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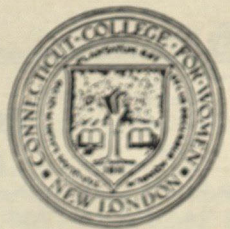
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Students Favor Co-education With Exception of Class of '72

Connecticut College students (with distinct correlations between class and responses) responded favorably to the proposal of admitting undergraduate men to the student body in a recent questionnaire on co-education.

Results indicated that the longer a student had been at Conn the more likely she was to support co-education. The largest percentage of girls voting for co-education (80%) were members of the class of 1969. Sixty-nine percent of the juniors, 60% of the sophomores, and only 40% of the freshmen responded positively to co-educating Conn.

Class Trend

Forty-two per cent of the freshmen answered a definite "no" to the idea of admitting men as compared to 26%, 15%, and 9% of the girls from the classes of 1971, 1970, and 1969 respectively.

The greatest percentage of respondents were from the class of 1972, 80% or 334 of 420 students. Seventy-seven percent (285 of 370) completed the questionnaire from the class of 1971, 74% (241 of 324) from the class of 1970, and 62% (180 of 288) from the class of 1969.

Favor 1 to 1 Ratio

The majority of students from all four classes favored the ratio of 1,000 women to 1,000 men, although again the smaller percentages of girls favoring this ratio are found in the younger classes. Seventy-four per cent of the seniors favor the 1 to 1 ratio as compared to 57% of the freshmen.

Girls next favored the ratio of 750 women to 1,250 men with the senior class voting 13% in favor of this ratio and the freshman class voting 20%.

Upper Classes Favor Connecting Dorms

Over half of the senior and junior classes (54% and 59%) chose connected dorms with shared living and dining rooms as the kind of living arrangement they preferred. However, 48% of the sophomores and only 36% of the freshmen chose these living accommodations.

Freshmen preferred separate dorms but on the same campus (35%) and adjacent men's campus (21%).

Of the four classes, seniors (26%) were the strongest sup-

porters of coed dorms (but separate floors, while 24% of the juniors, 14% of the sophomores, and 12% of the freshmen favored this proposal).

Want Coed Activities

Students voted overwhelmingly against separated student government, newspapers and other extracurricular activities if men were admitted; however a smaller percentage of students thought that women would not defer to men in the leadership of such activities.

Thirty-seven per cent, 35%, 41%, and 43% from the classes of 1969, 1970, 1971, and 1972 respectively indicated that women would defer to men in extracurricular activities.

A smaller percentage of girls from each of the classes responded that women would defer to men in classroom discussions.

Differ On Necessity of Co-education

The final question on the poll asked the student if she agreed with the following statement:

"Bringing men completely and naturally into the academic and social life of the campus is fundamental to the improvement of undergraduate life and studies at Connecticut College."

Only 55% of the freshmen either agreed entirely or with reservations to this statement, while 84% of the seniors agreed. Juniors were 78% in agreement while sophomores were 76% in agreement. Thirty-five per cent of the freshmen disagreed entirely with the statement.

by Linda Manno
Linda Rosenzweig

In Revolution, either you win or you perpetuate suffocation. Radical action initiated by the New Left is crucial to overturning this suffocation produced by an oppressive American society.

So asserted Carl Oglesby former president of SDS, and Her-

bert Marcuse, ideological leader of the New Left at a symposium on "Radical Perspectives: 1969" in New York Thursday night.

"A Bad Cat"

Presupposing the inherent obscenity of the Right ("We know what Nixon is, right, he's a bad cat."), Oglesby traced the development of the New Left, culminating in the confidence that the Movement will liberate America.

Criticizing the "forthcoming Nixonian Empire" as "too linear and predictable," Oglesby stressed that "any man born into the affluent society cannot avoid marching into the affluent society with a martial beat."

System Buries Man

He can anticipate every stage of his life from the moment of his first job, first promotion and first ulcer until the day he dies.

"The American system knows how to bury a man better than any other," claimed Oglesby.

Youth Turns On

The Movement coalesced as an increasing number of youth identified the approaching trap and one day "turned on to a new kind of politics."

In this beginning, the developing Radicals "didn't know what was pushing them out there." They had been poisoned by being voluntary exiles from the cultural system around them.

But as youth discovered the same alienation among others, the Movement assumed an increased sense of its importance.

A New Confidence

This new confidence is the strength of today's Movement, a movement unfortunately centered on youth discontented with the affluent American society.

These are "the people," according to Oglesby "that cannot survive as the system is. They don't want to wait for anybody."

"We're in this because we don't have any choice. We're the main bearing of what's going to make the high hopes of world civilization come true."

"We're Here"

"There's nothing to wait for. We're here. We are the People," concluded Oglesby.

In contrast to this movement, rooted only in alienation youth, Herbert Marcuse stressed the necessity of radical union with a mass base in order to form a new working class.

Marcuse emphasized the necessity for radical action, (Continued on Page 3, Col. 4)

LEFT DEBATES PERSPECTIVES

THREE WESLEYAN STUDENTS TO LIVE HERE NEXT SEMESTER



TWO OF THREE WESMEN, Harvey Yazijian (left) and Elliott Daum, who will be attending Conn next semester, survey their future living arrangements in Freeman.

The second semester of the Conn-Wesleyan student exchange will be marked by the arrival of three Wesmen, Harvey Yazijian '70, Elliott Daum '70 and Frank Barbera '72, as resident students. The three "coeds" will live in Freeman, in a newly-redecorated "basement suite."

The social regulations for the guys will be equivalent to those they have at Wesleyan—which means that they will have no curfews, and will each have a key to their private entrance to the dorm.

In addition to the three residents, 28 Wes students will be taking a single course at Conn, including three in the new Black literature course and three in the Government seminar on the law of civil rights.

Eighty-three Conn girls will be traveling to Wesleyan for a single course, and seven will be resident students there. The 83 commuters represent almost a fifty percent increase over those commuting first semester.

Of the seven girls who will be in residence, four were not in residence first semester; Sally Underwood '71, Carol Amerman '71, Diana Diamond '70, and Sue Ruckman '70.

A complication in the exchange program has arisen from the dissimilarity of the schools' academic calendars. Classes at Wes-

Afro-Am Society Supports Pembroke Blacks' Demands For New Recruitment Policy

by Donna Radcliffe

Black women on campus have voted to give their active support to the members of the Pembroke College Afro-American Society in Pembroke's demand for intensified recruitment of Black students.

Six months ago, Pembroke Afro-Am presented a six-point policy for recruitment, but because of the "lackadaisical attitude" of the Admissions Office, Afro-Am confronted the administration to reiterate their demands.

The Pembroke Black women conferred with the Administration, but again the Administration made no commitment, and in a letter to Conn Afro-Am, Pembroke understands this "apathy to be a blatant form of racism."

Watch Out, Pembroke

Members of Pembroke Afro-Am made the following demands: the hiring of a Black Admissions Officer contingent, a minimum of at least 11% of Black students in the incoming freshman class, more money for Black scholarships, and endorsement of transitional-year and/or Upward-Bound programs.

Further, they demanded acceptance of students from the above programs and the setting up of a more realistic guideline for administering adequate financial aid to Black students.

In support of these demands, Conn Afro-Am sent letters to the Pembroke Admissions Office and administrators.

Next, they sent a strong letter of endorsement and encouragement to Pembroke Afro-Am itself.

As Beverly Phillips '72 and Donna Radcliffe '72 of Conn Afro-Am said, "We support Pembroke Black women out of the necessity of unity."

"And you support Pembroke Black women out of the necessity of tearing down a racist bureaucracy," they concluded.

Registration for the Special Studies period will be held Tues., Dec. 11th; Wed., Dec. 12th; and Tuesday, Dec. 17th, in Crozier Williams from 7-9 p.m.

RESCHEDULING EXAMS

The faculty approved the following revision of the regulations concerning Deferred Examinations which will go into effect for this exam period.

A student who has three examinations scheduled in immediate succession has the privilege of one rescheduled examination; a student who has four examinations scheduled in immediate succession has the privilege of two rescheduled examinations. Such students should report the fact to the Registrar not later than Fri., Dec. 13, and request her to make the necessary arrangements.

Any other student whose examination schedule seems to her to present such special difficulties as may adversely affect her performance may petition the Registrar for a rescheduled examination. Her request must be submitted not later than Fri., Dec. 13, and will be reviewed and acted on by the Registrar in consultation with the Schedule Committee.

Fast Nets Over \$400

Six hundred and eighty Connecticut College students helped raise over \$400 by donating the cost of their dinners to Biafran Relief and to the National Stu-

dent Association Fast for Freedom.

Half the money will be used to support freedom projects in the South and to help groups promoting racial understanding. The other half of the money will be given to the continuing fund (Continued on Page 4, Col. 4)

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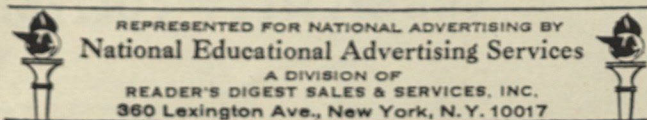
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Editorial...

Our Readers

It would seem logical to assume that the nature of the letters received by Conn Cenus reflects to some degree the nature of its readers. It is also undeniable that Conn Census has received a very large number of letters this semester, and therefore is qualified to make some statement on its readers.

We have received only three letters all semester on issues raised by articles; all the rest have pertained to the more abstract issue of our new policy; i.e. the role of a campus newspaper, objectivity, subjectivity, advocacy. The majority of our readers have not denied the validity of our views, but they have denied our right to satiate the newspaper with these views.

Thus when comparing the nature of our readers to the nature of contemporary liberalism, we find many similarities. During the nineteenth century, "liberalism" was associated with those men favorable toward changes and reforms tending in the direction of democracy. In the decade following World War II American liberalism successfully combatted the threat of McCarthyism and plunged wholeheartedly into the Civil Rights struggle. However, the problems tackled by the liberals of this decade were not solved—cities began to erupt in the early sixties—the remnants of McCarthyism and the Communist threat led us to "anti-Communist" involvement in Southeast Asia.

The inadequacy of liberal solutions in the face of the increasingly critical problems has led to a self-perpetuating immobility.

Thus the liberal is now characterized as one who advocates all the right ends, but is paralyzed by the rhetoric of his means.

The liberal knows the historical factors leading to the Vietnam involvement, he will say that the United States should not be there, but when it comes right down to the dirty work of turning in his draft card, he quickly shies away.

We, along with our liberal readers, have a great deal of respect for reasoned consideration of all biases. We also share with our readers great regard for responsible deliberation of all facts available. There is a point however at which one must finally stop intellectualizing and act; to do otherwise is amoral.

In attacking Conn Census but not the issues in it, our readers have proven themselves to be liberals in this most amoral sense.



Letters to the Editor

Dear Editors:

I am certainly outraged and offended by the lack of what we would term appropriate taste in the "——tion" issue of Conn Census. The public act of "——tion" itself was vulgar beyond expression. If only you had omitted so disgusting a term from your photograph, it may have served as excellent material for the front page of the newspaper.

Wendy Sloan '70

To the Editor:

I noticed Miss Feinstein's article on the Sanctuary at MIT in the November 19 Conn Census. I could not resist reading it because I am a graduate student at the Institute. I found it to be a very entertaining article concerning the long haired youth's success in running an institution for higher education and doing quite a successful job.

The first necessity for any school's success is an active social program; so throughout the weekend about which Miss Feinstein writes, there appeared in the MIT student center what my friends and I considered the best mixer of the fall social season. One could enter the Sanctuary any night to find the students socializing in large groups in the room housing the Sanctuary or in smaller groups on the couches anywhere in the building.

After the weekend had ended and Miss Feinstein returned to school, MIT's resistance, thinking that no school should be without classes, invited professors to hold classes in the DeSala (the room in which Mike was being hidden). Miss Feinstein later read Boston papers which told of all classes being moved to the Sanctuary. The organizers have scored a great administrative feat, for one can only conclude that these people have discovered how to hold all classes for a major Technical Institute, which enrolls 7,600 students, in the space of one floor of the school's student center. Perhaps the secret was making the classes very dull so that little or no students would attend. The tactic seems to have worked; during any weekday one would see perhaps one hundred supporters of Mike's cause along with one hundred or so curiosity seekers in the DeSala.

No major Technical Institution in the United States is without military instruction, and Sanctuary Institute was no exception. The DeSala had its own security force and medics, each with his appropriate arm band. The press were requested to check in with the security force upon entering

the building and outposts with walkie-talkies were stationed at strategic points around the Institute. The Resistance has recognized the effectiveness of military planning and organization and applied it well.

Alas, but somehow all good things must come to an end, and the Sanctuary befell a fate worse than Columbia. Mike and his followers voluntarily moved their Institution for higher learning at the request of the Tech Junior Prom Committee, who had to decorate the DeSala for the following weekend (November 8.) Sad but true, Mike was arrested on November 10 at 7:00 A.M. by one Federal Agent, who was accompanied by one campus policeman. These men were kind enough not to wake Mr. O'Connor's comrades while they informed Mike of his Constitutional Rights.

I would suggest that any school should seriously consider hiring Mr. O'Connor to uplift their social season and to upgrade their classroom education. However, it appears that Mike only delayed his jail sentence when he volunteered for the army to escape a drugs charge, and he shall not be available for this obviously lucrative profession for a few years.

Sincerely,
John Fosseen
519A Ashdown House
305 Memorial Drive
Cambridge, Mass.

To the Editor:

I am disgusted with the review of "The Retreat from Reconstruction", the second Black history lecture, which appeared in your last issue. Obviously the writer failed to receive the lecture with an open, receptive mind. The comment that Mr. McPherson "merely traced a series of historical events", without "demonstrating their significance", is totally absurd. How does one "demonstrate the significance" in the fact that in the late nineteenth century countless Black men were lynched by white men who got off scot free? Is the word "racism" really necessary here? I had no trouble discerning that the white man was guilty of blatant racism, without the aid of a moral judgment by the speaker. Your writer also misconstrued much of Mr. McPherson's lecture in her "review". She interpreted his non-biased explication of the white man's rationalizations (the "Rape complex"), and the establishing of schools in the south by prominent white northerners, as "indirect defense of white racism and tokenism." Relating such events is not the same as condoning them! It was stated that the

lecture could have been useful if it had been "relevant to Afro-American culture." I fail to see how the history of a people can be divorced from their culture, and Miss Strong offers no constructive alternative — which is characteristic of all her criticism. For the non-student of American history, this mere "series of historical events" provides the necessary framework of even the most limited comprehension of Afro-American culture. Judging by my own reaction, the facts which Mr. McPherson relayed so

(Continued on Page 3, Col. 1)

TOPIC OF CANDOR History Series

by Patricia Strong

Mr. Michael Burlingame, instructor of history, bitterly attacked my article dealing with Mr. James McPherson's lecture on "Retreat From Reconstruction," the second lecture in the series on Afro-American Culture.

In the last lecture of this series, Mr. Burlingame offered criticisms of the three previous lectures, two presented by Mr. Michael Thelwell, of the Univ. of Mass., and one presented by Mr. James McPherson, of Princeton Univ.

Mr. Burlingame praised Mr. McPherson for ably analyzing the topic "Retreat From Reconstruction," but he repeatedly criticized Mr. Thelwell's approach to the topics "Origins of Racism" and "The Rise of Black Power."

Mr. McPherson was praised because he remained uncommitted to any viewpoint and objectively recited fact after historical fact. Mr. Thelwell was criticized because he took a stand, that racism is rooted at the core of American life, and presented his lectures from that viewpoint.

My reactions to the lectures were entirely different from Mr. Burlingame's. I went to the lectures not as an historian, but as an objective observer. Mr. Thelwell stimulated my mind with many new ideas and insights into racism and Black power because of the fact that he was committed to an idea.

Mr. McPherson avoided taking a stand on what was certainly a controversial subject. He offered nothing but facts which could be found in a textbook, and avoided analysis. Apparently, Mr. Burlingame disagrees with my evaluations of the lectures because he believes that an historian should not "moralize," but should objectively present the facts as Mr. McPherson did.

What is accomplished by a middle-of-the-road position? It is a safe position: it keeps one safe from controversy. But taking a stand on an issue causes a reaction, positive or negative, active or passive. Such a reaction often fosters new thought and new ideas on a subject which may have been considered undebatable or without conflict by previous observers.

The history of this country is a history of conflict. The facts about America, unalterable as they may be, were not created in a vacuum. They were created by people, people with differing attitudes and emotions. Therefore, history is as subject to individual interpretation as is literature or any other area of knowledge.

Consequently, I do not believe that I offered "cheap criticism" in my article on Mr. McPherson or that I listened to him with an "anti-intellectual attitude."

Beyond the Wall

by Myrna Chandler

Smith: Due to outside pressure, including demands to apologize to Julie Nixon, the *Sophian* has decided to retract its Nov. 7 issue, and is asking students to return their copies. *Conn Census* reprinted the controversial cover three weeks ago. It depicted Mr. Nixon's face and a quote from Ibsen: "A lie turned topsy turvy can be prinked and tinsed out; decked in plumage new and fine, till none knows its lean old carcass."

Randol-Macon: Prophetess Jean Dixon denounced making the prediction which had RM girls quaking for days—that a man disguised as a woman would enter a dorm at a small women's

college in Virginia and kill eight girls.

Skidmore: *Skidmore News* announces the probability of an underground conservative newspaper for the campus. "Some students consider the *Skidmore News* coverage of political events, Vietnam and SDS activities as radical and unrepresentative of the typical Skidmore student."

The new newspaper will focus "mainly on those activities and interests enjoyed by the majority of Skidmore students—club and social activities."

Bowdoin: Roger Howell, the new president of Bowdoin College, former chairman of the history department and acting dean, is—get this—32 years old.

LETTERS

(Continued from Page 2, Col. 5) concisely do not constitute common knowledge. His objectivity and lack of editorialization added to the impact of some rather startling concrete information.

To call an excellently prepared and delivered lecture a "fiasco" is an insult to the intelligence of the Conn Census reader. The policy of subjectivity as described in Mr. Reiss' letter in your last issue is commendable; but to print an irresponsible piece of journalism such as Miss Strong's, and several previous gems, seems to be defeating your purpose. Why not try smelling the fish before saying it stinks?

Janie Terry, '71

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spring
fashion
preview
issue of
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BRIDE
is at your
newsstand now!



Outstanding Concert Given
By Guarneri String Quartet

by Lynda Herskowitz

The Guarneri String Quartet performed chamber works by Mozart, Beethoven and Zoltan Kodaly in an outstanding performance Tuesday night in the second concert of the Connecticut College Artist Series.

Their well-balanced program at Palmer Auditorium opened with Mozart's Quartet in D Major. In this composition, Mozart seems to be the impersonal commentator on different emotions, without dramatics. The quartet beautifully expressed the subtlety and understatement of the emotional intensity and melancholia that pervade this work.

The second work of the evening was Beethoven's String Quartet in E minor, opus 59, no. 2, in four movements. It is characteristically intimate and soul-searching, and the constant interplay between the first and second violin, cello and viola heightened the contemplative mood of the music.

The Quartet then took a sharp departure from the classical period with the brilliant contempor-

ary String Quartet Op. 10, by Zoltan Kodaly. The elements of Hungarian folk-music, Bela Bartok, still pervaded this composition.

The Quartet demonstrated a different technique and style than in the preceding classical works, giving dramatic contrasts to the variety of vibrant rhythms.

The artists in the Guarneri String Quartet were Arnold Steinhardt, violin; John Dalley, violin; Michael Tree, Viola, and David Soyer, cello.

Marcuse Cites Revolutionary Goals

(Continued from Page 1, Col. 5) based on Oglesby's themes of oppression, condemnation of the right wing (which has "no ideas worth fighting for"), and the inability to survive in a stultifying atmosphere.

Marcuse's Tactics

Marcuse thus chose to concentrate on the tactics necessary to combat this enslavement.

Assuming a principle considerably altered from his previous basic philosophy, Marcuse asserted that, We cannot say destroy, and we will see. Our own morality must be visible in our actions."

Educate the People

The task, then, is one of

"enlightening, educating and developing political consciousness" in a majority which exists unaware of the need for change.

It is essential, then, to achieve this mass base, and to do so through "democratic persuasion."

Target: Revolution

Affirming revolution as the target of the New Left, Marcuse insisted on shifting from a large, coordinated movement ("the cherished concept of taking over the Pentagon") to a localized, diffuse movement, realistically capable of dealing with individual incidence of labor exploitation, education not geared to social change and the immoral

(Continued on Page 4, Col. 3)

Music Review
CONNECTICUT COLLEGE, TRINITY JOIN
IN EVENING OF BAROQUE MUSIC

by Lynda Herskowitz

The Connecticut College Chorus joined the Trinity College Glee Club on November 24th in an evening of Baroque music, including choral works by Gabrieli, Heinrich Schutz and J. S.

Bach.

The highlight of the performance was Bach's Cantata "Ich Hatte Viel Bekummernis" (My Heart Was Deeply Troubled). Composed in 1714, this work

consists of a sinfonia, four choruses on Biblical texts, three arias, two recitatives and a duet.

The first part of the cantata depicts the sorrow and distress of the sinful soul and is followed, in the second section, by the soul's rejoicing in the salvation brought through Christ.

The music reflects the emotional intensity of the text in its sharp contrasts between desolation and joy, but the performance by the combined choruses was generally unexpressive.

Listening to the performance, one did not get the sense of the choruses as a unified, collective instrument, and their performance, in its uniformity, seemed to lack musical sensitivity.

The professional soloists were uniformly excellent. They were: soprano Susan Krueger, tenor Richard Donahue and bass Philip Simonds.

The other two baroque works on the program were "Canona Prima" by Guovanni Gabrieli and a motet, "Selig Sind Die Toten" by Heinrich Schutz. Also participating in the concert were the Trinity Brass Ensemble and members of the Eastern Connecticut Symphony Orchestra who accompanied the Gabrieli work and the Bach Cantata, respectively.

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NEWS NOTES

H. Rap Brown Hurls Contempt at White Radicals

Emergency Snow Parking
Temporary parking areas have been designated for emergency snow parking. For students residing in Larrabee, KB and North Dormitories these parking areas are in front of Morrison, Lambdin and Hamilton.

After the parking areas are cleared on the other side of the complex (Marshall, Park, Wright), students are requested to repark their cars in these areas.

Temporary parking areas have been cleared on the Hockey Field, south of the Chapel, across the street from Knowlton and Harkness Dormitories for students residing in Freeman, Addams, Harkness, Knowlton, Windham, Lazrus, Plant, Blackstone, Branford, Smith and Burdick.

House presidents will be advised by Miss Margaret Watson, Assistant Dean for Student Ac-

tivities, when students should park in the temporary areas.

Freshman Class Officers

Gale Slepchuk will be the new president of the class of 1972. Other elected officers are Barbara Waite, secretary; Jodie Meyer, treasurer; Mary Seaverns, vice-president; Regina Roth and Robin Yokelson, honor court; and Barbara Cohen, compet play.

Social Problems

Next semester the sociology department will be offering Social Problems, Sociology 114. The course is concerned with the sociology of current social problems such as the urban crisis, modern mass education, alienation, race, poverty and deviance.

Debate Council

Mrs. Marguerite Petty, Debate Coach at Wesleyan wants to start a Debate Team at Conn. Most meetings and practices will be at Wesleyan on Mondays. It is hoped that Conn will have its own Debate Council next year. Students who are interested should contact Susan Johnson in Branford.

MARCUSE

(Continued from Page 3, Col. 5) manufacture of defense weapons.

Reiterating the need for a constructive goal, Marcuse went on to outline the structure of his proposed society.

Diffuse Organization

The key rests in decentralization, "an overt organization, diffuse and concentrated in small groups and around local activities."

There would be no unification of structure, no party which could fall prey to corruption or authoritarianism, only a "fore-shadowing basic structure of libertarian socialism."

Enemy on the Right

To succeed, then, according to Marcuse, the New Left must achieve, "alliance with those, bourgeois or not, who know the enemy is on the Right."

"It must prepare itself and others, in thought and action, morally and politically, for the day repressive capitalism will dissolve, and libertarian socialism can begin."

New Left: Only Hope

Affirmed Marcuse, "I believe the New Left today is the only hope we have."

"In light of these developments, a Black man in the audience proclaimed, 'Brother Brown gon' put everybody down.' And he did just that."

H. Rap Brown condemned the unwillingness of radicals to discuss violent revolution, implicitly condemning also their omission of the Black Liberation struggle.

Revolution Over Radicalism

"There is a difference between being radical and being revolutionary in 1969."

"The politics of revolution is the only politics of relevance to the Black people."

Brown Splits

Focusing on the weaknesses of the speakers preceding, he stressed the need for violence and the separation of the Black movement from that of white radicals unwilling to use revolu-

tionary tactics.

As Brown condemned support of Humphrey, and even McCarthy, as "talking about reform when we're talking about revolution," a youth rose to insist,

"You don't have a corner on revolution."

With this, Rap split, and a Black knowingly commented, "He wanted that to happen anyhow."

Cohen Gives Eyewitness Account

(Continued from Page 1, Col. 5) for Biafran relief sponsored by the Connecticut College Biafran Relief Committee.

In connection with the fast, Mr. Maxwell T. Cohen, whose daughter, Barbara, is a freshman at the college, gave an eyewitness account on the Biafran situation. Mr. Cohen, a New York City lawyer, had gone to Biafra, at the request of the Biafran government, in order to advise them of their rights at the Geno-

cide Convention of the U.N.

Stating that the Biafra-Nigeria conflict contains the potentialities for a third World War, Mr. Cohen went on to parallel the situation in Nigeria with that of Spain in 1939.

Mr. Cohen concluded by praising the fasters as "the voice of conscience" and suggesting that through their support of the Biafrans, American college students may directly affect the attitude of Africa toward America.

Seniors and Graduate Students

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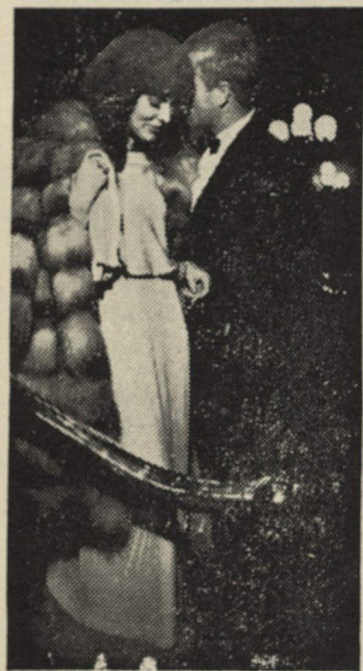
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