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 political science. Glassman was glad that Humphrey didn't win, but he wouldn't have been able to govern effectively, due to right wing opposition. The support of Humphrey by liberals may actually have augmented the collective effort of liberals and, according to Mr. Jordan, this is the new mechanism, which is now needed in order to reform the Democratic Party and reeducate society so that a liberal candidate will be nominated, and win, in 1972 he said.

With both groups now rebuilding 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 few years can't be lived through.

Nixon won't be able to end the war, a girl said despairingly.

And if the war doesn't come, and if the situation of the new man in the White House impresses 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 2:30 p.m. today as the first part of an exchange program approved 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 5:15 and 9:15 p.m.

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

Each college will have special programs for their visitors which will include observation of classes, meetings with various faculty members, and a tour of the campus.

Student representatives of the Wesleyan junior, senior and graduate years were selected to apply for student residency at Wesleyan next semester should their applications be approved.

President Nixon Takes Third Term

President Nixon won a third term over Hubert Humphrey in the election.

The sentiment behind that election was a gap between the old and the new.

The new political leadership will help to clear the way of the old, the old are scared to death of what might happen to dissent and freedom, while Nixon promises a new era of law and order.

All this sounds good to Nixon 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, exotic elements of dance and dance design, and the use of improvisation, encounter and chance as sources of choreographic invention.

The Climate for Change

The Martin Luther King Scholarship Fund, and an observance of the 25th anniversary and prose will be from the works of Langston Hughes, Countee Cullen, LeRoy Jones, Richard Wright, Ralph Ellison, James Baldwin, W. E. B. DuBols and others.

Study Black Man In Society

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

Bush Proposes New Education Policies

WASHINGTON (CPS) - President-elect Richard Nixon said 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 boycotts and signs carried by students. One poster held high at a rally in Cali, 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 the generations, a gap he thinks his government 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 over. He has established a Student Coalition to "utilize the talents and energies of the academic community to resolve society's problems."

Nixon also would "decide new ways by which, through long-term loans, the federal government can further assist students to gain a higher education." He 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, wage dependency on future income.

The GOP platform, though, continues the often debated idea of tax credits for parents and a new version of 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."

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," the Nixon-agree Adviser (Continued on Page 5, Col. 1)
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 is 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 officials, the only leaders who have a national mandate to rule. Yet, as the archaic and undemocratic Electoral College threatens to frustrate the will of the people, to deny the Presidency a popular mandate.

Briefly stated, the major defects of the Electoral College are these: the majority will can be overruled by mathematical "flukes", each member of my high school paper "top rating". One of these standards, and others used in rating a paper "top rate". One of these standards, and others used in rating a paper "top rate". The Conn Censor has "subjectivity" not only in its writing but also in its choice of subject matter. A campaign paper, however, should be the students' newspaper. It should involve itself in all aspects of their campus life, their activities, hobbies, and personal 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 slipping it into the Conn Censor. The Conn Censor has become quite clearly a newspaper of the students.

If this paper were to try to make it on the market, I am sure that it would not be enough to arouse interest. I am sure that the newspaper world, the "real journalists" would make it advance as a low-grade paper. To illustrate: I claim that you would not want to be the first person that would be doing this paper were in the hands of a few of the "real journalists". They would call you a "policy of subjectivity". I am sure that they would, at least, do this paper in a number of new political areas, regardless of other views, if not complete objectivity.

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

Senior Melodrama

To the Editor:

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

The audience is asked to leave their soggy carrots for, at the time, the audience foreign object is thrown in the auditorium this year. The full and Senior Melodrama will all appropriate here.

Yours in Peace,

Randall C. Freight 69

P.S. I find that the policy polici
cy, inflammatory, controversial, and provocative, fully en
does it, readers, please, do not throw Conn Censor during my Melodrama.

Ah — Ignorance

To the Editor:

For a long time now I have been realizing the Conn Censor weekly, becoming progressively disdained at what I see in print but refraining from writing to the editor. I believe that Conn, I seemed fairly obvious that the editors of this campus newspaper have blocked their ears to any criticism.

For me have seen a number of letters to the editor already written protesting both the attack papers in this paper as well as its "policy of subjectivity". As someone aptly expressed to me a year ago if it is an opinion, and such as justice which al
though unattainable must be strived for, whether or not it is to be worth its salt. The Conn Censor uses "subjectivity" not only in its writing but also in its choice of subject matter. A campaign paper, however, should be the students' newspaper. It should involve itself in all aspects of their campus life, their activities, hobbies, and personal 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 slipping it into the Conn Censor. The Conn Censor has become quite clearly a newspaper of the students.

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Theresa MacInnis

Staff Switchboard Operator

Hatfield Replies

To the Editor:

I have just received an article from the Connecticut State College student reporting on the recent address to the Young Re
publi cans at Connecticut College. Reading this article, I find that there are issues raised which could not be answered, 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 Presi
dent of the United States, because he held my views on Vietnam. Now because I felt he offered the best hope for peace. My decision to endorse Mr. Nixon was a result of one of my high school years which convinced me 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 Convention. In his state
ment Mr. Nixon declared: "The time has now come when the war must end and not be prolonged."

Further, Mr. Nixon has real
ized the necessity for de-Americanizing the war effort. He has
frequently repeated his statement that this country must delegate power to the Platform Committee on this matter.

We need far greater and more constructive, positive action to win
ning the South Vietnamese them
selves and equip them with the best of modern weapons. As they are pleased in, American soldiers are the best. The enemy must be deplanned. This outpawing will save American lives and cut American. Further, it is essential that South Vietnamese leaders be trained to develop both the military strength and the spirit of independence of the country now and in the future.

Mr. Nixon has also recognized the need to seek broad repre
sentation of parties during nego
tiations and make any real substance. His Platform Committee state
ments include these words:

"The context in which the war must end is never be
cannot be predicted, but the fur
reaching implications of the war have plainly indicated that the conference table must be the meeting place of all the leaders in the war must be ended."

Recently, Mr. Nixon stated in an article in the Octo
ber 26, 1968 issue of the New

Republic:

"What is now needed is further discussion of the negotiations, with rather a dramatic escalation of the (Continued on Page 6, Col. 2)
Chemistry Department Designs Experimental Science Course

by Mary Ann Balal

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 имеing course geared to areas in the natural sciences relevant to the current issues.

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

The course meets twice weekly for seminars and laboratory experiments. There are three sections of about 20 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 him, which may be taken up in the class or even in a poem, if the spirit so moves him. There are no limitations or restrictions.

He continued, "This upheaval may be the result of experiences like this one, all the way to the demonstrations of student power, the freedom of speech movements at Columbia and Berkeley. The students are ahead of their faculties in recognizing the need for such experiences."

Emphasis Partnership Dr. Christiansen emphasized that the curriculum "should be much more nearly a partnership, rather than someone directing students and someone elseI being directed."

Until 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 there 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 for their own interest) and will be relevant to what they are doing in the laboratory. "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 group is "artistic," 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 classes becoming lectures, rather than seminars.

2. Dr. Christiansen performed 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 lab or reviewing the presence of frequent tests and papers.

OFFICIAL TRIPS

So far, the whole group has studied cyclamates, or artificial sweeteners, and included a field trip to Pilant Laboratories in Greater New York in its tour and lectures. 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 the information. Lab demonstrations, such as the construction of the Now photo, by the staff, assumed the somewhat technical articles in the magazine.

(Continued on Page 6, Col. 2)

Student Press Services EDGE As a Protest To Policies of Commercial Newspapers

by Patricia Strong

The student press services are in existence for two main reasons as stated in the 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 college 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 that, however, that they are being used in the correct way or to the full advantage of their capabilities. The CPS Annual Report complained that many college newspapers do not even give credit to the press services for using their articles. Other college papers do not even 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 unquoted than not used at all. Only three newspapers, the Chicago Daily, one of the College Press Service, a branch of the USSPA (United Students Press Service Association), and as stated was 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

Almost most students are concerned and interested in what's happening outside the local walls of their particular institution, a national student press service provides the ideal answer to both the student who wants to know what is going on in other places and the student who is doing political or other types of reports, etc., and who often at the same time or other than the staff neither the money to send reports to other campus to cover stories.

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

CPS also plans to have a "Black Jack" in Atlanta headed by a full-time Black staff member, to provide the Black power movement and other issue relevant to Black Americans.

Help Improve Newspapers

Conn's Chemistry department stressed the Col- lege Press Service, the United States Students Press Service (hereinafter referred to as USSPA) provides educational programs aimed at teaching 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 Censsa one dealt with a Southern Congress on the desegregation of the Students For a Demo- cratic Society. Another dealt with a peace march by 20,000 service men in San Francisco, an article on the House Committee On UnAmerican Activities investigation of the riots in Chicago during the Democratic Convention.

Commercial Newspaper Distress

CPS, other student press services feel that the type of issues men- tioned above because they feel that if the commercial press does not publish certain stories, because 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 provide 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, an- cient or Communists. They ask for, however, is to obtain a reaction to their work either positive or negative but never pas- sive.

Editors Faced with Wrath

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

One such editor, Art Johanston of the South End, the campus paper at Wayne State University in Detroit, was in just such a situation after he tried to file a story attacking 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.

Also Art Johanston had achieved his goal, because after a while students began to accept the story. They began to agree with the ideas expressed in the paper, but they kept at least the right of the paper to print them.

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

CPSIC

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

The issue is not Black versus White, but social integration versus discrimination. This "cross the board," pointed out one concerned CPS editor.

Inform People About Problems

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

At the moment the committe's major project is trying to sponsor a workshop for teach- ers in the Waterford School Dis- trict. This proposal has come un- der discussion at several meetings of Waterford's board of educat- ion 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 ap- proved again this Fall they promised to submit a workshop plan to the board that if the committee were not informed of any hallucinations caused by the committee, which December they should write another letter and state their displeasure.

Agencies and disturbances without attempting to learn the cause, the CPSIC and Under- ground papers like New York's East Village Other will continue to thrive on the controversy, which commercial newspapers refuse to become involved with.

ROIT REVIEW

Audience Immersed In Anger, Violence

by Mary Goldstein

ROIT-the hatred, frustration, anger and violence in America today. ROIT was a chance to experience emotionally what is going on in the inner city brackish, kneeling, looting. The audience becomes totally involved, experi- ences fear and horror, and learns to hate.

ROIT starts off calmly enough with a panel discussion about the future of racial relations in the country. 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 discussion becomes more heated if it reaches the point where the white liberal warns the Black militant that "If you and your people try to use vio- lence, we have the legal power and guns to defeat you."

The tension among the panel-ists increases. They begin to scream at one another, and the blood is spilt out.

When the lights come on again everyone has a hand as well as all its violence, tension, and anger. The actors hunged at members of the audience by bayonets, with their fists, and with chairs, and from 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 riddle of the guns, and the blinding effect of the searchlights being flashed on hoctors.

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

Difference of Beliefs

Their fear—and Nixon's fear of or distaste for student demonstra-
 tors—can be explained as simply a difference in ideological belief.

To someone on the left, someone

for the nearness of you

Bidette.

You're sure of yourself when you have

Bidette. Here is a soft, sole shoe, pre-

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young people as the "Great Gen-

eration." He says there is "a new

mind abroad" for all Americans.

And to young people he says,

"that new and relevant road in your

road. You will be part of the

new leadership. The chal-

lege of change is your chal-

lenge, because this land is your

land."

While there are some passable

parts, Richard Nixon's "new road"

for young people seems paved in

ideological pretensions.
Law Schools Seek Women Applicants
by Nancy Topping

Wednesday, November 4, 1968

Perhaps the most significant thing that Mr. McCarthy said 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, submits to information on campus activities to Judy Guth, 60, Box 433.

Hathaggie Disapproves
With "Moratorium"

In WCN1, Connecticut College's radio station, women students to obtain information on world affairs at the Waldorf.

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

Margaret, who studied mathe- matics in Scotland, during her Junior year, will as- sist in the teaching duties of the department by giving individual or teaching problem sessions.

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

Letters

This essay is in the often neglected non-military aspects of the struggle for peace in Vietnam. I find it strange that there are no parallels in Vietnam, and I have made possible my strong desire with his "moratorium" on this issue. However, on the basis of the whole history of our involvement in Vietnam, I believe that the two major differences-Mr. Nixon and Mr. Humphrey-the Republican candidate represents the worst hope of resolving the war in Vietnam. The Vietnamese issue has preoccupied my thinking and actions for many years, and I find myself in total agreement with the presentation of a weeklong situation-directed light show, which is opening up for mankind the possibilities of non-military, non-warfare. The show will tour the world, and is an attempt to use light and color to create an awareness of what is going on in the world.

Bass Weejuns

Bass Weejuns

An astounding entertainment experience. Breaks you out of a dazzling trip of discovery into the great age of exploration that takes you up for moon flights among the planets and beyond.

"IMAGO-The City Curious", a full-length theatre piece, on Mon., Nov. 19, at 8:00 p.m. at Palmer Auditorium.

Tickets may be obtained from the Bookstore, Mrs. Myers, chair- man of the dance department, and Dance Club members for $3.00 (Adult), $1.25 (Student), and $0.90 (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 7:00 p.m. in the dance studio in Crozer Williams.

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

Professor McPherson will speak on "The Retreat for Re- construction" on Mon., Nov. 18, in Palmer Auditorium, at 4:30 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 4:30 p.m.

NOW AT YOUR BOOK STORES $450

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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 4:30 p.m.

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"IMAGO-The City Curious", a full-length theatre piece, on Mon., Nov. 19, at 8:00 p.m. at Palmer Auditorium.

Tickets may be obtained from the Bookstore, Mrs. Myers, chair- man of the dance department, and Dance Club members for $3.00 (Adult), $1.25 (Student), and $0.90 (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 7:00 p.m. in the dance studio in Crozer Williams.

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