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## Studies Ctte. Begins To Define Period

Although yesterday was the deadline for suggesting topics for seminars for the intersession Special Studies Period, the faculty-student Special Studies Committee is still open to suggestions, according to Lester J. Reiss, Committee chairman.

Topics may be within the regular academic curriculum, or they may be of an inter-departmental nature, or may even extend completely beyond the pres-

ent instruction set-up, stated Faye Green '69, committee member.

Students, faculty and also student organizations are urged to submit topics or to lead seminars, Mr. Reiss continued.

### Politics to Freud

The College Chorus, Peace Club and Afro-American Society are all planning activities for the period. Already suggested topics range from, "The Use of Freud in Analyzing Literature," to "A Study on Herman Hesse," to "Student Politics and Unrest," and "Existence Without God."

The seminars will meet only during the mornings and afternoons, allowing the evenings for varied cultural events, such as a film festival, a Theatre One Production and various musical performances.

ConnQuest will also be held during Special Studies Period.

These two weeks outside the traditional academic routine offer the college community the highest degree of freedom we have yet experienced, stated Mr. Reiss. It calls for initiative and co-operation from and among students and faculty, he concluded.

## Fellowship Weekend Theme Is Creativity

"The style of Religious Fellowship 1968-69 is one of openness," said Leslie Fenn, president of the organization. "Concerns about the dismemberment of our world and our lives point to a need to see more clearly — to understand better."

"Perhaps reconciliation does not mean a compromise of values," Leslie continued. "Maybe we need some practice in the process of coming together; maybe even by singing a song or painting a picture."

This year's highly untraditional Religious Fellowship Weekend is scheduled for Nov. 22-24. Instead of the usual keynote speaker and panel discussions, the program emphasizes maximum individual participation and an atmosphere of freedom.

As Leslie suggests, "We experience a predominantly passive education at Conn. There can never be enough of the dynamics of breaking out of the audience onto the stage."

Centered on the general theme of creativity in its broadest sense, the weekend program includes theater games Friday night with Prof. J. Ranelli of Wesleyan theater department. Informal workshops Saturday will use the emotional and physical media from everyday life to create theater, dance, collage, montage, graphic improvisations to music, and junk sculpture.

Saturday night the weekend will move off campus to the Eugene O'Neill Foundation to celebrate shared experiences and to continue the activities of the day on a larger, slightly less structured basis. A student-planned, highly participatory chapel service Sunday morning will conclude the weekend program.

Sister Judith Savard of Full Circle Magazine will be on hand throughout the weekend. "From my experience with Sister Judith and an enthusiastic group of student planners in October," said Leslie, "I have no doubt that she will help us maintain a mood of celebration, reflective continuity and a spirit of openness. We hope that the weekend can be a creative experience for all concerned; that it can be a kind of 'serious play', a corporate practice-session in communication and responsibility."

## Student Proposal Requests Rep On Advisory Committee

by Kathy Riley

A proposal for student representation on the Advisory Committee on Appointments, Promotions, and Termination of Appointments was presented for discussion at the faculty meeting Nov. 6. An Ad Hoc faculty committee was appointed to consider the petition and to report back to the faculty on the matter.

Members of the Ad Hoc committee are: F. Edward Crazz, chairman, professor of history; Mackie L. Jarrell, professor of English; Ruby Turner Morris, professor of economics; Robert C. Cassidy, instructor in religion; and Carol B. Ohmann, assistant professor of English.

The student petition proposed that a student representative, chosen by an annual campus-wide election, be considered a voting member of the Advisory Committee only when termination of appointments are being considered.

### Students Submit

The petition had been submitted by four students, Randall Freelon, Lynda Ginsburg, Maria Pellegrini, and Kathy Riley, and was passed unanimously by Cabinet and House of Representatives Oct. 30.

The Advisory Committee serves in an advisory capacity to the President on regular full-time appointments, promotions, and termination of appointments. In the case of termination of appointments, it examines all evi-

dence and it is the right of a faculty member to appeal his termination directly to the committee if he thinks such termination unjust.

### Four Reasons

The student petition advanced four reasons for the proposed student representation; 1. the students are vitally interested in and affected by those who teach them; 2. students, by virtue of their prolonged classroom contact with faculty members, are able to present an evaluation not to be found elsewhere; 3. classroom performance is one essential criterion to be considered when deliberating on termination of appointments; and 4. therefore the creation of an official channel of communication on this matter would be in the best interests of

the entire College.

### Final Words

The final words of the petition stated that "The signers of this petition realize the responsibility of such a position, (student representative), and we express the faith that the student so elected will express judgments arrived at only after considered deliberation."

## Thelwell Advocates Black Separatism

by Patricia Strong

Prof. Michael Thelwell, of the Univ. of Mass., called for a five-year moratorium on white-authored literature concerning Black society and culture at the first in a series of History Dept. sponsored lectures on Afro-American life and culture on Mon., Nov. 11.

During this moratorium, explained Mr. Thelwell, Black intellectuals would be able to escape from the pervasive influence of white racism, which has so dominated the history of American literature.

Mr. Thelwell delivered his lecture from the view that racism is a basic way of life in this country, and that racism has been a definitive force in our history. Racism, treated by many as a by-product or side issue, was flatly labelled "Anglo-Saxon chauvinism" by Mr. Thelwell.

### Idea of White Supremacy

A major part of his thesis was that racism is so entrenched in the American psyche that the cause of racial equality is no farther advanced than it was when the first Blacks were forced upon our shores. In fact, he stated that all races other than the Anglo-Saxons were looked down upon even in the Middle Ages because of the mystique of Anglo-Saxon supremacy.

Mr. Thelwell traced this idea of White supremacy through American history, showing that whites had always been motivated by selfish or political rea-

(Continued on Page 5, Col. 1)

## CLEAVER: The Man to Watch In Black Liberation Movement

by Gayle Cunningham

Minister of Information for the Black Panther Party, nominee of the Peace and Freedom party for the Presidency of the United States in this year's elections, senior editor of *Ramparts*, author of *Soul On Ice*, which has sold more than 56,000 copies, ex-convict, former Black Muslim: this is Eldridge Cleaver.

He has been called the first Black leader since Malcolm X who can potentially organize a militant mass of Black people in a movement towards "Black liberation".

Born in Little Rock, Ark., Eldridge Cleaver grew up in the Los Angeles ghetto. He was convicted several times for possession of marijuana and sentenced in 1958 to a 14-year term for assault with intent to kill and rape. By December of 1966, the month of Cleaver's parole, Huey Newton and Bobby Seal had formed the Black Panther Party in Oakland and Cleaver joined them.

He has risen rapidly to the position of hero to the young in the ghetto. They know his own ghetto origins and identify with his defiance of the system and his theory of self-defence. Unlike former leaders, he offers them an organized mode of expression through the Black Panther Party.

The threat of this young 33 year old man and the power he commands has much of the establishment uptight. Police departments, white citizens, liberal or not, are showing increased concern over this growing, mili-



Angry Eldridge

tant group.

Cleaver is accused of fighting for justice by violent means and intensifying racial hostilities to the detriment of Blacks — it cannot be denied that he has alienated many dedicated integrationists, probably to the benefit of the Black liberation movement.

Others, however, regard him as more than a revolutionary gang leader. By many in the intellectual community he is regarded a "writer and theoretician of major dimensions." He was invited this past fall to speak at the University of California in Berkeley in a series of lectures, starting a fierce conflict which still rages: the university vs. its board of regents, Governor Reagan and the State legislature.

A man to watch in the movement towards liberation of Black people in this country, Eldridge may well take his place alongside Malcolm X, martyr and saint of the movement.

*Ed. Note: An article by Miss Cunningham on the Black Panther Party will appear in Conn Censu next month.*

## Complaining About Comps? Campus Forum Today

The annual Open Forum on comprehensive examinations will be held TONIGHT at 7 p.m. in the Student Lounge in Crozier-Williams. The floor will be open to questions and comments from all students and faculty present; so if you've been complaining about comps . . .

## Editorial . . .

### Putting it in Context

In the LETTERS column of this issue is a letter from President Shain criticizing our graphic editorial of last week.

Mr. Shain's main point is that profanity must be expressed in some sort of context; otherwise it takes on the qualities of meaningless and infantile obscenity. We have no argument with Mr. Shain on this point. We do believe, however, that *Conn Census* has indeed expressed throughout the fall a legitimate context for our gesture of profanity.

Malcolm Boyd says, "Dirty words are apparently a greater shock than the dirty realities we have been conditioned to ignore, the dirty things we do to each other every day, often in the name of high-sounding words like patriotism, duty and religion. . ." We as journalists and as human beings have been trying to confront the "dirty realities," the real obscenities of life in 1968.

Racism is obscene, war is obscene, repression is obscene. There is a great struggle in this country today to resist illegitimate power. As our Statement of Policy indicates, we have chosen to write about this struggle and to support it. We believe that the attention we've given to the struggle as we see it provides a context for the controversial editorial.

In the past two months, for example, *Conn Census* has discussed the war which students have been waging against the established powers: the no-financial-aid policy of the government in regard to campus dissenters; the activities of Students for a Democratic Society; the situation at Columbia in the aftermath of their fight; anti-war demonstrations, by GI's as well as by students; the House

Un-American Activities Committee hearings about the Chicago fiasco.

We have discussed the issue of racism: CURA, which deals with white racism here on campus; attitudes of Black students here; the program of Afro-Am; the proposal of the Summer Planning Committee on "disadvantaged" students; Spirit of '71, concerned with admitting more minority group students; and a series starting in this issue on Eldridge Cleaver and the Black Panthers.

We have discussed those who are alienated, repressed or ignored by the powers that be— the Blacks, the dissenting students, the Vietnamese, as is obvious from preceding paragraphs — also the Biafrans, who are being starved to death in the name of politics and capitalism, and the migrant grape pickers, who are demanding the right to live in dignity.

We have also discussed the minority Democrats who, through the electoral process, hoped to confront these issues within the governmental structure: Lowenstein, McCarthy, Ribicoff, O'Dwyer, Gilligan. We have discussed the alternatives presented by Nixon, Agnew and Hatfield in the Republican party. We even talked about Wallace and LeMay.

A week before the election we reminded ourselves and others that when Mr. Nixon was elected, the struggle must continue and grow. We discussed in an editorial the choice offered in this year's presidential election, the futility of voting for any of the three major candidates.

In this context, with the ultimate realization that the election was really over and Nixon was really the one, with the shadows of McCarthy's New Hampshire victory, the futile Paris talks, the Battle of Chicago, the death of Robert Kennedy, the balloons of Miami, the rhetoric of Agnew, the Ribicoff-Daley confrontation, the riots in the cities, the tanks in the streets, and the deaths in Vietnam — with these shadows haunting us, we found no gesture more appropriate to express our feelings.

### Unprecedented Freedom

Unprecedented academic freedom is offered to both faculty and students by the Special Studies Period (Jan. 28 through Feb. 8). The function of the Student-Faculty Special Studies Committee is to direct rather than initiate seminars and programs for the period. Since it relies mostly on suggestions, the committee's power is by nature limited, placing maximum responsibility for the success of the period on the College community itself.

In order to take full advantage of this period, a high degree of cooperation from and among students and faculty will be required. Students should overcome their reluctance to suggest and especially to direct seminars on any subject in which they have interest, background or experience. Groups of students and student organizations can also suggest and direct seminars. Faculty members have the opportunity to present their research in depth, which is not often possible within the established curriculum.

As Lester J. Reiss, chairman of the special studies committee stated, "I'm inclined to view this as a period within which students and faculty are equal and partners. Where the traditional distinction as between master and apprentice can be replaced to a large degree by partnership and cooperation."

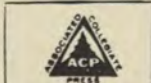
Students are required no more than residency and registration during this period. We are being offered maximum freedom and responsibility. The academic changes of the Special Studies weeks may well carry over into the academic year. We cannot afford to overlook this opportunity to prove our ability to plan and carry through educational innovations.

### "Controversy" Open to Dissident Views

Regardless of political opinions, *Conn Census* welcomes all new staff members. Every member has access to a column, "Controversy" for the expression of dissident views on specific issues and events. In order to use this column, a student must assume the full working responsibilities of a staff member, such as covering assigned stories and technical duties.

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### TOPIC OF CANDOR COMPS

by Barb Skolnik

In theory the most constructive function of comprehensive examinations is to measure a student's ability to integrate her four years of study in her major. But the question is, can comprehensives perform this most important function.

The examination questions themselves more often than not fail to ask questions that call for the student to pull together the facts and analyses from more than one course. Instructors are asked to submit questions on specific courses rather than on the major field as a whole. Obviously comprehensives of these types do not fulfill the integrative function.

Seniors studying for comps find pressure almost intolerable because, although they have completed four years with a satisfactory average, their graduation depends entirely on their passing these examinations. Under this intense pressure, seniors find effective studying difficult. Whether their feeling of pressure is justified or not, the result is the same. A profitable education experience does not take place.

Can't integration be much more effectively achieved by a one-semester seminar that stresses the relation and relevance of information learned within the boundaries of specific courses? Certain departments already have seminars of this nature but most do not, instead selecting a specific topic to study in depth.

Seniors often comment that most valuable experience they gain from studying for comprehensives is the informal joint study sessions they have. Seminars will provide them with the possibility of a wider range of ideas and contacts as well as direction. Successful performance in the seminars will be required for graduation.

Practical alternative proposals include offering a redesigned format which would put into practice the theoretical objectives of the present comprehensive. Departments would be required to ask only those questions that would interrelate the various courses, rather than separate.

To remove the destructive effects of this pressure the grade for this exam would be averaged into the final semester grades. This would eliminate the "all or nothing" character of comps.

### Of "Riot," Thelwell

A lot of girls walked out of "Riot" two weeks ago wiping tears from their eyes. A few were still shaking; a few were unshaken. Richard Gittens, Black militant, laughed during the performance. On everyone's face, at the end of both performances, you could see a reaction.

Professor Mike Thelwell spoke in Palmer last Monday on the origins of racism. A tall, slender-looking man in a dark blue suit wearing an African necklace of polished animal's teeth, Thelwell surveyed the audience carefully through his dark glasses. He attacked his subject from a literary point of view; his lecture was low-key and extremely convincing. A few people were disturbed that it was not a structured, historical lecture. Nevertheless, his cultural analysis of the problem appealed to at least as many students as "Riot" did.

The play served its purpose, just as did Dick Gregory's appearance here last spring. A few more souls saw the light and decided to join the humanitarian cause. But once the initial shock has opened some eyes and the repercussions of guilt set in, an attempt to glean further knowledge of the situation must follow. If not, then every second that the actors in "Riot" devoted to their performance at Connecticut College was in vain.

The type of information offered at Thelwell's lecture allows for an intellectual analysis and evaluation of the Black crisis. Thelwell speaks to whiteness on his own terms and answers his questions calmly. He does not moralize or proselytize.

Perhaps his method will reach more girls on this campus, simply because he talks to them in their terms. If "Riot" wasn't your cup of tea, give Thelwell a chance next Monday in Palmer. He is speaking on the rise of Black power at 4:30 p.m.

### Letters to the Editor

To the Editor:

I feel I must express a public vote of no confidence in the present editorial staff of *Conn Census* after last week's issue. The photograph you printed on the editorial page is—by any standards of taste that I recognize—extremely vulgar. As an expression of student opinion on the election returns it seemed to me infantile. To express political disgust or moral indignation you have the means which have always been open to all journalists, passion, intelligence and language. The tepid editorial paragraphs recommending the reform of the Electoral College were odd companions to the photograph. To join the current obscenity scene was a temptation I wish you had resisted.

President Charles E. Shain

To the Editor:

There is a point at which iconoclasm becomes poor taste.

Anne Tenenbaum '69  
Mary Kroul '69  
Lisa Richter '70

To the Editor:

It's not that I find the photograph on your editorial page offensive; it's just that I find it unnecessary, childish and a revealing representation of the general idiocy of *Conn Census* this year.

Ginny Folwell '69

To the Editor:

You're old hat!

Bonnie D. Eidler '69



Front page of the Smith College newspaper, Nov. 7, 1936, 19½ inches high; at Byron

# "Sanctuary" THIS SURE HAS BEEN A MELON-DRAMATIC DAY! AWOL G.I.

by Paula Feinstein

This weekend I witnessed a miracle.

Friday evening, Nov. 1, I wandered quite accidentally into the M.I.T. student center. There, on the floor before me sat a group of more than 1,000 students peacefully chanting "We Shall Overcome." I was taken by complete surprise and I began to question those seated around me.

Mike O'Connor, a 19-year-old boy, had gone AWOL from the United States Army. He had wanted a place to hide from the police and had contacted the New England Resistance for advice. The Resistance had suggested the MIT student center to him and he had entered the building the previous Tuesday. The students, hearing of this heroic act, came by the hundreds to protect him from the federal authorities. They soon turned the building into a sanctuary and made plans to remain there and help Mike as long as they possibly could.

It was a beautiful and moving sight. The building had been turned into a spiritual community. Everyone was working towards the same goal; all so desperately wanted freedom.

### Classes Held

I left in a daze and returned the next morning planning to stay until Sunday night when classes and duties called me back to school.

Things were really happening! Professors from the university were holding classes in the sanctuary and a once uninvolved campus was now truly concerned.

Mike stood before us. A couple of times he began to speak but burst into tears while thanking everyone for their help and pleading with them to stick by him until the end. There were seminars to discuss the war and our freedom and what was going to happen to everyone when the sanctuary was absolved.

Without a structured plan, all aspects were perfectly organized. Boys and girls were on 24-hour security watches; food was brought in; classes were in session; speakers were present, and spirits were kept high with song fests and scattered guitar players.

### 2,000 Spend Night

Saturday there were over 2,000 students spending the night in the sanctuary. A six-page list of representatives from various campuses was posted on the wall.

The Living Theater, playing next door, spent their time with us between performances, and two motorcycle gangs had joined the group, determined to protect Mike from the federal authorities. Everyone was tired and dirty, but nobody cared, for we so desired freedom and the symbol of peace that Mike was exemplifying.

At four Sunday morning a voice throughout the building bid those who wanted to participate in a peaceful demonstration entrance into the main room. Within two minutes all 2,000 of us were seated quietly on the floor, one against the other with arms and legs tucked under us, waiting to block the approaching "feds".

### Courage Radiated

The very room trembled with fear but radiated with an invincible courage.

We were told to remove all earrings, rings and scarves—anything the police could grab. Girls were to tuck their hair into their shirts or pin it upon their heads.

We were given a telephone

"He's not a rebel, no, no, no..."

Virginia — virgin for short, but not for long . . .

"Can't put my finger on it!"

Ima Clara Belle: "I've been dis-dressed all afternoon . . ."



—photo by mills



—photo by mills

Wesley: "Honeydew, I can't elope with you . . ."

Hymen Gong: "Rise to the occasion . . ."

"Oh, my poor baby . . .!"

"Quickening of the pulse, fluttering in the breast . . ."

number to write somewhere on our arms and told to carry one dime. If taken to jail we would each be permitted one phone call. This was the number of the New England resistance. A lawyer would be furnished to take care of our charge.

### Tranquility Sworn

We were also sworn to complete tranquility. If the police were to become brutal it was their business and could be brought to court.

We were to remain peaceful, no singing, no peace signs—for anger from one person could easily spark off a horrible riot.

A record player played Beethoven's "Ode to Joy" while we sat and waited, not quite sure what was going to happen. Mike was seated before us in the front of the room, thanking us again and radiating a strength that I have never before visualized.

We remained in that position for perhaps a half hour when we were informed that the cops were lined up along Massachusetts Avenue but that the police probably would not "bust" that evening. There were just too many students for them to fight their way through the crowd. We were told not to move far from the room but to find some floor space and get a few hours sleep.

### "Shalom Havarim"

We awoke, still tired, yet surprised and relieved that the police had not yet arrived.

A minister came that morning to hold Sunday services. His sermon was most touching. He compared the students to the Saints in the New Testament stories who did not mind going tired, hungry or dirty for a cause they so believed in, for peace and freedom for all mankind.

The service ended with everyone singing together "Shalom Havarim"—peace be with you, my friends.

I had never before gone through such a range of emotions in one short period of time.

### Alienated Youth?

Reluctantly, I left late that afternoon for school, probably never able to forget what I had

experienced, all the beautiful people I had met, and Mike's unbeatable courage.

According to the recent Boston papers, the building is still filled with students and all classes had been moved into the sanctuary. Mike was giving talks to many incoming groups and plans were being made for his enrollment at MIT as soon as his jail sentence was completed.

Is this merely another example of the long-haired alienated youth of today who are always causing so much trouble in the world?

*ed. note: Nov. 10 at 7 a.m., Mike was carried away to prison by representatives from the Federal Government.*

## WHITE

Late autumn is grey by mood — one matter of days when a year is colored kin to certain barns and homes: Grey — not dead and all lived in.

Outside an echoed wind argues of storm, seeming long and yet, first snow is unheard overnight. Silence is the winter noise of life unseen.

Hills, trees, fields — white is the burden of living here knowing some green.

by Paul Winer  
Vermont Stoveside Press,  
Cabot, Vermont

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## REVIEW

### Joseph Heller's Play Depicts Dehumanization in the Military

Joseph Heller, author of "Catch-22," uses every stunning dramatical means possible to portray the dehumanizing process of military institutions in his first play, "We Bombed in New Haven."

Reaffirming the anti-war theme of "Catch-22," Heller entices the audience in the opening of the play with comedy bordering on slapstick. Situated in an Air Force base, the actors are involved in the amusing game of bombing different cities. Today it is Constantinople, tomorrow Minneapolis.

—That's not Istanbul but Constantinople because it (the script) says so.

Heller manoeuvres his characters between reality, the script and the audience. Constantly referring to their part in the play itself, the actors first amuse and then confuse most observers.

As the plot thickens, perplexity is transformed into fear when a possibly authentic time-bomb

is almost thrown into the multitude.

Paranoia permeates the audience and Heller drives home the most poignant message of the play as one of the actors is actually murdered on the stage because he refuses to play his part.

Every individual's inability to change his role regardless of his dislike of it confronts all observers of "We Bombed in New Haven."

Jason Robards as Captain Starkey is the only actor who salvages the performance of Heller's play. Robards convincingly depicts the anguish of a man who wants to consciously reverse his role in the script but cannot face the consequences.

The others, consisting of officers and one female Red Cross worker, played by not-so-sexy Diana Sands, totally fail to "live" their parts and develop the potential of Heller's characters and dialogue.



Jason Robards and Diana Sands in the military bag

# Conn Coeds At Yale For Week; Feeling For Coeducation Strong

by Nancy Topping

When plans for coed week at Yale were announced, Conn students responded with such enthusiasm to the opportunity that our distressed administration was momentarily faced with the prospect of a mass exodus to New Haven. The crisis was finally resolved, however, by limiting the number of students and dividing them into two groups. The excitement was generated by the increased desire for coeducation on the part of both male and female students.

Those who went from Monday to Wednesday were among the more fortunate. The week was structured so that many of the noncredit seminars and social activities were over by Thursday night, as were some of the more exciting classes.

Coeds were also offered the chance to work on the Yale newspaper or radio station, but such opportunities as these extended only through Thursday.

### Election Night

The students who were at Yale Tuesday reaped the added advantage of being in a coed atmosphere on election night. Renee Narbonne '71, described the situation.

She said, "We sat in one of the TV rooms at Saybrook watching the returns. One of the political science instructors was on hand to comment on the election. It was the same in all the colleges — people were milling around or clustered around TV sets." Thursday, a post-mortem on the election was held to analyze the results.

### Coeds Feel At Home

The week was designed to make the coeds feel that they were true members of the Yale community. Accordingly, boys cleared out their rooms for the use of the coeds so that they could sample Yale living and dining facilities.

However, security was not in force, and if coeducation became cohabitation, no one seemed to mind.

The Yale students had varied reactions about our refreshing presence on their campus. One senior felt one advantage was that boys had the opportunity to look at girls as normal human beings rather than as prospective dates. This opinion was widely held by many of the other students.

Almost everyone acknowledged

that they liked having girls around. Some boys, however, were overwhelmed. A few were so busy staring at the unexpected decorations on campus that they were never able to say anything concrete.

One realistic reaction was summed up by a student at Davenport. "At the very least, I can meet some girls who will fix me up," he said. "At the very most, I will meet someone I'd like to date."

### Yalies "Helpful"

Reactions from Conn girls were generally favorable. The girls found their Yale counterparts very eager to please, — "helpful" was a word commonly used. Said Trudie Loubet '71, "I was really surprised how friendly the guys were. There was much more of a brother, sister atmosphere. The guys didn't look at us as dates, and the girls weren't so conscious of being picked up."

### Academics Secondary

Ah, yes, the classes. The week reputedly was designed to test the possibility of coeducation at Yale. Few would deny that the academic side was secondary to the social aspects.

The Coed Week committee did try to steer the coeds to some of Yale's best lectures. Their suggestions were helpful, however, since from a thirty minute perusal of the Yale catalogue, it is difficult to select the better

classes.

The more renowned ones were well attended. In the government department, Westerfield's class was overflowing, while in Robert Penn Warren's class, normally closed to Yale students, people "were climbing in the window."

Most classes were conducted as normal, although one teacher took the opportunity to make a movie of the more than a hundred Yale students and coeds who attended his art history class.

### Planning Disorganized

One criticism of the week was its disorganization. For those students who were not lucky enough to have been placed in a "good crowd of kids," the results were disappointing. Pat Moran '71 found that by Friday, the whole "set-up" had disintegrated into a typical weekend, a situation that was not remedied by the absence of any planned weekend activities.

### Successful Week

All in all, however, the week was a huge success. Although some students returned dissatisfied with their lot here, others felt an increased appreciation of Conn.

Trudie Loubet summed up her feelings by saying, "I don't know how much of an academic success it was. I learned a lot, though. I know much more how boys' minds work now."

# Life as Co-ed Falls Far Short of Idyllic

by Sue Derman

The experience of a Wesleyan co-ed falls far short of idyllic, according to some Conn girls living in Wesleyan's remodeled Spanish House this semester.

Fifteen girls are in residence, seven from Conn, and the other eight from Sarah Lawrence, Lawrence College, Oberlin College, Clark University, Pembroke College, Northwestern University and the University of Wisconsin.

The girls seemed to agree that this attempt at co-education was merely a mediating step. Wesleyan, they maintain, is still primarily a men's school. According to Conn's Nancy Schoenbrode '69, the girls originally believed "that we were non-belongers in the community—practically intruders."

As the semester progresses, Nancy continued, Wesleyan boys are becoming more relaxed. The girls said that earlier the boys were having trouble relating to them on a day-to-day basis. Wesleyan, said one girl, is still very much a one-sex school, devoted to work during the week and various (perhaps notorious) would be more appropriate) forms of relaxation on the weekends.

On an academic basis, reports are not as encouraging as might be expected. Many of the girls praised Wesleyan's exceptionally liberal administration which they believe to be the most enlightening aspect of the school. As

to classes, however, some dissatisfactions were expressed.

According to the Conn contingent, the teachers don't demand enough of the students intellectually. Complaints also arose concerning the attitudes of the boys in class. Some found that their tendency to spout off at length was a distraction rather than a challenge.

The girls from co-ed schools remarked that the boys at first appear restrained, if not openly unfriendly, although there was general agreement that the situation was improving. They generally felt that they "hadn't been rushed."

Most of the girls noted that, as a group, they feel friendly and relaxed toward one another. The Conn girls, however, said that friendships do not become as close at Wesleyan between the girls primarily because of new friendships with boys and secondly because they are all upperclassmen who have "settled" friendships at Conn.

Four out of the seven Conn girls at Wesleyan are in the Theatre Department: Meg Sarbeck, Penny Goslin, Nancy Schoenbrode and Josette Sayers. Their program includes, aside from general courses of their own choosing, an improvisation workshop and class dance and classes in sign language and vocal techniques.



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PROGRAM SUBJECT TO CHANGE

**Thelwell Asserts That Abolitionists Acted Only to "Save Their Souls"**

(Continued from Page 1, Col. 5) sons in attempting to alleviate the persecution of the Black American.

**Beginnings of American Racism**  
Beginning early in American history with the Puritan philosophy of intolerance and distorted morality, the new Americans deceived themselves into believing that the genocide of the original inhabitants, the Indians, was justified, he continued.

Later came the mass enslavement of the imported Africans, and to a lesser degree Indians. Besides physical bondage, others were in economic servitude, especially indentured servants, Mr. Thelwell stated.

He said, finally, the American conscience began to feel that something should be done to correct the situation. But since the entire subject of slavery was so delicate, Congress instituted a voluntary moratorium on the subject.

With the onslaught of the Abolitionist Movement and the Civil War, the slavery question

had to be resolved in some way. The resolution came in the form of the Emancipation Proclamation and the Thirteenth and Fourteenth Amendments to the Constitution. Mr. Thelwell called these weak acts the work of a racist congress prodded to action by the Abolitionists, a group acting only on moral grounds to "save their souls," not caring about the fate of the Black man.

He continued, that the subject of racism has for the most part been conveniently ignored until recently, when the Black people organized under the leadership of Dr. Martin Luther King and others to make their voices heard for the first time.

**Racism Today**

Today, after much discussion about the problem and many token legislative acts, Mr. Thelwell maintained that Black Americans are still no better off than they were before. He did concede, however, that the admission of the existence of racism in America by the Commission On Civil Disorders is a step in

the right direction on the part of White America.

**Ignorance of Black History**

Since a great majority of Americans do not know much about the history of the Black man or his unsung role in American history, it is imperative that Black history courses be instituted in the schools. He stressed that it is perhaps more important for white people to learn about Black people, since Black people often know more about whites than white people know about themselves.

However, he continued, Black people must learn not to think of the white man as a "man with a gun." Whites must stop trying to delude themselves socially and politically that racism doesn't exist. Whites must also learn to co-exist with Blacks and not try to conform them to white ideas of culture and way of life, he stated.

Mr. Thelwell suggested that Blacks should separate from the American community until they can redefine their goals and reclaim some of their lost culture. Although this idea is not always a practical one in many respects, it perhaps offers the greatest chance for development of the Black community, he concluded.

**Beyond the Wall**

by Myrna Chandler

**Purdue University:**

About 500 Purdue University (Lafayette, Ind.) students recently reacted to their administration's policy of open job recruiting on campus. According to the Purdue student newspaper, the students opposed the attempts of representatives of the Dow Chemical Co., the Federal Bureau of Investigation, the Federal Narcotics Bureau, and the C.I.A. to recruit by staging a "noisy demonstration." Dean Donald Mallett, the University's vice president, responded to these protests by promising the students that "there will be no

more recruiting by 'controversial' agencies until the students and faculty members can formulate a new policy."



**Smith College:**

By vote of Smith College's House of Representatives, regulations were enacted for a liberalization of the school's drinking rules. According to the *Sophian*, the Smith student newspaper, wine will be served at dinner one night a week and beer and wine will be served at official college functions including mixers. Students may not, however, have alcoholic beverages in their rooms.

**Brandeis University:**

The faculty of the graduate program in Comparative History has voted unanimously to give students the right to vote on decisions within the program involving curriculum, exam requirements and visiting lecturers. According to *The Justice*, the graduate students now enrolled in the program will elect two representatives to sit on the Comparative History Executive Board. They will join the eight faculty board members who had formerly been in sole control of the program's "decision making apparatus." The voting privilege does not, however, include issues involving grading.

**Britner for the Day**

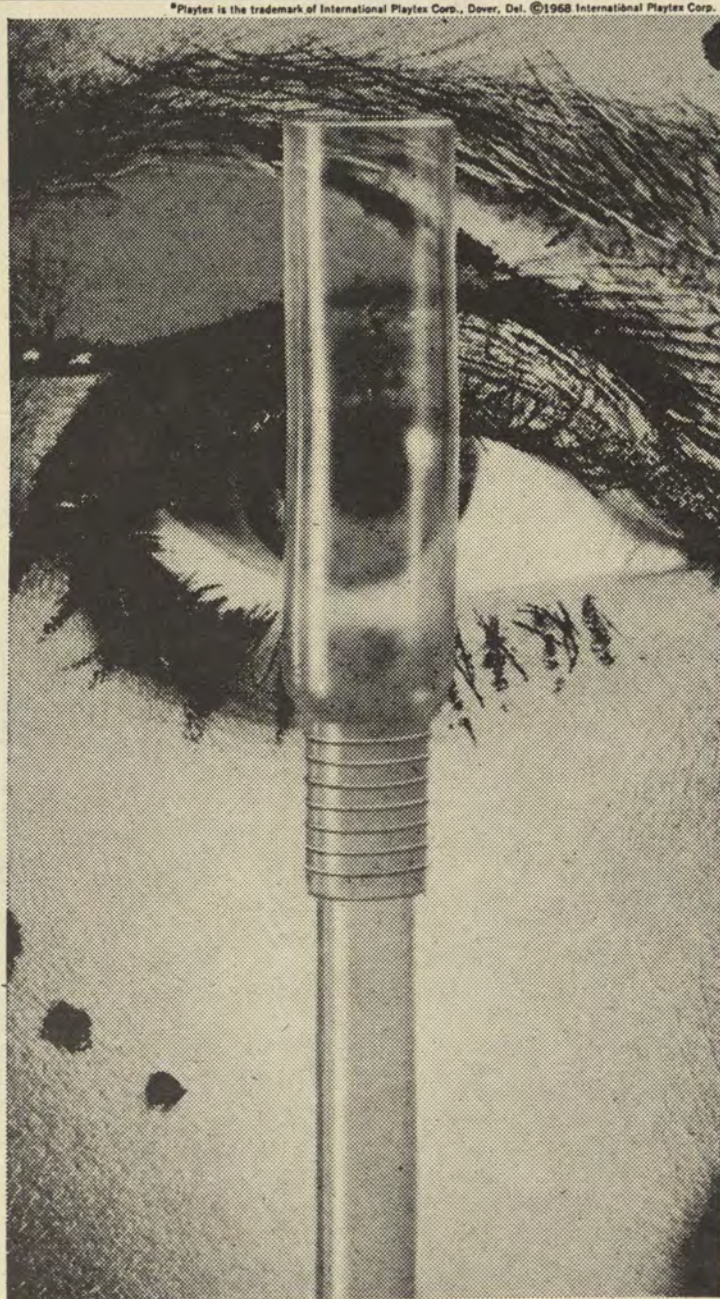
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(Courtesy the University of Colorado Perspective.)



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### Oxtoby Discusses Nature of Religion

Willard Oxtoby, associate professor of religious studies at Yale, asserted the value of a developing religious pluralism in America, in a religion department lecture, "Theories on the Nature and Functions of Religion," last Tuesday night.

Professor Oxtoby saw religious pluralism, or the variety of religions, as a significant development in a country which was once exclusively Christian, and Americans have the sense that this is how it ought to be.

This process began in the eighteenth century with a philosophical way of looking at religion.

In the nineteenth century, the emphasis shifted from an individual, personal relation with the cosmos to a more comparative, anthropological approach, in the works of Durkheim, Edward Tylor and Max Mueller.

The twentieth century has seen a psychological approach to religion in the thought of Jung, Rudolph Otto and Clifford Geertz.

Twentieth century religious thinking centers on man's humanistic feeling, rather than on God, Oxtoby asserted.

### Bliss, Ecstasy Reign; Kids Misunderstand Bombing Halt

by Guy Mendes (CPS) — Youngsters screamed "The war is over," while waving two-fingered victory signs. They shouted; they hugged the people next to them. A victory for peace had ben won in America—or at least so they thought.

#### Bombing Halt Announced

It had just been announced at a rock concert for high school students that the President had ordered an end to the bombing in Vietnam. The emcee didn't specify North or South, he just said Vietnam.

A thin girl behind me began repeating, "The war is over, the war is over," in an overzealous tone which led me to believe she was being satirical, or maybe just repeating the identical title of one of the Doors songs.

I overheard as she turned to the lad next to her and almost squealed, "Isn't that great?"

"Yeah. Eighteen isn't too far around the corner, you know," he told her.

"Well, now you can look forward to being 18," she said.

It was too much, sounding more like a canned routine of

two backseat teeny-boppers than a dialog between two live kids.

But they were sincere. Down the row a boy had begun repeating that the war had ended while hugging his girlfriend.

#### Cruel Joke

I couldn't stand it; it was as if someone had played a cruel joke on these children, children that, as I realized, faced a very vague future.

I turned to the girl and explained that even though the bombing of North Vietnam was to cease, the war would continue in the South.

She got some inkling of the idea soon enough, and grabbed a boy a few seats down, asking me to repeat to him what I had said.

Many young minds were temporarily eased that night. Unfortunately, the war was far from over. But who could explain that to these recently reborn children?

#### "We Want the World"

They were busy enjoying Jim Morrison of the Doors as he shouted: "We want the world and we want it . . . now."

The kids snapped their Christmas Kodaks and hollered back with a loud, affirmative "NOW!"

### NEWS NOTES

Sign up in dorms for the Thanksgiving Dinner Fast. All proceeds will go to the Fund for Biafra.

A poetry reading will be given to benefit the Summer Humanities Program Scholarship Fund on Sat., Nov. 23, at 3 p.m. in the Lyman Allyn Museum.

June Meyer, visiting lecturer in English, and William Meredith, professor of English, along with several students will be readers.

Tickets will be in the form of \$1.00 donation and may be purchased from any of the Summer Program tutors. A reception will follow the reading.

Performing in the Music Department Recital will be students of various musical talents. Among the performers will be sopranos, pianists, harpsichordists, and violinists. The recital will be Thurs., Nov. 21 at 7:30 p.m. in the Main Lounge of Crozier Williams.

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