EUGENE McCARTHY
TO SPEAK HERE

Senator Eugene McCarthy, a leading political figure during the
election of 1968, will speak at Connecticut College on Thursday evening, Oct. 23, President Charles E. Shain announced at a meeting of the faculty last Wednesday.

The Minnesota Democrat is being brought to the College by
the Frederick Henry Sykes Memorial Lectureship named in honor of
the late educator who served from 1913 to 1917 as first president of the College.

The endowed lecturership fund was established by the Class of 1919, first to be graduated from Connecticut College.

The senator’s talk in Palmer Auditorium will be open to students and the public with admission by ticket only. Details on how to secure tickets will be announced shortly.

Conn. Students Plan Day for Moratorium

by Linda Rosenzweig

Following a faculty endorse
ment of the October 15 Moratorium on Wednesday by a vote of
57 to 37, students met in Branford living room the next evening to plan activities for the day of the Moratorium.

For nearly two months, President of College Government, opened the meeting by suggesting that a memorial service be held in the chapel the evening before the Moratorium, in memory of the more than 100,000 Americans and Viet-
namites who have died in the war.

Anyone interested in planning the service he should contact Diane Levy or Rev. J. Bartholomew.

Vigil to Follow Service

The memorial service will be followed by a candlelight vigil on campus.

Several seminars are in the planning stages, with topics em-
phasizing the history of American involvement in Southeast Asia, the problem of racism and Viet-
nam.

The function of the seminars is to provide students with facts
about the war in Vietnam, so that they will be able to talk with
members of the New London community in November.

Those present at the meeting felt that organizing for canvassing
could not be accomplished effec-
tively by the October 15 Morator-
ium, but the seminars during the
October Moratorium could lay the
necessary groundwork.

Svetlana Frankov, Val Stakelum, Peter Vickery and Joan Weinberg
are organizing the seminars.

Hundreds to Fast

Several hundred students on campus have indicated that they
will fast all day on Oct. 15.

Another activity projected for October 15 is a rally in front of
the Submarine Base in Groton.

Students hope that Neal per-
son there them will join in the rally.

Mary Graf is organizing the Sub Base rally.

At noon on the day of the Moratorium pending a permit, stu-
dents will congregate in front of the New London post office to
read the names of those who died in Vietnam during the
week.

Organizers are Maurice Brown and
Barb Keshen.

Following the noontime read-
ing in front of the New London post office, there will be a peace-
ful march down State Street. Hopefully, New London residents
will again join Conn students.

This activity is being organized by Anne Linner, Linda Mann, Linda Rosenzweig, and Nancy Topping.

(Continued on Page 6, Col. 5)

FACULTY ABOLISHES TRADITIONAL COMPS

As the chapel bells sounded throughout the campus, students of all classes joined many members of the faculty and administration in celebrating the long-awaited abolition of the comprehensive examination at Connecticut College.

Upon hearing the announcement of the abolition of comps, students spontaneously gathered outside the home of the late educator who served from 1913 to 1917 as first president of the College, Charles E. Shain, to sing the alma mater and to express their enthusiasm for the faculty’s decision.

By a 87 to 26 plurality, the faculty voted at its October 1 meeting to do away with any form of a comprehensive examination in all departments.

There were two abstentions.

Any department wishing to institute a new program of integra-
tion as a requirement for its major must submit its proposal to the entire faculty for a vote.

This required faculty vote is in accordance with the established policy that all departmental programs which are included in the College catalogue must be voted on by the entire faculty.

However, President Shain indi-
cated that it would be very unlikely by for the faculty to approve any new program in an individual department and be considered “in the language of a comprehensive.”

Some Favored Integration

Although there were no faculty members who spoke in favor of the comprehensive examination, there were a few members who favored some form of integration for a student at the end of four years of study.

A few faculty members spoke
against any form of comprehen-
sive examination. According to
President Shain, the general con-
census of opinion was that comps are an outdated institution whose time has come.

Proposers of the aboli-
ishment of comps were supported by a petition submitted to Presi-
dent Shain, to be considered in the Class of 1969; after comprehensive last spring.

Fifty-eight percent of lastyear’s
graduates (176) indicated by signing the petition that they
“did not find Comprehensive Examinations to be a valid inte-
grating experience of (their)
academic life.”

Class of 1969 Requests an “Honor”

The petition concluded that
the “Class of 1969 would consider it an honor to be known as the
last class to pass the Comprehensive
Examination and hereby peti-
tion the faculty to abolish them.”

In an attempt to institute some
form of integrative study, the
Instruction Committee presented a proposal for non-credit integrative
work. This was tabled by the faculty until their next meeting.

The proposal read: “Each de-
partmental or interdepartmental program shall include in its work requirement non-credit integrative work in the form of an examina-
tory, or Unsatisfactory, and the
examination entered on the
student’s permanent record.

“Unsatisfactory work shall not prevent graduation.”

Voted to Admit Students

The faculty also voted to allow the five student members of the Ad Hoc Committee concerning Student Representation on Faculty Committee to attend the November 5 faculty meeting when the Committee’s report will be

Conn’s Males Initiate Draft Resistance Group

by Anne Logatto

“The Draft Resistance Group is a body of individuals who feel that, for political, moral and religious or other reasons there is a basic inadequacy in the present direction of the United States policy as witnessed in Vietnam and in the existing general Selective Service system.”

The group hopes to create a more realistic awareness of the situation in the Connecticut College and the New London communities.”

With these words, quoted from the charter of the Connecticut College Draft Resistance Group, Mark Livin ‘73 opened the first formal organizational meeting on Tues., Sept. 30 in the Larrabee living room. More than 70 in-
terested students attended the meeting.

Draft Counseling Proposed

Admitting that draft resistance means “different things to differ-
cent people,” Livin suggested many ways in which group mem-
bers could become active.

Students willing to take a 3-
day course in draft counseling would be qualified to counsel those eligible for the draft on
alternatives to induction.

Other students could help by distributing information on the draft, by taking part in a proposed campus radio show by doing office work or by assisting in the opening of a coffee house in the area.

Livin hopes to organize his draft counseling board in the near future.

Charter members of the group are
Mark Livin, Phil Fergione, Russ Josephson, Barbara Keshen, Valerie Staples, Diane Levy, and Amy Nolan. Also included are Ari Ardis, Jeff Hauser, Jared Wibberly, Heidi Wibberly, Katie See, Drew Ketterer and Mary Alice Shepard.
Editorial...

Where Will You Be?

Last Wednesday night, the campus enjoyed a unique moment of exuberance as students celebrated the abolition of Comprehensive Examinations. It is to be hoped however, that this Thursday which pervaded Mr. G's, was not obscure the fact for many students that there is an even more pressing issue which has yet to be decided by the faculty. This issue is the consideration of transforming Conn, into a true college community.

True community government in essence means shared responsibility in all aspects of campus life. This shared responsibility which must inevitably lead to the realization of student faculty participation in the legislation of our academic lives.

The college community has long been a target of discussion to a theory behind joint student-faculty committees. There are many who doubt our ability. We must first convince them of the legitimacy of our interest. An attendance of 35 students is not likely to convince anyone of our enthusiasm or readiness to undertake this responsibility.

It is not our desire to look back. Instead we should look ahead. This Thursday there will again be an open forum, the time to discuss some of the specific committees and the role that students can play.

This time there is no excuse for our absence.

What Can We Say?

Re: Comps: On behalf of the entire student body, the staff of Satyagraha would like to say thank you to the faculty, Thank you.

What Does It Mean?

Symbolic activity can sometimes be effective in arouses the emotions of others. But a symbol cannot change a person's mind; nor will it convince a citizen or his President that a war should be ended, and ended soon.

The October 15 War Moratorium, which was endorsed by both the students and faculty of this College, must be more than a shallow expression of guilt and sentiment. This day should not only be used as an instrument for a cheap catharsis for the complacent. One day of activity cannot compensate for a year of inactivity.

Plans are being formulated to allow organized students to concentrate their concern to the neighborhood residents. It is hoped that this attempt to consolidate public opinion against the war will lead to direct expressions of protest from the community to government officials.

The college community has formally denounced the war. The denunciation and the day are both symbolic gestures. But the urgency of the situation demands that we devote ourselves not to the symbol but to the commitment behind the symbol.

Letters To Editor

To the Editors: For the past two years there's been a lot of student activity about lack of student representation in academic affairs. Yet, when the Ad Hoc Committee offered open forum discussion on Thursday, October 2, the apathetic turn-out was pathetic.

If only 35 students can make the effort to attend this forum, let the committee solicit their opinions, then the whole student body should not be disappointed or surprised if their bid for representation in academic affairs is vetoed.

It's a shame that a few students have worked so hard and have come this far and now, when they need the support of the people whose views they were representing, they see left stranded.

This Thursday, at 4:45 in the Main Lounge of Cro, the Ad Hoc Committee for Student Representation on Faculty Committees will meet again to discuss student representation on specific faculty committees. If any有兴趣 of action is being taken in favor of the students, we must show our support.

Martha Aldrich '72
Jodie Meyer '72

To the Editors:

In response to a news item, September 30, you are cordially invited to participate in an orgy of togetherness, which will be held on campus in Larnabe's living room on Wed., Oct. 9 to answer any question that students may have about the society.

Connecticut College seniors who are interested in membership should send a note to RHW, 13 Lake Place, New London, Connecticut, including their names, addresses, and telephone numbers.

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Thurs., Oct. 7, 1969 
Satyagraha 
Forum Examines Student Faculty Ctes.

The following is a partial taped transcription of the open forum discussion of the Ad Hoc Committee on Student-Faculty Committee. 

MEMBERS OF THE AD HOC COMMITTEE listen to students and faculty discuss the forum. 

"Now I think nothing makes up a real faculty meeting, and hearing the points of view and I mean the people who speak at these faculty meetings want to express some response which is good for the college.

"It is quite remarkable how different these points of view are. I think there will be more peace and harmony if the students see how difficult it is to agree on those things."

"I don't think there's anything to hear, so students can be present. I mean we are only human, somebody says something silly now someone says something silly. Students say lots of things and faculty.

"I am for student representation."

Miss Omwake: "I think the question in my mind throughout the various discussions that I have heard, have been, 'Are we at this point able to prepare students for maturity citizenship by not introducing them to committees such as this? To do this will be part of our obligation to fulfill the student needs at this point.'"

"I want to say, I think that the whole new spirit of Conn is striving for Conn College committees, and it is important for us to make an effort to make the whole life, to make the whole community, free and open to everyone. This is going to mean students on the faculty committees."

Ms. Jordan: "...I'd talk about community. If I did, strike that...I'm too busy right now...I am talking about something that has to do with practicality, the idea involved in education.

And the question is: while you have been handshakes from Conn College, well, could they not go better? And could they not go better by trying some committees of communication open, where we let each other listen to each other's coming to a point, and I think that is what the whole thing is about...

Now about the popularity issue, As far as the junior faculty and the danger for the junior faculty having unpopular views is concerned, the junior faculty faces that danger, to most universities, not at all. I think Connecticut College is a great exception to the rule.

I would suggest that where a junior member of the faculty can not speak up the way you can speak up here, the junior member of the faculty is not allowed to vote the way you are to vote on something. If the climate is so that an instructor can not get up and give voice to an idea, this is frightening.

This works here...I think that this college is doing fine.

If of course it may be that I am biased, I am still writing my dissertation. I am still on both sides of the fence, and I can't help seeing things from both sides of the fence."

MR. CRANZ. "...I don't mean it that way..."
The National Theater of the Deaf inspired its audience to a standing ovation after its Sunday evening performance of Molier's "Sganarelle" and of a selection from Dylan Thomas' "Under Milkwood." The plays chosen offset each other well, maintaining a balance of comedy of human error (Mo-lier) and of drama with a melancholy and pensive collage of human dreams and realities (Dylan Thomas).

The performances of the National Theater of the Deaf are theatrically unique. The plays are enacted by deaf-mutes who "speak" their parts with exotic and graceful hand language. The same parts are simultaneously spoken by incidental characters in the same parts are simultaneously spoken by incidental characters in the set, thus making it possible for both hearing and nonhearing members of the audience to understand the dialogue.

Occasionally silver gongs and smoke machines - special devices are used as "cues" to the deaf actor, while serving as appropriate sound effects for the hearing members of the audience.

"Sganarelle" was most effective in the first selection for its monologue in which he convinced the audience of his hearty sim-PLAYERS FROM THE National Theater of the Deaf use props and gestures to heighten the audience's understanding.

The National Theater of the Deaf presents unique dramatic art by Martha Sloan

eters in the spoken word, the hand-gestured word, and the pantomimed action. The strength of simplicity was best illustrated in this selection, where "hope," "fear," "love," and "remember" were the key words to ears and hearts involved. By the end the audience had fully realized the uniqueness of the opportunity - that only they could see and hear the lives presented.

"No Camps and Booze Flows Aplenty"

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Dean Cobb Explains Student's Role

by Anne Lopatto

Q: What attracted you to accept this position at Connecticut College? Does the College offer anything special, in your view, as an academic institution?

Dean Cobb: "As a person involved in academia, I've known about the College as an exceptional academic institution. And I think that, for one who has long been involved with the small liberal arts college, Connecticut College is a most exciting place to be..."

"...today the liberal arts college is, in many respects, more important as a preserve than the university or the pre-professional school. The small campus provides the ideal environment for the study of the past and the present... Today's students serve as couriers for the fruits of the natural sciences, social sciences and humanities to the next generation.

Smallness An Asset

"The University is very large, and because of this largeness there is often little student-faculty contact. At a small liberal arts college, this is not the case. At a small liberal arts college, there can be much more in committees in the classroom and in living areas. This makes possible a dialogue about many subjects such as innovative ideas in curriculum."  

Q: How would you define the creative role of a student on this campus?

Dean Cobb: "On this campus the mechanism already exists which allows the creative student to express himself. I would say that his role would be to constantly verbalize ideas and try them out through individual study, Junior Year Abroad, exchanges with other campuses and Honor's Programs.

In a big university, one student on a committee may in fact represent 10,000 with whom he has no direct contact. At this college, it is possible that one representative student can convey directly the wishes of the group.

Favors Student-Faculty Clue."

Q: You feel, then, that the logical channel for student activism is the student-faculty committee?

Dean Cobb: "Yes, it has worked effectively on many campuses. Of course, the student body must let its needs be known to its representatives on an ongoing basis.

Q: Do you see your own role, in part, as being that of an innovator?

Dean Cobb: "It's foolish to think of innovating for the sake of innovation. Also, it is first necessary to learn about the educational patterns of the College before I can know how I might be useful.

"As I see it in this year 1969, innovation is an ongoing acceptable idea here, a feeling in the air. Both faculty and administration are receptive to evolutionary change.

Q: Connecticut College has not been confronted by the problems of many other campuses. We are not an urban campus, nor do we have an active group of students radicals. Is this absence of immediate problems necessarily the ideal situation on a college campus?"

Dean Cobb: "The primary goal of students, faculty and administration is to provide an atmosphere for maximum learning. The student is here to learn to define what he is all about. Within this context there are two areas. The first is the quiet personal area of learning including mastery of much of the knowledge, the social sciences, natural sciences, art and music.

"On the other hand, students of today are upset—and should be—by certain problems in our society. Some of these are poverty, racism, pollution of our environment and war. This opens up another dimension of the student's life, and it becomes important to him that he speaks up and becomes physically and verbally active.

"On these issues, this activism on campus may result in a confrontation—intellectual or physical. The nature of the confrontation depends on the nature of the institution, on the dialogue constructed by all concerned."

I hope that here at Connecticut College the confrontation will be intellectual. I believe our College is responsive enough so that strong needs and issues can be met.

"Furthermore, it is important for a concerned student to follow through if his concerns are community-oriented. For example, a student should move into the community and try to help those who want, (and I use this word rather than "need") assistance.

"Part of our function as an academic institution is to recognize our responsibilities toward our fellow man, assessing always beforehand our talents and capacities.

"Our new Office of Community Affairs is addressing itself to this concept."

Q: There is an increasing demand for college courses that are "relevant" to modern life, and an accompanying concern in some quarters that relevance might be obtained at the price of academic validity. Is this a valid fear?

Dean Cobb: "Popular demand does not equal academic superfluity, and "relevant" does not necessarily mean "immediate.

Many people assume that such a requested course would have no academic value and would be a "fast" course.

"This might best be likened to a syllabus in logic and should be examined carefully. The best of two worlds, that is, current and meaningful, exists now in many of our curricular offerings.

"For example, how outdated is the concept of Humanism which was defined by scholars in the Renaissance period...way back in the 15th and 16th centuries? We, as students, teachers and citizens, focus in 1969 on individuals and their concerns, and rightfully so."

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**COEDS CROSS ROADS INTO AFRICA**

This summer, two Conn students spent their vacation in Africa working in Operation Crossroads. Unlike the Peace Corps, Crossroads is a non-government sponsored organization, which sends groups of Americans and Canadians to Africa for four to eight weeks. An average group is composed of students and teachers between the ages of 19 and 30. They live in villages with a group of corresponding size composed of inhabitants native to the country in which they are working.

Mary Alice Shepherd '71 spent the summer in Gambia. She and her group lived in a school and divided their time building schools for two villages. They worked as masons making bricks and cement blocks, mixing cement and laying foundations.

Anne Maxwell '71 worked in West Cameroon. Unlike Mary Alice, the area in which she worked was fairly urban. She and her group also worked as masons building a youth center which they nearly completed.

Crossroads receives requests from the appropriate department of the country asking them to build a particular building or perform some task which it feels will be relevant to the community which they are serving.

Contacted Mary Alice Shepherd and Anne Maxwell, two Conn students listed above.

By Nancy Topping

**MORATORIUM**

(Continued from Page 1, Col. 2)

Facet Sheet to be Prepared

Russ Josephson, an exchange student from Wesleyan, will prepare a fact sheet to be used for the coming and October vigil in the community.

In addition, the College Trustees will be meeting at Lyman Allen Museum on the day of the Moratorium. Students are tentatively planning a vigil to be held outside the Museum.

Any student interested in organizing any of the Oct. 15 activities should contact the student lists above.

**AFRICANS MORE SYMPATHETIC TO U. S.**

Mary Alice explained that her group was rare because everyone was so friendly. While in Gambia, she and her group found that everyone was very friendly, and that the people were very hospitable. They were always willing to help, and would always give more than was asked. They were also very open to new ideas and were willing to try new things.

**MANY IN AFRICA WORKING IN OPERATION CORPS. CROSSROADS**

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**THIRTY-FIVE STUDENTS MEET...**

**FLORIST TO DISCUSS PLANS FOR OCTOBER 15 MORATORIUM.**

**LOSE 10 LBS. IN 10 DAYS. ON NEW GRAPEFRUIT DIRE**

This is the revolutionary new grapefruit diet that everyone is suddenly talking about. Literally thousands upon thousands of copies have been passed from hand to hand in touting plans and offices throughout the U.S. and Canada. Word is its success seems to spread like wildfire, because that is the one diet that really seems to work for most overweight people. A well known Italian columnist recently praised it to the skies. He reported losing 20 pounds quickly and easily long after he gave up of ever getting down to his wartime weight of 116 pounds. All this without cutting out the occasional bottle of wine, which he says is fine. If it is followed exactly the average overweight person should lose 10 pounds in 10 days. There will be no weight loss in the first four days. But you will suddenly lose 1/2 pounds every two days until you get down to your proper weight, then of all there should be no hunger pains. Now revised and enlarged, this new diet plan lets you stuff yourself with foods that were formerly forbidden." Such as big steaks, trimmed with fat, Southern fried chicken, hot pepper rings, turnips, beets, swimming butter, fresh fish, sausages and scrambled eggs. You can eat until you are full, until you cannot possibly eat any more. And still you should lose 10 pounds in the first ten days, plus 1/2 pounds every two days thereafter until your weight is down to normal. The secret behind this new "Quick weight loss" is not generally known.

**R&B ASSOCIATES**

P.O. Box 45046
Chicago, Illinois

60645

Weekly publication of the Student Record

* * *

**NOTES**

Professor Arthur Wright of Yale University will speak on Autocracy and Personality: "Emperor Tai Tsung to the T'ang" on Thur., Oct. 9 at 7:30 p.m. in Harkness Hall in the Curtiss Music and Art Building.

The remaining lectures of the Student Health Service Series on sexuality are scheduled for Oct. 13, 15, 20, and Nov. 4. All will be held in Palmer Auditorium at 7 p.m.

All the dirty books you can find in all the public libraries are no more obscene than one moment in the mind of General Westmoreland.

Norman Mailer

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ON CAMPUS DAILY