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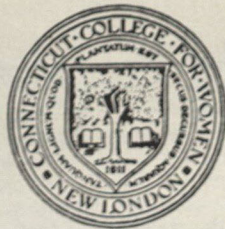
Connecticut College

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Carmichael Scorns White Liberalism

MEDFORD, MASS., Nov. 15—Stokeley Carmichael, Prime Minister of Colonized Afro-Americans, held his first speaking engagement in over a year with a predominantly white audience addressing some 2,500 at Tufts University in Couses gym.

Reaffirming his unequivocal premise that the Black Liberation struggle will only succeed through a violent revolution, Carmichael explained that the oppressed can only retaliate against oppression with guns but they are unable to legitimize their violence as the white oppressor has done.

Turning his focus to the ideologies espoused by white America, he stated, "White America has allowed people to believe that the opportunity for political equality is more important than the opportunity for economic equality, when actually the reverse is true."

Condemns Liberals

He condemned the liberals in American society because their primary role is to stop confrontation—polarization on the left or right and between the rich or poor. These liberals are sure that violence will not resolve the conflict.

"It is the job of the Blacks to

decide if and when the confrontation is desirable," said Stokeley.

Liberals have economic stability, he explained, which is dependent on maintenance of the status quo. Also, the liberals always attempt to influence power, never to consolidate and implement it. Finally, the liberal seeks not change but some sort of reform.

"Liberals espouse a humanism... which will lead to the creation of a political state," said the Prime Minister. "But the state must be established first, and the atmosphere for the society will follow."

Denounces White Activists

He condemned white activists who believe in a coalition with the white workers. Since the poor white is in a situation of economic exploitation and the Black in one of colonization, the interests are not similar enough to form an effective, fighting coalition.

"Whites have de-humanized the Blacks—they are fighting for humanity," he said.

White radicals, stated Carmichael, are primarily fighting capitalism, while the Blacks are fighting both racism and capitalism. Their theory that the elimi-

(Continued on Page 8, Col. 2)

Total Response Key To Conn-Quest '69

by Linda Rosenzweig

The "Media Zoo" of Conn-Quest 1969 will bombard your senses and challenge your total and active involvement by unleashing the most creative and sensitive dimensions of your soul.

The "Media Zoo" will present new experiences in art, especially in media, and everyone will be encouraged to "Please Feed the Animals" by touching, reacting and responding to the total theater, visual arts, music and dance presented, according to co-chairmen Lee Marx '70 and Katie See '70.

On Friday, Jan. 31, the first day of Conn-Quest, there will be a theater experience, hopefully similar to the kind of total theater which the Living Theater presents.

In other words, the audience will not remain as a collection of onlookers, but will run onto the stage and act.

At the reception that night, there will be jazz and rock music with films flashing on the walls simultaneously, to create the kind of atmosphere where people will be free and responsive.

On Saturday afternoon, there will be presentations in dance (Continued on Page 3, Col. 5)

Conn Joins Wesmen In Experimental Ed.

Wesleyan students are forming an Experimental College for second semester to enable students from both Wesleyan and Conn to choose and create their own courses.

The Experimental College gives students the chance to participate in courses beyond the scope of the more traditional ones offered at both colleges.

College Begins

More than 50 suggested topics were posted by individual Wesleyan students at last week's registration, and the sign-up process began.

Registration for single courses in the Experimental College began yesterday here, and will continue this afternoon and tonight at Cro.

Response has been high for "Analysis of Interpersonal Behavior," to be held in the form of

t-groups, sculpture, avant-garde jazz, comic strip analysis of social behavior and the effects of architecture on social systems and vice versa.

In the political sphere, course suggestions include: channeling and cooperation methods within the power structure, anarchist theory, guerrilla warfare in an industrial society, tactics of the new reform movements, community organizing and development and the history of American radicalism.

Wesleyan has agreed to grant credit for two courses in addition to "Interpersonal Behavior." They are experimental education and a tutorial on the psychologist Merleau-Ponty.

Three courses have been suggested in body awareness: yoga, the dynamics of healing and erotic love techniques, possibly with a lab.

(Continued on Page 3, Col. 4)

Campus Life Committee voted unanimously to recommend that the College boycott grapes until the UFWOC strike in California is settled. The action of Campus Life, as representatives of the College community, was to endorse the petition sent to President Shain earlier this year by the Peace Club.

College Securities Examined: Holdings Include Stock In Dow Chemical, Chase Manhattan Bank and I.B.M.

by Linda Manno

The investments of many colleges and universities have recently been scrutinized because certain of their holdings are in corporations which actively support such atrocities as the war in Vietnam, apartheid in South Africa, exploitation of the third world in general.

Under the present system of rule by the powerful military-industrial complex, even the most liberal of liberal arts institutions must rely on such corporations as a source of revenue. Connecticut College, holding stocks in Dow Chemical, Chase Manhattan Bank and I.B.M. is no exception.

The current policy of the Dow Chemical Company and the role assumed by this college in relation to it necessitates a comprehensive examination of the current controversy.

In 1965, Dow Chemical and United Technology Center, a division of the United Aircraft Corporation, were the successful bidders for a government contract solely entailing the production of napalm, a liquid incendiary composed of 46 per cent polystyrene, 33 per cent gasoline and 21 per cent benzene. This chemical was originally developed before and during the Second World War, but not until the Air Force changed its specifications to include a thicker gelatin base, styrene, did Dow and United Aircraft assume the contract.

Since then, napalm has been used as a tactical weapon against personnel, including civilians, in the war in Vietnam. Fired from flame throwers or dropped in canisters, napalm kills by burning, shock or suffocation.

Protest over its use began immediately. Due to its nature, as well as to its victims, the use of napalm has been assailed as a "crime against humanity." As a result of demonstrations at its California plant, United Aircraft did not bid again after its contract had been fulfilled.

A matter of principle, says Dow Jan. 1967, however, Dow Chemical renewed its original contract. It was admitted that although the original bid had been a matter of routine business, the renewal was strictly a matter of principle. But in Mar. 1967, following a letter from James H. Laird of the Central Methodist Church, Dow Chairman Carl A. Gerstacker (who had been quoted as saying "We will let ethical ends triumph over means") raised the issue of napalm at a board meeting. Amidst some dissent, the final decision was to continue production.

Today, Dow produces all the napalm used by the U.S. armed forces in Vietnam. Even so, napalm sales account for less than five-tenths of a per cent of Dow's total world sales, and less than 100 employees out of 35,000 are included in the production bankroll. Thus, President Her-

bert D. Doan insists that napalm production is of no economic importance to Dow. Rather, he maintains, it is the "principle" involved in its manufacture.

This "principle," according to statements by Doan, appears to assume three aspects:

1) **Support of the War:** In 1967, Doan maintained that Dow had made a conscious decision to support the war effort in Vietnam. He stated, "I have convinced myself it was a good thing we were there in the first place."

2) **Protection of American Lives:** On Nov. 5, 1968, Doan said, "You can debate the war, you can talk about whether or not we should be there, but while our guys are there, we feel like giving them the weapons they need, and believe me, they really need this one."

3) **Support of the Government:** Doan agreed that napalm is revolting but insists that it is not up to the company to decide the moral issue involved in its use. President Doan indicated that he would support the U.S. Government as long as it remained a Democracy.

Obvious questions arise concerning the three positions held by Doan. The first no longer needs to be dealt with since on Nov. 4, 1968, Doan was quoted as saying that the Vietnam war had "gotten completely out of

hand," and that he favored an immediate troop withdrawal, yet he remained firm on his two remaining stands.

Concerning Doan's second point—the protection of American lives—Robert Crichton, a best-selling novelist, said, "Any action can be condoned, any excess tolerated, any injustice justified if it can be made to fit this formula. The excessive valuation placed on American life, over any other life, accounts for the weapons and tactics we feel entitled to use..." the fact remains that napalm had been responsible for the death of civilians, women and children, who are totally divorced from the politics of the war.

Doan's third statement raises the question: should manufacturers of war instruments at the Government's request, make judgments concerning their use. Precedent implies an affirmative response. At the Nuremberg trials, German industrialists, having supported the war effort, were found guilty of crimes against humanity.

Dow Supplements Hale Lab

Since 1939, Connecticut College has invested in Dow Chemical. The College was first endowed with Dow stocks as a result of the Helen Dow Hale fund. Revenues from these Dow stocks provided a majority of the funds used in the construction of Hale Laboratory in 1954. Currently, Conn holds over 3,000 shares of Dow Chemical, supple-

menting college operations with over \$7,000 annually. An estimate based on present market value, prices the College's investment at \$200,000. According to recent economic reports, approximately 5,000 shareholders have sold their stock in protest of Dow's production of napalm, yet Doan remains firm in his company's position. He insists that the production of napalm is not motivated or curtailed by financial considerations.

If not subject to financial motivation, then production of napalm is subject only to principle, as insisted before. Although President Doan believes we should pull out of the war, he continues to support the war effort. Although he admits napalm is revolting, he continues to produce it as a "fantastically useful strategic weapon" for saving American lives while causing the death of civilian peasants. And he continues to maintain that it is up to Dow to support the request of the Government. Dow Chemical and President Doan must be persuaded to assume responsibility for the use of napalm, realizing that an end to its production would necessitate an end to its political use. The trustees of the College must also bear part of the responsibility for the war, at least indirectly, by their support of Dow.

Ed. note: Research for this study was done by Mady Kraus, '72.

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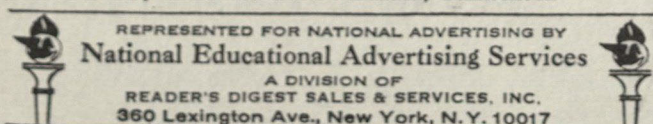
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DOW AND CONN

No big corporation is clean.

Colleges invest in corporations that make sure money. Corporations that make sure money are powerful. Powerful corporations exercise considerable control over and within the government. The government therefore acts to defend business interests abroad and at home. To defend the interests of big business is often, to exploit the underdeveloped world.

This is capitalism as it exists in the West today. The military-industrial system, with all its atrocities, permeates every aspect of American life.

Where can Connecticut College turn for revenue? We own stock in Dow — and make napalm. We own stock in Chase Manhattan — and support apartheid in South Africa. But if we turn to United Fruit, we overthrow liberal reforms in Latin American. A list of such examples is endless.

Call it exploitation of the Third World; call it American Imperialism; call it any of the old cliches. It's a vicious circle, a trap — and we're all in it right up to our gullets.

Are you choking a little . . . or can you swallow it whole?

Hooray For Us

The politics of a college campus can be far more bitter, intellectually devious, genuinely closed and generally stubborn than the contrivings of any other political unit. Yet it is almost impossible to absent yourself from them.

A general mood of confrontation dominated the open forum on comprehensives last Tuesday. Some students and faculty came to the forum in anticipation of a free, open exchange of information and ideas, some points are worn out to be sure but possibly there'd be others with a new slant. The vast majority however arrived at the student lounge with statements memorized and minds sealed. They had long before decided the issue in private with a few well-chosen compatriots of similar persuasion and therefore with obviously superior judgment of and insight into the problem.

The forum instantaneously dissolved into a contest, albeit an entertaining one. Prizes were awarded to the student and faculty participants who most were most sarcastically witty and condescendingly eloquent in saying, "Hooray for our side."

Organized student-faculty discussions need not inevitably result in a confrontation situation and soon after stalemate both sides beating on a brick wall.

Last week we also attended a smaller student-faculty meeting to discuss the recent petition put before the faculty to admit a student to faculty committee on termination of appointments.

The meeting wasn't a paragon of total communication. Each group faculty and students had met separately among themselves to organize their discussion points—plan strategy if you will. The interests and viewpoints differ necessarily. We left the meeting with not all our questions answered to our satisfaction nor feeling that had always been accurately registered with the "opposition" and we certainly didn't concur on every point.

Yet as we walked out of the meeting we knew that the information analyses thoughtfulness of both sides had been and would be deliberately considered, as facts and opinion worthy of others time and effort.

But constructive communication demands open mind on both sides. It's a two-way street, granted a rough one but still traversable and far more worthy of the creative energy that went into beating down the confrontation rut as we experienced last Tuesday.

Subjectivity vs. Objectivity

To the Editor:

I'd like to comment on what I consider to be some rather senseless confusion concerning ConnCensus's recent policy of subjectivity.

The editorial board of the newspaper did not say that it would abandon all objectivity, but just objectivity in the American sense, which I take to mean objectivity in the liberal sense. Now objectivity in the liberal sense means, I think, that personal commitment, involvement and advocacy are sacrificed for the sake of impersonal detachment, disinterestedness and some very abstract and remote notion of equity. When that sacrifice occurs, rhetoric takes the place of action, and in some instances it prevents action altogether.

We are all familiar with the prose style of liberal objectivity. No personal pronouns are ever used — it's always "we say" instead of "I say." Verbs are always in the subjective and never in the indicative mood. Verbs are always in the passive voice and never in the active voice. Expressions such as "it may well be," "it very well may be," "in a real sense," "in a very real sense," take the place of claims which assert that "it is," or "it is true," or "it is false." Assertions constructed under the form of liberal objectivity are so buried in a mess of reservations and qualifications that they begin to lose their force and their meaning, and the person who offers such claims seems to disappear along with their meaning.

When ConnCensus announced that it would abandon objectivity in the American sense, I understood by this that the editorial board had decided that it was going to say what it means, and it was going to mean what it says, as a consequence of the impossibility of maintaining objectivity in the liberal sense in the face of such events as starvation in Biafra, the incineration of children by napalm in South Vietnam, and racial inequities and exploitation in the United States. These problems do not require much more reflection and rhetoric. We all know what's wrong, and we all know what we should do, and that is to set things right again or for the first time. But the fact is that we do not act. Instead we talk, and we talk, and then we talk some more; and committees are formed, and they talk, and they talk some more. And somehow, the presence of evil, which ought not to be, has been forgotten for the sake of detachment in inquiry and elegance in discourse.

If this were the best of all possible worlds, each of us could maintain some balance between objectivity in language and inquiry and personal commitment, involvement and advocacy in action. But this is not that kind of world, and where there is evil, then it must be removed. A favorite philosopher of mine once said that where all is rotten, it is man's duty to cry "stinking fish." Whether you happen to belong to either the right or the left in political ideology, I still think that so much is rotten that someone has to cry "stinking fish," but the liberal would soften that claim by saying that while the fish seems a bit foul, it still can be consumed. The editorial board of ConnCensus thinks the fish stinks and cannot be consumed, and I happen to believe that it is correct in its judgment.

Sincerely yours,
Lester Reiss
Assistant Professor of
Philosophy

Letters to the Editor

Means to End

To the Editor:

If, as you stated in last week's editorial, you do indeed care about dispelling racism, ending the war, aiding Biafran children, and changing the present political system, may I suggest that you take a long look at your own newspaper and honestly evaluate what good it is doing in solving these problems.

It strikes me that you have not even considered the nature of your readers, nor have you examined the most effective way of reaching those readers. You cannot cram ideas down people's throats no matter how right those ideas may be. It seems ridiculously inconsistent to preach love with articles which themselves contain very little other than contempt and hate. Moreover, how can you expect a music lover, for example, to be sympathetic to your ideas when you do not even appear to appreciate music enough to announce a concert, let alone review one? You are asking your readers to give their hearts, their sympathies and their time to many worthy causes; yet you yourselves do not appear able to give anything.

In short, if you wish to truly clean up the "dirty realities" of our world, then start doing so in a sensible, effective manner. However, if you only wish to shock, anger and alienate people to those causes you profess to care so much about, please continue on your present course, and I guarantee you will be successful.

Diane Levy '70

Conn Dissension

To the Editor:

Seventy-five students mourn election results! Since when has 5% of any population constituted a consensus?

We have read the unrealistic, infantile opinions of the editors. Why aren't there statements from the Young Democrats, the Young Republicans or the Political Forum? Or any other interested students?

Why must we students subsidize, through the Blanket Tax, a paper which refuses to print the actual consensus of campus opinion? Why are we subjected to the verbal diarrhea issuing from the evidently pro-SDS newspaper staff? Why must we put up with the obscenity (edi-

torial picture, Nov. 12, 1968) which presumably represents our thoughts on the national election?

Finally, Dean Watson, why isn't there more than one campus opinion sheet? Why aren't there other means of expressing viewpoints than through the letter column in ConnCensus?

If we cannot have a new editorial staff, I demand that the official campus weekly change its name. Perhaps Conn Dissension would be more appropriate.

Indignantly,
Virginia Lynn Coe, '71

For the Majority

To the Editor:

As I only work at Conn College I have hesitated from writing to you as I felt this may be none of my business. But each week as I read the ConnCensus I become more furious at the articles that appear week after week. I am bored with your protests, maddened at your non-support of every government decision or policy, and sickened at the way a college for "women" uses disgusting gestures as if it were commonplace. I also think it's a shame for the majority of the nice students to suffer because of the outspoken opinion of a few "smart-asses".

This is not a letter from an adult who is not very close to the "younger generation." I am a nineteen year old girl who feels only repugnance for students so young who actually seem to feel such strong hate.

It certainly would be a welcome change to open your ConnCensus and see a few articles on the creative activities of most of the Conn students. Why don't you try speaking for the majority!

Barbara Strother
Bookkeeper
The Bookshop

Disappointed

To the Editor:

May I add my voice to the many who are extremely disappointed in this year's editions of ConnCensus. Your attempts to cover national and international news are of little interest. These events are of course covered so well by the New York Times and other media that there seems to be no good reason to (Continued on Page 3, Col. 1)

Beyond the Wall

by Myrna Chandler

Williams College:

Students at Williams College in Williamstown, Mass., will be given a voice in recommending persons to whom the college awards honorary degrees.

The college trustees have approved the creation of a six-man recommendations committee to consist of three students and three faculty members. Names of possible commencement speakers and honorary degree recipients will be suggested by the student-faculty group to the trustee Committee on Degrees, which will continue to make the final choices.

Simmons College:

As a result of the strong student government at Simmons College in Boston, Mass., the students now have an Honors Pass-Fail System, no curfews, unlimited cuts, and (by second semester of this year) parietals, phones in every room and a new calendar in which first semester,

devoid of any exam period, ends before Christmas.

Vanderbilt University:

Within the next month, the Class of 1969 of Vanderbilt University, Nashville, Tennessee, will elect a student representative to the board of trustees. This representative will begin his four year term following graduation. Each year an election will be held so that in 1972 four recent graduates, each one with a vote, will sit on the board.

A committee of alumni from the Classes of 1967 and 1968 will submit the names of three nominees to the Class of 1969. From these candidates the student representative will be chosen by ballot. According to Chuck Offenburger '69, editor of the biweekly Vanderbilt newspaper, "The Hustler," this representative must not necessarily be the typical student leader. The criteria for the nomination have not as yet been established.

Students Urge Re-evaluation of Comps; Faculty Remains Divided on the Issue

by Barb Skolnik

Agreeing on the need for some mechanism of academic integration, students urged a re-evaluation of the present comprehensive system while faculty remained divided on the subject at an Open Forum on Comprehensive Examinations last Tuesday.

Over 125 students and faculty participated in a running dialogue between the opponents and advocates of the present system.

Two Themes

Two themes that recurred during the Forum were (1) the overbearing pressure resulting from the fact that graduation is contingent upon passing the comprehensive, and (2) the possibility that the comprehensive system is not the best way to integrate a student's four years of study.

During the course of the evening numerous proposals were suggested in answer to these problems.

Series of Problems

Miss Evenline Omwake, chairman of the child development department, suggested that a series of problems devised by the various departments be given to students in place of the comprehensives in order to alleviate the anxiety factor.

Agreeing that there are good reasons for a process of integration, Mr. Robert Jordan, chairman of the philosophy depart-

ment, stated that the comprehensives can't accomplish this integration process in four years, and therefore they should not function as a criteria for graduation.

Give Questions In Advance

Nancy Horowitz '69 argued that comprehensives as they exist now are more a question of memorization and feedback than their original objective of creativity. "You can't be creative on the spot," Nancy recommended handing out the questions in advance.

Representing the advocates of the present system, Mrs. Ruby T. Morris, chairman of the economics department, spoke at length on the value of comprehensives as preparation for experience in the "business world."

Part of Obstacle Course

"The educating process is in preparing for comprehensives," explained Mrs. Morris. "The awful anxiety resulting from the exams is part of an obstacle course."

Mr. Gordon Wiles, chairman of religion department, reiterated this theme when he stated that the value of comps is the fact that they "give the student added impetus to integrate material."

"Peak and Crown"

"The comprehensive is the peak and crown of a student's work in college," Mr. Wiles added. "But the trouble is that

pressure is put on too suddenly."

Mr. Wiles suggested that at the end of the junior year students should do an "integrative task," and that comprehensives should be given earlier so that one could have a second attempt.

Lower Value of Degree

Mr. Wiles also suggested that to do away with the comprehensive examination would lower the value of a Connecticut College degree.

Mrs. Virginia Vidich, assistant professor of sociology, admitted that writing questions is very difficult. She suggested questions could be issued beforehand or some type of directive studies could be initiated.

Enumerable Tests

Barbara Keshen '70 drew a round of applause and laughter when she stated that "We take enumerable tests to get in this place, we take enumerable tests to stay here, why must we take a test to get out of this school?"

"Two-day Integration"

Pat Bernstein elaborated on this theme by commenting that seniors this year will have the fastest two-day integration period ever.

Miss Gertrude Noyes, dean of the college, disagreed with the suggestion of a directed seminar during the second semester of the

senior year, because "integration is supposed to be a personal matter and a seminar is not personal."

Integration Begins At Entrance

Dean Noyes went on to explain that integration should begin when a student enters college, and during her stay she should be subconsciously aware of pulling together the material.

"Talk to a Blue Book"

Finally, other student suggestions included a seminar to be offered as a fourth course to allow time for in depth study and the idea that an oral examination should be offered in place of comps because after a student leaves this college she should be orally competent.

EXPERIMENTAL COLLEGE

(Continued from Page 1, Col. 5)

Courses Flexible

However, only some of the course proposals are definite, and when a girl from Conn signs up, she is only indicating her interest; she is not making a definite commitment.

After Thanksgiving vacation, if there was an adequate sign-up response from Wesleyan and Conn, these students will meet to plan the direction of the course, to compile the list of readings, and they will decide whether or not to secure a faculty member.

They will also decide whether or not to petition Wesleyan's Educational Policy Committee for credit. Conn has not yet decided if credit will be granted.

HELP WANTED

LAY-OUT: bright, dependable girls needed to fill vacancies on lay-out staff of up and coming college paper. Opportunity for advancement. Interest and/or newspaper experience required. Salary to be negotiated. Contact Linda Wilkens, Ext. 434 between 8 AM and 12 PM.

CHAUFFERING SERVICE — All Connecticut points — For information or appointment, please call 443-8227 evenings after 5:00 p.m.

CONNQUEST

(Continued from Page 1, Col. 3) and music, followed by workshops and seminars.

Hopefully, the performers from the music and dance presentations will be able to involve students in dance and music themselves.



PLASTIC SCULPTURE, exploring the media

—photo by mills

As part of the media workshops during the afternoon, the artists may put some students at the piano, encourage some to move freely, while others will draw, and each person will respond to the reactions of the other participants:

That afternoon, Walter Kerr, drama critic of the *New York Times* will speak about new trends in the theater.

On Sunday, the visual arts experience will focus specifically on films and plastic arts.

People will build an environment by sculpturing and building the kinds of structures they can crawl through, rearrange and move.

Katie and Lee have departed from the traditional Conn-Quest composed of seminars, discussions and intellectualization.

Instead, people will be participating in each experience, clustering together immediately afterwards to evaluate their individual responses.

The focus is on the individual, his total participation and his resulting reactions to these experiences in media.

Conn-Quest will be a celebration of the self; it will be participatory and not observational.

As Katie and Lee explain, "To understand art today, to understand today, we must understand the new experiments in art, especially in media."

Letters to the Editor (cont.)

LETTERS TO ED

(Continued from Page 2, Col. 5) repeat them in a campus paper. Your omissions of campus events are inexcusable. There is no adequate coverage of the campus scene at all — the many stimulating lectures, plays, art exhibits, and concerts which add so much to the real atmosphere of Connecticut College.

I hope we can look forward to a return to the high standards of previous years in our campus newspaper.

Sincerely,
William Dale
Associate Professor

Do Not Destroy

Ed. note: This letter was received by Conn Census in response to the destruction of a poster put up by the Ad Hoc Committee for the Appreciation of Nee-grows and Honkees.

To whom it may concern:

On behalf of the Ad Hoc Committee for the Appreciation of Nee-grows and Honkees, I wish to state my utter contempt for the person who destroyed our bulletin board before 9:00 a.m. on November 19. If you did not agree with our choices, Wilt the Silt and Tricky Dick, then maybe you should place other names in nomination. I assure you the number of candidates is unlimited.

As result of your actions I, like Brother Cleaver, challenge you to a duel to the finish.

Susan E. Johnson, '71

by unobserved and/or masked by "liberal" attitudes. We are trying to provoke confrontation with our peers in this community, to force a reexamination of social and political views which often exhibit unrecognized racism.

Perhaps, we ought to clarify the reasoning behind this week's choices. (Unfortunately, this is not obvious to everybody.) Richard Nixon is not the presidential choice of most Blacks in America. His well publicized policy of law and order is merely a new way of saying "Kill the niggers." Whites are generally unwilling to recognize this fact. His plans for Black capitalism are really a sham for continued white exploitation in the ghetto. The bigotry exhibited by his vice-presidential choice, ("see one slum, you've seen 'em all") Agnew, needs no explication.

Wilt Chamberlain, a talented athlete fell for Nixon's ploy, and has therefore lost the respect of Afro-Americans. In supporting Nixon's cause, he has renounced the needs of his ghetto brothers and sisters.

We would like to reemphasize our openness to your suggestions, questions and comments. We can assure you that there will be no difficulty in "discovering" prominent Americans who are perpetuating the racism which is destroying the soul of this country. But, even more important is our effort through this campaign to persuade everyone on this campus to examine our own implication in the perpetuation of racism. Peace and love.

Peace and love,
Randi Freelon, '69
Susan E. Johnson, '71
Katie O'Sullivan See, '70

On SDS

To the Editor:

It is essential that some member of the responsible adult community, the "Establishment," respond to the article on the S.D.S. which appeared in your issue of October 29. As a 1956 graduate

of Connecticut, I am close enough in time to my college years to empathize with many of the emotions expressed in your issues. However, the tenants of the S.D.S. really terrified me, not because of what they said, but because they stopped where they did. Their point of view is totally destructive. There is not one creative concept in the entire article.

I have always admired the students of the '60's because they have been such active participants in our society; because they have entered service fields like medicine, social work, education in great numbers; because they were active in the Peace Corps and in Vista; because they actively worked for candidates of their choice in political campaigns; because they saw the errors in history and were determined to use their abilities to build a better world. That is the greatest desire an education can instill; that is the greatest goal a human being can have; and that is the greatest achievement of any life.

But the S.D.S. beliefs lead only to destruction. There is not one word in your article about creation — only criticism, defiance and ultimately destruction — all of which are the cheap, easy and lazy ways out. You should be the best trained people in our world today, and if you are not attuned to creativity, then there is no hope for any of the rest of us.

Esther Pickard Wachtell, '56

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Connecticut College and the Community



TUTORING

Monday and Wednesday afternoons, around ten minutes after one a couple of 18-year-old drop-outs climbed the stairs very deliberately to the second floor of Palmer. They are followed by a 17 and a 20-year-old and finally by several obvious college students. They talk of families, and maybe pass around a picture and then break up into small groups in the corners of the room and settle into three one-hour study sessions of math, English and American studies. The young adults are from the New London area and their Conn tutors are working to prepare them to pass the High School Equivalency Exam.

Other young people, channelled through the Thames Valley Council for Community Action come for remedial work in the basic skills of reading, math, and writing. One tutor who has returned to the program from last year commented, "I learned by my mistakes last year and I want to see if I could do a better job."

"They were never as prepared as I'd hoped they would be. Last year in my American studies group we tried to decide together what we would study. We made great plans but they didn't come through, except with excuses. It sounded so good when we talked about it. I could see they had real perception and potential; but they were totally without motivation."

"These dropouts are so afraid removed and alienated from the traditional 'school' situation you have to go beyond and almost above the regular teaching level."

"We've got good materials to work with; books and articles and studies help, but that's not nearly enough. You have to give of yourself all the creative energy you can muster."

New Tutorial Program

A new tutorial program is being run in conjunction with several other established organizations in the New London area.

This educational project is divided into four sections: adult,

high school, junior high, and elementary. The adult education program is one of the two projects that has actually been started.

"Progress is dependent on the individual—and often because of family problems, the tutee can't come consistently. It is difficult to know whether I am helping," said one tutor.

Drop-outs between the ages of 17 and 22 come to the high school program on campus, which is run in conjunction with the T.V.C.C.A.'s Neighborhood Youth Corps.

Through the Corps, they are

given a job, and after six months they must return to high school through a tutorial-type program which enables them to hold their jobs.

The program is run in two stages: 1) general study, where the duration varies according to the tutor and 2) intensive preparation for the equivalency test.

The program, conducted on Monday and Wednesday afternoons, is supplemented by ten women from the New London Area Association of University Women. They add continuity to the program because their teaching is not interrupted by hour-

lies and papers, nor do they leave for vacations.

The junior high school program begins next week. Courses will be taught in English, French, new math, biology, physical science, and American history.

In one program on the elementary level, reading and math are taught to deprived children. Books and materials are supplied by the New London schools.

The second program on the elementary level, to begin after Thanksgiving, stresses teacher-tutor contact to give the tutor an idea of the student's problems. There will be a three-to-one student-tutor ratio, with each group consisting of mixed socioeconomic backgrounds.

C. D. DEPT.

Believing that working with children is the best way to understand their growth, the Child Development Department sponsors tutoring and companion programs, and works with the Winthrop Urban Renewal Center and Learned House.

In addition, the Department has enrolled children from the Winthrop Urban Renewal Project as students in the nursery school on campus.

Students enrolled in C. D. courses have established a study hall program at Winthrop.

They supervise study halls there by talking to the children, answering their questions and encouraging the children in their schoolwork.

PSYCHOLOGY DEPT.

The Education Department is providing experience for students in the community through the student teaching program. Thirteen students are teaching in area schools, 5 on the elementary level and 8 on the secondary level. Six of the students are doing it for credit in place of one course.

In the Psychology Department there are several programs available for students. The Department has widened its scope for majors who beginning this year may take the Individual Study course in the form of a semester of field experience in a local agency, such as a child guidance clinic, mental hospital or community action center.

Program At Norwich

Next semester a program will begin which places students at the Norwich Hospital doing psychotherapy with adolescents.

Non-credit activities include a companionship program at Norwich Hospital, a tutorial program directed by Service League for elementary, junior and senior high school students and high school dropouts, and a potential workshop at Seaside with mentally retarded children.

Community Psychology

In addition to these programs, the Psychology Department is having a new course next semes-

ter in Community Psychology. The course will cover five major problem areas: race relations, urban education, poverty, deviant behavior (mental illness, juvenile delinquency and crime), and disenchantment, alienation and radicalism.

According to Mr. Banuazizi, in the case of each problem, an attempt will be made to focus on a descriptive account of its prevalence, magnitude, and vicissitudes, the causes that produce the problem and conditions that help sustain it, and consideration of the various alternative modes of attack toward its solution.

Outside Speakers

Enrollment will be limited to 10 or 12 students with a serious interest in the study of social problems. Speakers from the community will be invited each week to discuss the problem under consideration.

Mr. Desiderato stated that he believed student involvement in the community is important, for a university cannot live in a vacuum. What the experience can do for the student is equally as important as what the student is doing to help. It is essential that the gap is bridged between the educational institutions and the community with opportunities for student action.

How We Are Involved – Now



CLAUDE CHESTER

"She understands me. She lets me tell her my troubles. She's cool."

The 11-year-old boy who offered this appreciative report to his school psychologist was not describing his friend, his teacher or a child psychologist.

The object of his devotion is a Conn student who spends at least two hours a week as his special friend and private companion at Claude Chester school in Groton. Together they play games, read books, play on the swings, or simply sit and talk.

Although he doesn't recognize her as such, his new friend is an "emotional tutor."

Approximately thirteen Conn students are presently working individually with as many Claude Chester youngsters who have had difficulty in adjusting to their school situation, using their own cars to transport students twice a week to the school.

A large number of the participating children are members of large families or broken homes. Therefore they rarely receive the undivided attention of an adult on a regular basis.

"What they value most in us

This program was begun in the spring of 1967, but the funds that provided transportation for the college students were unavailable this year.

However, three students are in true friendship and consistency," commented one tutor.

A previous Claude Chester tutor, Linda Glass '69, said, "All their associations with adults, and especially with teachers, have been irregular and nearly always negative."

The meetings are casual. Activities depend on the child's mood or momentary interest. You can laugh and talk and run down the hall; you might even run into the principal and he'll smile.

The students are there to share themselves with an individual they respect. And the children know it!

"If you want statistics or graphs to prove that this idea has begun to work, I don't have them," admitted Harrison Day, Claude Chester's assistant principal.

"But we can begin to measure results when a non-communicative child offers to tell his social studies class about a conversation he had with his tutor about South America," he added.

SEASIDE

Located in Waterford, Seaside is the Regional Center for mentally retarded, serving the Groton-New London, Norwich and Middletown areas.

At Seaside, 75 Conn girls participate in a volunteer program coordinated by Mardie McCreary '70 from the College Service League and Mrs. Joseph Cavanaugh, acting coordinator of Volunteer Services at the center.

They work in groups dealing with physical therapy, speech therapy, rhythm instruments, choral expression, recreation, arts and crafts, and many other activities.

Elaine Davey '69 is approaching her volunteer work with special ambition as she is correlating the teaching of modern dance at the Center with her independent study. A zoology major, Elaine's interest is in the ability of retarded children to develop motor skills.

Nancy Filbin '71 has assumed the responsibility of organizing a Brownie troop, and she says she finds the experience rewarding but tiring.

Fifteen other Conn girls are working in the Work-Study Program, where the girls are paid to carry out duties specified by the Center, such as secretarial work or recreation aides.

Athena Demos '69, who worked last summer as editor of *Summer at Seaside*, is presently editor of the *Seaside Tidings*, which is under the auspices of the Parents and Friends Association at Seaside. She also accompanies the chorus.



CHILD GUIDANCE CENTER

The Southeastern Conn. Child Guidance Clinic in New London offers Conn students the opportunity to work under staff supervision with emotionally disturbed children in the New London community.

The primarily state-supported clinic handles children between the ages of three and 17 from low and middle income families.

Children with emotional and behavioral problems are referred to the clinic by schools, organizations or individuals.

Participating in group-play therapy sessions and psychodrama, acting as a companion to a child in the community, and attending staff meetings to study case histories of patients are ways in which Conn students can become active at the Child Care Center.

Group-play Therapy

Two juniors, Diane Levy and Janet Rome, participate in group-play therapy sessions as a psy-

chology department independent study project.

They work individually with a 15-year-old girl as companions in the form of "non-directive therapy."

Carol Bileski, '69, stressed that

LEARNED HOUSE

Every weekday at 3:00 a flock of children peer out the windows of Learned House, anxiously awaiting their friends from Conn. According to Nancy Brush, who runs the program at Conn, the girls teach cooking, guitar and dramatics. They also do some tutoring at an elementary level. Nancy believes that the Conn girls' main purpose in being there is to "just be friends to the kids."

Many of the children who come are from broken or deprived homes and they often have problems at school. Learned House, says Nancy, is "basically a place for them to be after school."

Barbara Danzger, one of the

disturbed child necessitates experienced professional guidance.

She added that there can be no cuts in this type of work. This involves on the average of five to six hours per week of purely volunteer time.

forty-two Conn girls participating in the program, comes down once a week to play the guitar. She feels that a wonderful part of the program is "watching the enthusiasm on the kid's faces when they learn a new song."

Conn organizes Halloween, Christmas and Easter parties for the children every year and several parties in the spring.

Nancy hopes to see more of the program's new policy of Saturday outings. Already the children have taken a trip to Mystic, have hiked in the arboretum and were given free tickets to Theater One's *The Wizard of Oz*.

The program is supported with money from Conn's Community Fund.

Reverend Shepherd Observes Trend Toward Investigation

by Lynda Herskowitz

"I've been chaplain at Connecticut College for a year and a half," says Chaplain Barry Shepherd, "and in that time we've tried to move the chapel from the side gate to the middle of the campus. Now I would like to see it moved into a greater involvement with the New London community."

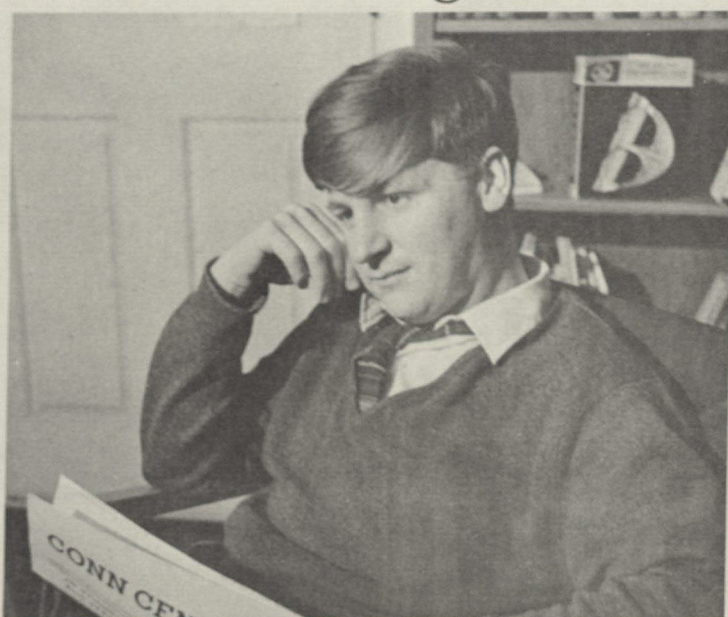
The new intensified role of the chapel has placed it in the mainstream of activity within the College community. Religious life on campus has been reemphasized as being relevant and necessary to fulfill the student both as an individual and as a conscious member of the world community. When asked if he had observed any trends in student religious thought and belief, Reverend Shepherd cited two important movements.

"I don't believe that students are moving toward assimilation, but rather toward more tolerance, understanding and interest in the meaning and beauty of other religions. They are also aware of the need for honesty in frank, critical discussions of the differences between religions."

Trend of Investigation

"I see this as a trend of investigation. What we may see is the gradual elimination of differences between denominations within Protestantism - Methodism, Congregationalism and Episcopalianism."

"I also see a trend away from the busy, social center type of religion. The church and synagogue are organizing more and



more to help the poor, to send food to Biafra and to respond to the needs of the world, including its immediately surrounding community."

"When the church becomes more ready to shift its emphasis from the friendly little social group to the growing needs in the society, students will return to the organized church."

It is this spirit within the structure of religious activities that Reverend Shepherd has tried to create on campus. He sees his role as threefold. "I hope to function as a catalyst—to get students and faculty involved in activities within and outside of the college community."

Second Function As Pastor

A second function that Reverend Shepherd cites is that of pas-

tor. "If you are a good pastor, you have the basis upon which to be a prophet, in the traditional sense—to call upon people to act and respond to forces in their community."

The third function is that of teacher. "I see the courses in our department as attempting to present religion as an exciting academic discipline."

The chapel has been shifted to the middle of the campus in a movement that has given impetus to the religious, social and academic spheres that Barry Shepherd finds so relevant to his own life and to that of the members of the College. As catalyst, pastor and teacher, he is open and eager for creative, individual response from all members of the college community.

Queens Students Act On Tenure

NEW YORK (CPS)—The cry of "student power" is for the right of students to participate in making the decisions that control the way they live and what they learn.

Since it became a common sound on college campuses several years ago, students at almost every college in the country have had some success in making their influence felt in the nebulous area of "student affairs."

They argued to their presidents and deans, usually with success, that they ought to be able to run their own off-campus lives, and that what they did outside the classrooms was their concern, not the university or college's. They got many schools to institute student committees to control dorm hours, discipline and student clubs and organizations.

In the fight to give control of "student affairs" back to students, they were often joined by professors who were anxious to see the end of the "in loco parentis" philosophy of higher education.

But every time students complained about poor teaching and antiquated tenure systems, and agitated for a voice in the granting of faculty tenure, their faculty allies disappeared into the woodwork. Now the students are trying to infringe on "professional" territory, and that was different. "What do you know about those things," they would ask their students. "You are only here four years; we are here for a lifetime. We can't let your whims ruin our careers."

But now students at the City University of New York's Queens College may be the first group to break through the faculty barrier; chances are good that students in several departments will be represented on the departmental committees that make tenure decisions.

Students expressed interest this fall in plans to work through departments to give students majoring in those departments a voice in tenure by placing them on Personnel and Budget committees in advisory roles.

In a poll of faculty members conducted by the campus newspaper, the *Phoenix*, a majority of non-tenured instructors at the college said they thought reform of the tenure system was needed, and that the system was not fully representative. Tenured professors were not so anxious for reform; 68 per cent favored the status quo. But a significant number of faculty members support student voice in the process.

Most departments thought they could not take any steps toward reform unless the New York Board of Higher Education bylaws governing the college were changed. But in a recent visit to Queens, City University Chancellor Albert Bowker told students the departments could use students in an advisory capacity without any bylaws changes.

The departments could even give students voting power, Bowker said, by forming new "advisory" personnel committees, whose recommendations the "regular" committees would consider binding.

White House Fellows '68 Urge Youth Participation

WASHINGTON (CPS)—White House Fellows are men and women between the ages of 23 and 25 who get a year of firsthand experience in national affairs at the presidential level.

This summer, afraid such experience was not available at other levels to young people, they prepared a report called "Confrontation on Participation? The Federal Government and the Student Community." In it they noted that of 27 committees in the U.S. Office of Education during the vacation period, no one had young people represented on it.

Education Commissioner Harold Howe II wants to do something about the absence of student participation, and has announced a "comprehensive effort" to get young people involved in USOE program planning.

"Student viewpoints are altering our universities, our social practices, and the intellectual, political, and spiritual life of our nation," he said. "It is imperative that Federal education efforts reflect these viewpoints and the office of Education make positive use of the enthusiasm of today's students which . . . is by and large directed to the great public issues of our time."

Commissioner Howe who is resigning his job to join the Ford Foundation, said the student participation would be implemented in four ways:

Students will be asked to serve as regular members of certain public advisory committees and on consultant review panels. Student representatives will be invited to USOE conferences and seminars.

Writers of proposals for USOE-funded programs will be en-

couraged to show evidence of direct student involvement in the development, administration, and evaluation of the programs. Student-initiated proposals will also be encouraged.

An informal student advisory panel will be available to provide some kind of a sampling of student opinion on educational issues and federal programs to USOE's bureaus of higher education and of educational personnel development.

USOE Summer interns will be offered more-relevant work experiences.

When President Johnson was presented with the White House Fellows report, he acknowledged that relations between the government and young people are strained.

"I quite agree with you that we are not communicating with the youth as well as we should, and vice versa. They are not communicating with us," the President said.

The White House has asked various federal agencies to establish committees of young trainees to evaluate their experience. The President said he hopes these recent college graduates can serve as a link between government and the students back on campuses.

He asked the Civil Service Commission to coordinate a study on how this might best be accomplished. Its report is expected late next month.

The White House Fellows based their nine-point package of recommendations "to increase student participation and involvement in our established institutions" on contacts with students at 75 colleges and universities.



DANCE REVIEW

NIKOLAIS COMPANY ILLUSTRATES MULTI-MEDIA THEATER IN IMAGO'S SENSUAL BARRAGE OF COLOR, SIGHT, SOUND

by Robin Rice

Dance has been labeled as the truest form of self-expression. This can be easily seen through an artist such as Alwin Nikolais who, with his dance company, is currently touring the United States. His art form is multi-

media theatre, encompassing color, sound and light along with movement.

A Renaissance Man

A Renaissance man of theatre, Mr. Nikolais composes his own music with the use of electronic

sounds, and designs his own costumes, sets and lighting to accompany his delightful and intriguing choreography. His unique approach to choreography began with an experimental dance company at the Henry

Street Playhouse. He now has a well - accomplished company which is known throughout this country and Europe.

A full-length performance of "IMAGO, The City Curious", was presented in Palmer Auditorium

last Tuesday evening by his present company. The title is a very literal definition of the performance; the image portrayed in each dance could be imagined in a "city curious".

The images were not restricted to those of human characteristics. They included those of animals and inanimate objects.

Puppet-like State

"Dignitaries", the opening selection of movement depicted man in a puppet-like state of being. The costumes, long, straight, sleeveless shifts and narrow pill-box head-pieces, set the scene. The dancers, with stiff bodies performed with small, agitated but precise movements.

Animal Image

An animal image was created in "Mantis". Narrow cylinders with large suction cups on one end were extended from the hands of 5 dancers. As they transformed each pose into another, these so-called props gave them a creature-like appearance; the appearance of an animal—perhaps the praying-mantis—rather than of a human.

Uses the Object Itself

Nikolais did not create inanimate objects only through his dancers' movement; he used the object itself in some form. For example, strips of material were placed across the stage to depict, "Fence".

In "Kites", small kite-like objects were suspended from above the stage and attached to the hands and feet of three dancers. When any part of the body was moved the kites moved also to form patterns against the backdrop.

Each dance would not have been as effective without its distinct lighting and background designs. Bright colors illuminated a background on which slide pictures had been projected. Sometimes the background was blank with an array of colors setting the scene.

Nikolais' Own Music

The music composed by Mr. Nikolais himself, consisted of electronic sounds made with voice and various instruments, not necessarily musical instruments.

Alwin Nikolais' company appealed to the senses of the audience. It made the audience aware of the broad realm of the dance world and of what can be accomplished within it.



"Imago" by Alwin Nikolais

—photo by sosenko

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SECRETARIAL

Concept of Racism Ignored by Lecturer

by Patricia Strong

Prof. James McPherson, of Princeton University, merely traced a series of historical events during the Post Civil War Period without demonstrating their significance in his lecture on "Retreat From Reconstruction," the second in a series on Afro-American Culture sponsored by the History Dept.

Evades Issues

Never once mentioning the word "racism," Mr. McPherson clung for the most part to specific historic events, the Civil War, various statistics, legislation. Occasionally when he mentioned a shocking fact, such as the fact that in 1898 whites had succeeded in disenfranchising 99 per cent of Black Americans, he quickly interjected the comment that the situation was not completely bad.

He recounted that Blacks were held in economic servitude through the share-cropping system. Convicts, ninety per cent Black, were leased for nominal fees and were worked harshly and treated cruelly perhaps on the very plantations where they had served as slaves.

Mr. McPherson commented that the convicts were probably treated worse than former slaves because their economic value was much less.

The "Sport" of Lynching

Lynching became a popular "sport", especially between the years from 1890 to 1910. In fact, 5,000 lynchings occurred during these years, 85 per cent of them in the South, involving thirty-six hundred Blacks. Mr. McPherson commented that lynching was not the only sadistic pleasure of white audiences.

People came by train, coach and horseback to see Negroes burned at the stake, tarred and feathered, and tortured in various other ways. These events were often advertised weeks in advance, he concluded.

Many of these "criminals" were not even charged with a specific crime, much less given a trial. But, as Mr. McPherson stated, Southern white men were obsessed with a "rape complex." They wanted to protect white women against the "base savagery" of the Black man, but Black women were at the same time fair game for white men.

Rise of Southern Terrorism

He also stated that it was in

this era that groups such as the Ku Klux Klan, White Camelia and various other "rifle clubs" were formed for the purpose of terrorizing Blacks and undermining the Republican governments in the South.

Their success does not need to be questioned because, as Mrs. McPherson pointed out, they subjugated all Blacks, even in states such as South Carolina, which had a Black majority. To further insure white domination, poll taxes, property requirements and literacy tests were used to complete Black disenfranchisement.

Legal segregation effectively banished Blacks from white society except in the role of servants, he concluded. As bleak as this situation was, Mr. McPherson preferred not to think of it as hopeless.

Defense of Racism

He described a humanitarian movement similar to VISTA, where white Northerners went to the South to set up Black universities and to educate Black people in general. Mr. McPherson cited the astounding fact that illiteracy among Blacks went down from ninety per cent in 1865 to seventy per cent in 1880.

Mr. McPherson's indirect defense of white racism and tokenism was particularly disturbing. He made a fiasco out of what could have been very valuable if approached in a manner relevant to Afro-American culture.

STOKELY

(Continued from Page 1, Col. 2) nation of capitalism will automatically result in the obliteration of racism is erroneous. "Race conflict is more instinctive than class conflict," he said.

Since most white radicals come from the middle class, they are not able to influence the workers in America, and therefore the cause is hopeless.

Don't Care About Pot

Continuing his attack on the radicals, yuppies and hippies, he observed, "Pot is a necessity for those who have eaten dinner and are watching television; but since the Blacks are still trying to get a decent dinner, they don't care about pot."

"At least the hippies are adding to the general chaos," he said, "but the reasons are not the same."

Carmichael defended himself from the accusation that he had no program for his new society by citing the example of Fidel Castro in Cuba.

Power, Then Revolution

To create a revolution, he explained, power must be seized first. Then a definite program can be implemented. At present, Carmichael's only program is to gain power.

When asked by one liberal college student to be more specific on his plan for gaining power, he said, "I don't think Napoleon

The "underground press," that group of almost 150 shakily financed, anti-establishment newspapers, has changed. One force instrumental in this change is a small but dedicated press service known as the Liberation News Service.

But now, after a heated clash that left two factions both claiming to be the "real" LNS, the organization that revitalized the free press movement is itself in serious trouble.

When the first underground newspapers started publication three years ago, their appeal was limited to the growing "hippie" enclaves of the major cities. A typical issue contained one or two articles glorifying the drug cult, a dash of pornography and a page of very unusual classified ads.

"Disenchanted With Flowers"

Soon, however, the underground became, according to one editor, "disenchanted with flowers." The myth of the flower child gave way to the hard realities of the hippie ghetto—poverty, dirt and danger. The underground press turned from the drug cult to radical politics.

The philosophy behind this change is the realization that the individual can change nothing by merely dropping out of society. "We're not withdrawing," said another editor, "we're over-turning."

More Concern For Politics

The Liberation News Service has been influential in persuading many underground and "straight" publications to show more concern for current politics.

Founded in 1967 by two young college graduates, Ray Mungo and Marshall Bloom, LNS now boasts over 400 subscribing publications, including such "estab-

lishment" clients as CBS and Look Magazine. Eighty college papers receive LNS releases.

The LNS works on the assumption that the established news media does not, or cannot tell the whole truth. Releases from LNS include long reports from Hanoi, detailed accounts of anti-draft activities in this country and reports of confrontations between police and various protest groups.

Consciously Subjective

LNS has been consciously subjective in its reporting, contending that established news media are even less objective. Most of the country's newspapers, the news service staff contends, reflect the strong conservative bias of the publishers.

Whether the LNS can continue to report at all, however, is an open question. Arguments over the organization's policy have split the LNS staff into two bitterly opposing factions.

Two Opposing Views

One group, led by Bloom, claims that the original purposes of LNS have been subverted by people using the service to further their own political ends. Bloom hints at a take-over plot involving high-level members of the Students for a Democratic Society.

The second faction claims that the source of conflict is Bloom himself. These staff members

complain that Bloom is attempting to exercise strong authoritarian control over the organization.

Tensions came to a head last July after a meeting in which Bloom promised staff members a greater voice in LNS policy. Meanwhile, however, Bloom had LNS funds and equipment secretly removed from the New York headquarters to a farm in Massachusetts.

Confrontation on Farm

On finding the empty New York offices staffers decided to confront Bloom forces on the farm and bring the equipment and funds back to New York. Not only were they unsuccessful in their attempt, but the entire bizarre incident closed only after the group had been charged with kidnapping.

So LNS subscribers continue to receive two sets of news releases, one postmarked New York and the other Montague, Mass.

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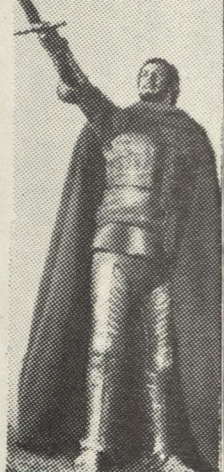
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