow the Latin American university of today to become the prototype of the American university of tomorrow. . . . The way to prevent it is to rid the campus now of any student organization or clique which applauds and uses the type of force employed at Columbia. The place to begin is with the anarchic students."

Talk about talking at students. Political Doubletalk

Oppressive statements like those make it clear that Nixon is dealing in political doubletalk when he lists only positive plans as "some indication of the importance my administration will be determined to attach to the legitimate demands of young people of America."

Richard Nixon refers to today's

young people as the "Great Generation." He says there is "a new road ahead" for all Americans. And to young people he says, "that new and relevant road is your road. You will be part of the new leadership. The chal-

lenge of change is your challenge, because this land is your land."

While there are some passable parts, Richard Nixon's "new road" for young people seems paved in rhetorical prevarications.

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Law Schools Seek Women Applicants

by Nancy Topping

Monday, November 4, Professor Paul McCarthy was on campus to interview students interested in applying to the law school of Boston University.

I questioned Mr. McCarthy about the increasing trend among law schools to seek out women students whereas, only a few years ago, very few institutions were receptive to our applications. Dean Noyes has stated that much of the demand has probably been created by the draft, leaving vacancies which can be filled by women.

Influence of Draft

When questioned about the influence of the draft, Mr. McCarthy replied that although the draft may be a significant factor, it is not the primary one. He said instead that the "whole new concept of legal services" was the determining element.

He explained, "It used to be that a girl who graduated from law school had two choices. Either she could work for the government in Washington or she could get a job with a law firm—a job with no responsibility where she didn't do much."

Legal Services

Now, however, a new concept of legal services has been introduced. The Office of Economic Opportunity has many community centers which supply these services.

"More people are aware of their rights. There is also a sense of equality among the poor—the affluent go to a lawyer, so why can't I," said Mr. McCarthy.

Because of this new demand, there are more positions than there are qualified men to fill them. "Lots of girls in law school can do something socially significant," he commented. "They feel that they can get in a position of responsibility since many of the younger men work in the community only on a volunteer basis."

Social Trend

Mr. McCarthy considered this service to be OEO's most effective program.

He explained, "Today's approach to society is socially oriented. Kids go in for this kind of work for the same reasons that they join the Peace Corps."

"Besides," he continued, "social work is still the establishment. Legal services are an alternative to social work or teaching and can be much more satisfying. By winning a case, a lawyer breaks the barrier immediately, thus inspiring trust. Legal services is a new field and is not bothered by a long entrenched bureaucracy."

Girls Like Blacks

Mr. McCarthy stated, however, that there has been no significant improvement in the opportunities for women in law firms. "Girls are like Blacks," he said, "our clients might object." He considered marriage a hindrance to a woman's chances for holding down a nine to five job.

"Part time lawyers are rare," he concluded, "and most women are restricted to working on wills, trusts or in banks."

Perhaps the most significant thing that Mr. McCarthy had to say was that when he entered law school in 1961, there were only six or seven women out of approximately 350 students. Today he teaches an introductory law class of 350 of whom 60 are women.

WCNI, Connecticut College's radio station, invites students to submit information on campus activities to Judy Golub, '69, Box 433.

Hatfield Disagrees With "Moratorium"

LETTERS

(Continued from Page 2, Col. 5) our efforts in the often neglected non-military aspects of the struggle—political, economic, psychological and diplomatic."

I do not agree with all of Mr. Nixon's statements regarding Vietnam, and I have made public my strong difference with his "moratorium" on this issue. However, on the basis of these public statements by the Republican Presidential nominee, and on the basis of private correspondence and conversations, I believe that between the two major candidates—Mr. Nixon and Mr. Humphrey—the Republican candidate represents the best hope of resolving the war in Vietnam.

The Vietnam issue has preoccupied my thinking and actions for many years. This issue transcends party loyalty. If I had believed that Hubert Humphrey represented the best possibility for ending this tragic conflict I would have supported his candidacy.

I am hopeful of a Republican

SCIENCE

(Continued from Page 3, Col. 3)

A trip to see the movie 2001 in Hartford graphically illustrated the possibilities in an effective light show. In fact, the study of optics is to be concluded with the presentation of a smashing, student-directed light show!

Future subjects include DNA and heredity, hallucinogenic drugs and brain chemistry, life on other worlds, over-population and birth control, and biological warfare.

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NEWS NOTES

Miss Margaret Croft, freshman scholar of the Class of 1969, was named the Joseph F. Joseph Assistant in the department of mathematics at Connecticut College.

Margaret, who studied mathematics in Edinburgh, Scotland, during her Junior year, will assist in the teaching duties of the department by giving individual tutoring or teaching problem sessions.

Impossible Dream? Students will now be able to obtain tickets for the world famous Empire Room nightclub at The Waldorf-

Astoria in New York on a special student ticket plan.

Every morning all reservations still available for either show that day will be put on a student standby basis. Students may call Empire Room Reservations (212-355-3000) anytime from 9 a.m. until showtime, and pay only a \$2 per person cover charge if tickets are available.

All students must present either their college I. D. card or their airline youth plan card to obtain this special rate.

The Washington and Jefferson Literary Journal is welcoming the chance to evaluate and print students' graphics, prose, poetry and essays in its next issue which will emphasize the provocative and the controversial, including this summer's politics.

All material should be submitted before December 2 to Peter Falion, Washington and Jefferson College, Literary Journal, Washington, Penn., 15301.

The Alwin Nikolais Dance Company, applying new technologies to its unique form of total dance theatre, created by Alwin Nikolais himself, will perform

"IMAGO—The City Curious", a full-length theatre piece, on Tues., Nov. 19, at 8:30 p.m. at Palmer Auditorium.

Tickets may be obtained from the Bookstore, Mrs. Myers, chairman of the dance department, and Dance Club members for \$3.00 (Adult), \$1.25 (Student), and \$6.00 (Patron).

Members of the Company will teach a Master Class, which will be open to both dance participants (\$2.00) and observers (\$1.00) on Wed., Nov. 20, at 7:30 p.m. in the dance studio in Crozier Williams.

The remaining two lectures of a three-part series on the Negro will be given by Professor James McPhearson of Princeton and by Professor Mike Thelwell of the University of Massachusetts.

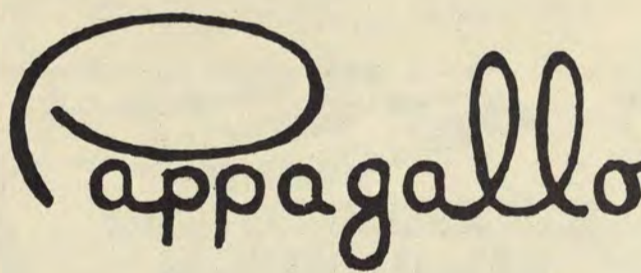
Professor McPhearson will speak on "The Retreat for Reconstruction" on Mon., Nov. 18, in Palmer Auditorium, at 4:20 p.m.

Professor Thelwell will give the final lecture of the History Department series, entitled "The Rise of Black Power," on Mon., Nov. 25, in Palmer Auditorium at 4:20 p.m.

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