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College Proposes Statement On Student Demonstrations

In an attempt to institute a college policy concerning possible student demonstration and protest, President Charles E. Shain has circulated a memorandum to student leaders and selected faculty members for approval, modification or rejection. The statement subscribes to the Joint Statement on Rights and Freedom of Students.

This statement is endorsed by the Association of American Colleges, The National Student Association and the Council of the American University Professors.

It has been suggested that this general statement be made more particular by announcing to the College community a set of ground rules for possible student demonstration and protest.

President Shain explained, "I believe it is realistic to set down such a set of rules."

The proposal reads as follows:

1. The College subscribes to the Joint Statement on Rights and Freedoms of Students.

2. The College believes that to encourage a climate of mutual respect and easy communication in all parts of the campus is a more appropriate way to make good order and personal freedom than a set of rules. It believes our community offers many opportunities for the sort of persuasion and peaceful debate that leads to change.

3. But if students find at last no means available to them except demonstration and public protest, the following policy will apply:

a. Protestors may march, carry signs and assemble, but they must not interfere with the activities of the college. They may stand at, but must not block the entrance or exit to any room or building.

b. The seizure of any facility of the College by force, both violent or non-violent, will constitute trespassing and will be dealt with summarily. Protestors must not use sound equipment or noise-making devices in such a manner as to interfere with College programs or activities.

c. Students who misconduct themselves in violation of these warnings will be subject to College disciplinary action. Such action will be decided upon by a duly constituted hearing committee as described in the Joint Statement. If violations of the laws of the State of Connecticut or New London City ordinance are involved, students will not be protected from appropriate legal action and penalties.

Individual Freedoms Protected by C.L.U.

by Wendy Boyer

When Scott Christiansen received the ultimatum of cutting his hair or facing suspension from New London High School, he chose to visit the barbershop, well aware that the demand was unconstitutional. It was two weeks before his graduation.

Well-acquainted with the injustices abounding in present day America, Scott's father, Grodon Christiansen, professor of chemistry, has for the past six years been affiliated with the Connecticut Civil Liberties Union.

The C.L.U., which is considering the establishment of a New London branch, is an organization which attempts to combat such injustices.

On Tuesday, Mar. 11, attorney Mathew Shafner will discuss with interested students and faculty the role of a C.L.U. chapter. The meeting will take place in Room 113, New London Hall at 8:00 p.m.

Guarantee Basic Rights

"Currently lots of people, the subculture of youth, for example, have decided to speak. The established system is disturbed and tries to limit speech," observed Mr. Christiansen.

With dual goals, the C.L.U. endeavors to ameliorate this situation by guaranteeing the basic rights as declared in the Bill of Rights. First, through seminars

and the dispersal of leaflets, the C.L.U. hopes to educate the public about its rights. Frequently, the leaflet distributors themselves suffer arrest.

In such instances, the C.L.U. mobilizes to perform its second service, legally defending those who have had their rights abridged.

Restore 4 Basic Freedoms

By winning its cases, the C.L.U. proves the unconstitutionality of current laws and sets precedent for future cases.

The C.L.U. defends any individual, regardless of the individual's personal beliefs. ("The C.L.U. would undertake the defense of both George Lincoln Rockwell, the American Nazi, and a Communist," Christiansen remarked.)

Psychology Dep't. Awarded \$11,000 NSA Study Grant

by Charlotte Parker

The Psychology department has been awarded a \$10,800 grant from the National Science Foundation for the creation of an Undergraduate Research Participation Program, under the direction of John R. MacKinnon, Assistant Professor of Psychology.

The Department will select shortly four sophomore majors who, according to MacKinnon, have displayed the qualities of "imagination and inventiveness, outstanding promise as researchers and an ability to work independently" during their first two years of work in the department.

The students will spend ten weeks this summer learning research techniques and methods, and, in close co-operation with a faculty advisor, will design and carry out their research projects.

Will Conduct Own Experiments

A student may research in one of four areas of concentration: learning and motivation, perception, social and personality research, and language learning and development. MacKinnon emphasized that these students will not serve as research assistants for a

member of the faculty, but will be encouraged to generate their own experiments.

At the end of the summer each student will be expected to submit a report describing her summer work and to present a proposal for another experiment of her own, which may be the basis for an Independent Study project during her junior year.

Mr. Schwartz, an officer in the Israeli army during the 1967

How did Israel win the Six Days War of 1967? And why did world opinion turn against her as a consequence of her victory?

These were the specific questions that Simon Schwartz, speaking last Wednesday night Feb. 26 on "Israel and the Middle East—Can There Be Peace?", focused upon.

Mr. Schwartz, an officer in the Israeli army during the 1967

Jews in Israel are quite literally and quite seriously fighting for their very survival as a people.

Schwartz stated that a deep love and belief in the ideals of the Israeli government and society is the second reason that Israel was able to persevere.

A third reason that this tiny country could repulse such a massive enemy was the bond it feels with the rest of world

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Schwartz Examines Israeli-Arab Conflict

by Barbara Keshen

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SIMON SCHWARTZ addressing Hillel on the question of Arab-Israeli peace. —photo by Kane.

Jewry. The Israeli army was and is committed to the idea that Israel's destruction will propagate the decline of the entirety of world Jewry.

David and Goliath

Israel's victory over the Arabic nations can be compared to David's victory over Goliath. Not only was the victory valiant, but it also contained an undeniable element of desperation.

But why in the face of this success is the image of Israel now suffering in world opinion?

Propaganda

Schwartz contends that propaganda perpetrated by the Arabs is responsible in part for this disavowal of Israel in what Schwartz prefers to call "the campaign" exaggerated, but they were totally distorted.

For instance, Schwartz's task in the '67 battle as an officer was to make sure that no excess killing or even unnecessary fighting took place on the front lines. As a consequence of this policy of the Israeli army, enemy losses were kept to a bare minimum. No other army has officers for this purpose.

El Fatah

However, not only has the American press failed to credit the Israeli army for this conduct, but they have further insulted it by making heroes of its antithesis, the El Fatah.

The tactics employed by the El Fatah, an Arabic underground military organization, are diametrically opposed to those of the Israeli's. Almost 100% of the injuries and damage they inflict is absorbed by the civilian population.

The El Fatah shells civilian (Continued to Page 6, Col. 2)

Activist Chaplain Asserts Urgent Need For a more realistic view of Christ

by Anne Lopatto

"We've emasculated Christ.

For too long, the Church has tried to turn Christ from prophet into profit. . . . Wouldn't it be awful if one day we found out that the Church was really the AntiChrist?"

This was the basic message of Father David Connor's sermon entitled, "It's a bird, it's a plane, it's SuperChrist!", which was delivered at Vespers service on Sunday, Feb. 23 at Harkness Chapel.

Father Connor, associate Catholic chaplain at Cornell University, has been active in civil rights and the anti-war movement.

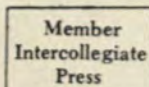
On Oct. 16, 1967, Father Connor turned in his draft card during a demonstration in Ithaca. He later refused induction into the Army at the induction center in Buffalo, New York.

Worked With Poor

He has worked with the poor in Kentucky's Appalachia region, as well as with summer civil rights programs organized by the Cornell United Religious Work.

In his sermon, Father Connor asserted that the human Christ is probably irretrievably lost to the

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Editorial... Must Fanning Go?

President Shain's proposed handbook for student demonstrations serves only to demonstrate recognition of the unrest, frustration, and anger we students validly share.

If this is true that we do indeed share grievances with no accepted channels for their expression, then we must alter these channels to allow for reasonable means of change.

To begin with, it is true. We do have grievances. And for years we have made rational demands through the few academic channels open to our use. And always change has been slow in coming, if ever coming at all.

Witness the example of Comprehensives. Annually we have petitioned and voiced our redress in open forums. But Comps are still with us — demonstrating the lack of respect for student opinion and the impotence of the existing student channels.

If Connecticut College is to remain, or ever become, a liberal arts institution, existing for the pursuit of knowledge and awareness, then changes in its basic structure must be forthcoming — soon.

But there is no need for these reforms to be slow in coming and granted us only out of the goodness of the administrative heart. It is our right as students to possess those conditions most conducive to the pursuit of knowledge, just as it is our right to have access to the power necessary to create such conditions.

We want liberalization. We recognize a greater potential for Connecticut College as a liberal arts institution. And we recognize a greater potential for our pursuit of true knowledge.

We have been patient. We have tapped the existing channels. But our patience is wearing thin in the face of token expression.

Yes, President Shain was right. The channels for student expression are inadequate. But the revolutionary means assumed necessary to achieve our goals need not be effected.

We don't want to have to demonstrate. We don't want to have to protest. We don't even want Fanning.

All we want is channels to allow us to work through the system. Please, don't push us too far.

Evaluate Wisely

Tomorrow at Speech Amalgo we will have the opportunity to evaluate the candidates for student government office. We are on the threshold of actualizing the potential for true community government. The people that we elect to represent us will virtually insure the success or determine the failure of this venture.

Implicit in the definition of Community Government is the necessity for significant communication among all branches of the College. The president of this new governmental endeavor must be imaginative, innovative and ingesting. She, above all, is the focal point of the hoped-for dialogue, respected by faculty and responsive to students. In presenting student opinion to faculty and administration, and in conveying their reaction back to the student body, she must unify without compromising away all goals and ideals.

To the Editor:

The editorial in the Feb. 25 issue of *Conn Census* contained errors of fact which I should like to call to your attention and to that of your readers.

At its March meeting the faculty will not be asked to vote on the establishment of a student advisory committee. That part of the student-faculty committee's proposals was withdrawn at the last faculty meeting, after the student vote. The committee will move the adoption of the other two parts of the proposals, which were approved by student vote.

The editorial errors in reporting the date of the coming faculty meeting ("March 19") and the student vote ("nearly unanimous") can be dismissed as unimportant; but the remarks about the committee's action could have been checked and should, in conscience, be corrected.

Yours sincerely,
Mrs. Mackie Jarrell

Ed. Note: At the time the Feb. 25 editorial was written, several reputable sources on campus informed the editorial board that the *ad hoc* committee's proposal for the student advisory committee was tabled, not withdrawn, at the last faculty meeting.

Dear Editors:

The article on Special Studies Seminar 6 ("Great White Way White No Longer!", Feb. 18) suggests that the intellectual value of the project might have been enhanced by holding two reviewing sessions instead of one (presumably after each theatre excursion.) Maybe so, but the fact remains that this seminar, like so many others, culminated in a cop-out on the part of the majority of the so-called participants.

What happened was that the second Friday of Special Studies Period was treated as a typical

Wright Wenches Vs Burdick Boobs In Snowball Battle — Wright Prevails

by Sharon Cashman and Barbara Keshen

On Monday night, February 24, the Wright wenches walloped a brawny, but brainless, Burdick battalion in a snow ball fight in which strategy vanquished brute strength.

Naive Burdick (unaware that the Wright Jocks recently won the title of inter-dormitory volleyball champs) issued the challenge.

Defenses Prepared

Wright rallied, under the direction of "finger-in-every-pie" Bar Keshen, at 10:30 on the Larrabee green, to prepare defenses, knowing that the Burdick team would be very offensive.

Walls were constructed, trails laid, and ammo supplied by Hawaii '70, Val Song, under the direction of Barb "mini-mind" McCann '70.

"Bomb Burdick"

The sparse but spirited Burdick contingent flailed against the Wright phalanx to no avail, and cowered to the battle cries of "fight for Wright" and "Bomb Burdick."

Linda "the Monster" Manno '70 managed to bust through the Wright lines, but Nice Nancy Kenney '70 has it from first-hand experience that Linda used foul play.

Letters to the Editor

Connecticut College weekend — i.e., a non-event. Many students who had attended the plays failed to write the expected critiques or to attend the seminar discussions.

It's not that I object to serving as a ticket broker and travel agent; it's just that I prefer teaching. I only wish that more of those students who took advantage of my services in the former capacity had seen fit to avail themselves of my efforts in the latter.

In any case, *Conn Census*' recent editorial in praise of Special Studies strikes me as premature, to say the least. One hears many stories and statistics that are truly appalling. How many students know, for instance, that only 5% of the textbooks ordered by the Bookshop for this occasion were actually sold?

Unless we have reached the point where all educational innovations are to be welcomed for their own sake, without regard to the intellectual returns that they yield, I suggest that students, faculty and administration take a long, hard look at Special Studies '69 before giving this misconceived venture an indefinite lease on life.

Alan T. Bradford,
Assistant Professor of English

To the Editors:

Although the excitement and confusion caused by the false announcement of "Winter Carnival" were both disappointing and annoying, it seems that such a day could be the perfect panacea to the Connecticut College Februaries, those inevitable and endemic mid-winter "blahs" characterized by a low ebb in community spirit, academic motivation, and temper span. And as an aesthetic consideration, snow sculpture would cheer up our otherwise bleak winter landscape.

Admittedly, this semester has no academic days to spare; next year, however, when intersession is only three days long, the cases of the Februaries will strike more acutely.

Administration, faculty: forewarned is forearmed! Millions are spent in search of a cure for the common cold. Can we not devote one day to the Februaries?

Laurie Ellen Schaffer '70

Dear Editors:

Whatever happened to the small liberal arts college that offered all incoming freshmen the promise of an intellectual experience that included small classes

(Continued to Page 5, Col. 5)

CONTROVERSY

'Our Brothers Are Already in the Field'

by Wendy Sloan

President Shain has recently submitted, to both student representatives and faculty, a "memorandum on a college policy in case of student disturbances." The significant content of the administrative proposal can be summarized as follows:

First, the memorandum notes that certain basic "rights" have been granted to students, such as "free access to higher education,

freedom of expression in the classroom, freedom of inquiry and expression on the campus... freedom of the student press" and so on.

Secondly, the College encourages students to work within "a climate of mutual respect and easy communication," that of "our community" in precipitating change. Through democratic-parliamentary procedures, then, through such assumedly articulate channels as student government committees, students may presumably effect change on campus.

Thirdly, in times of desperation, students may "march, carry signs and assemble, but they may not interfere with the activities of the College." Such interference would include blocking building entrances and seizure of any College facility, which would constitute a "trespass" violation.

What is the meaning of this administrative decree of which we are to register approval? Rather, what is the administrative attitude which underlies such a proposal? Apparently, it is the same attitude which has made student "disturbance" a necessity — and a reality.

Our administration stands armed with a two-pronged philosophy which has perverted its attitude toward student rights. The notion of student "trespass" underlies the predominant aspect of administrative attitude, the labor-degree relationship.

Under the labor-degree program, a student utilizes college facilities while working toward the ultimate pay-off, the college diploma. If the College runs, in fact, upon such a factory system, then clearly its owners and foremen have the right to declare student occupation of college buildings a trespass violation!

But what of our "mutual respect and easy communication?" What of our so-called aca-

(Continued to Page 6, Col. 1 & 2)

Starvation In Biafra: Witness the Murder of a Generation



—photo by biafra journal.



—photo by gerald klija.



—photo by church world service.



—photo by church world service.



—photo by gerald klija.



—photo by church world service.

by Amesey Wadsworth

Through a series of monthly projects, Randi Freelon '69 has collected \$1030 for Biafra relief.

Each month a new program for collecting money is begun, including door-to-door canvassing, two special chapel services, the Thanksgiving fast, and the selling of Biafra bumper stickers and pins.

Student Fast Buys Food

The Thanksgiving fast collected \$416. Half of the collection was sent to the Catholic Relief Service to aid in purchasing a portion of the 5,840 tons of food which reached the Biafrans.

The remaining half of this \$416 was sent to the National

Student Association Fast for Freedom.

The National Student Association sends this money to the Mississippi Delta children who are suffering from the same protein deficiency as are the children in Biafra.

The Thanksgiving fast was the single most successful program.

Randi asserted, "If student sentiment is strong enough we can pressure the residence department and the administration to allow us to have a fast or a series of fasts during Lent, the time of self-denial, for starving children in Biafra and America."

Kwashiorkor Afflicts

The children in Biafra and children in the Mississippi Delta are

suffering from kwashiorkor, organic protein deficiency.

"The hair turns a goldish-red, then the feet get puffy and swell up. The swelling spreads to the legs, the skin of which splits like the casing of a sausage, and begins to drip a clear fluid," explains a journal on Biafra.

"By then it's too late.

"Kwashiorkor attacks the children first, because their resistance is lowest, but it can kill adults as well, given time," the journal concludes.

However, a cable report of October 29 received by the Catholic Relief Service was relatively hopeful in its tone.

"Protestant-Catholic airlift effective in arresting the spread of

kwashiorkor among Biafra children and has saved thousands of lives which will still be lost unless present number of flights is continued and, if increased, thousands of adults can also be saved.

"All this based on my intensive Biafra visit," concluded the cable from a Catholic monsignor to the Relief Service.

A Generation Destroyed

This view is somewhat more optimistic than that expressed in the Biafran journal.

"The doctors say it's gone on too long already: the kids who survive will have sustained such massive brain and kidney damage that they will never be able to live normal lives.

The journal continues, "The bloody Nigerians have murdered an entire generation of Ibo children."

**A People Is Dying—
Keep Biafra Alive!!**

Send Your Donations To:

Randi Freelon,
Box No. 1802

or

Rev. Barrie Shepherd.

ARE STUDENTS MR. CHARLIE'S NIGGER?

Ed. Note: The following article is an excerpt from an essay by Jerry Farber, a member of the faculty at U.C.L.A.

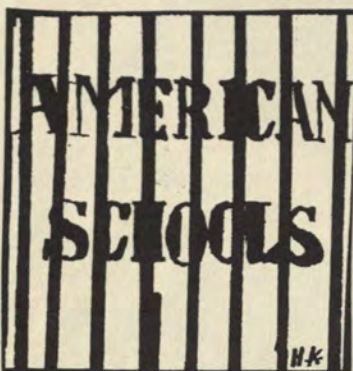
Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to know why they're niggers.

And from there we go on to consider whether it might ever be possible for students to come up from slavery.

First, let's see what's happening now. Let's look at the role students play in what we like to call education.

Students... have no voice in the decisions which affect their academic lives.

The students are, it is true,



allowed to have a toy government of their own. It is a government concerned principally with trivia.

The faculty and administrators decide what courses will be offered; occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

A student at Cal. State is expected to know his place. He calls a faculty member, "sir" or "doctor" or "professor"—and he smiles and shuffles some as he stands outside the professor's office waiting for permission to enter.

The faculty tell him what courses to take. (In my department, even electives have to be approved by a faculty member.) They tell him what to read, what to write, and, frequently, where to set the margins on his type-writer.

Even more discouraging than this Auschwitz approach to education is the fact that the students take it.

They haven't gone through 12 years of public school for nothing. They've learned one thing, and perhaps only one

thing during those 12 years.

They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized.

But can they follow orders!

Freshmen come up to me with an essay and ask if I want it folded and whether their names should be in the upper right-hand corner. And I want to cry and kiss them and caress their poor, tortured heads.

At a very early age, we all learn to accept "two truths." Outside of class, things are true to your tongue, your fingers, your stomach, your heart.

Inside class, things are true by reason of authority. And that's just fine because you don't care anyway.

What school amounts to then, for white and Black kids alike, is a 12-year course in how to be slaves.

What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface, but hostile and resistant underneath.

As do Black slaves, students vary in their awareness of what's going on. Some recognize their own put-on for what it is, and even let their rebellion break through to the surface now and then.

Others—including most of the "good students"—have been more deeply brainwashed. They swallow what's told them with

greedy mouths. They honest-to-God believe in grades, and busy work, and general education requirements. They're pathetically eager to be pushed around.

They're like those old grey-headed house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good." The saddest cases among both

Black slaves and student slaves are the ones who have so thoroughly introjected their master's values that their anger is all turned inward.

At Cal. State, these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called on



—graphic by koehne.

during class.

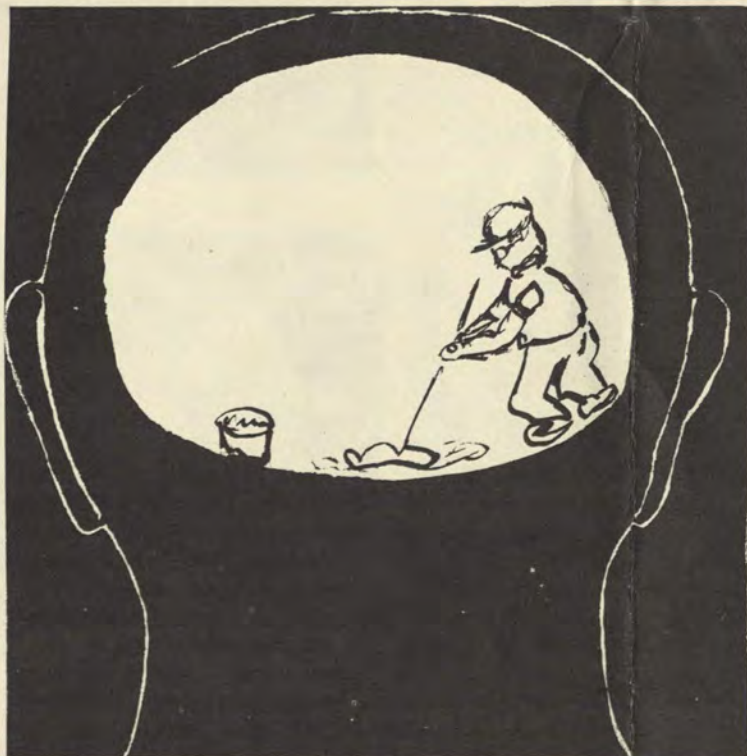
You can recognize them easily at final exam time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room.

If there really is a Last Judgment, then the people who created this wreck are going to burn in hell.

But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the Black man of getting out of his bag.

Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education, and the results are staggering.

For one thing, little real education takes place in the schools. How could it? You can't educate slaves; you can only train them.



—graphic by kane.

college. A friend of mine, recently finished a folk dance class. For his final he had to learn things like this: "The Irish are known for their wit and imagination, qualities reflected in their dances, which include the jig, the reel and the hornpipe."

And then the teacher graded him, A, B, C, D, or F, while he danced in front of him.

That's not education. That's not even training. That's an abomination on the face of the earth.

It's especially ironic because he took that dance class trying to get out of the academic rut. He took crafts for the same reason. Great, right? Get your hands in some clay. Make something? Then he gets a rigid letter grade.

At my school we even grade students on how they read poetry.

Even to discuss a good poem in this environment is potentially dangerous because the very classroom is contaminated.

As hard as I may try to turn



—graphic by koehne.

students on to poetry, I know that the desks, the tests, their own attitudes toward school, and my own residue of U.C.L.A. method are turning them off.

Another result of student slavery is equally serious. Students don't get emancipated when they graduate.

As a matter of fact, we don't let them graduate until they've demonstrated their willingness over 16 years to remain slaves.

And for important jobs, like teaching, we make them go through more years, just to make sure.

What I'm getting at is that we're all more or less niggers and slaves.

Educational oppression is trickier to fight than racial oppression. If you're a Black rebel, they can't exile you; they either have to intimidate you or kill you.

Rebel students and renegade

faculty members get shot down with devastating accuracy.

In high school, it's usually the student who gets it; in college, it's more often the teacher.

Others get tired of fighting and voluntarily leave the system. This may be a mistake, though. Dropping out of college for a rebel, is a little like going North for a Negro. You can't really get away from it, so you may as well stay and raise hell.

Students, like Black people, have immense unused power. They could, theoretically, insist on participating in their own education.

They could make academic freedom bilateral. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover community.

They could raze one set of walls and let life come blowing into the classroom. They could raze another set of walls and let education flow out and flood the streets.

They could turn the classroom into where it's at, a "field of action."

And, believe it or not, they could study eagerly and learn prodigiously for the best of all possible reasons—their own reasons.

They could. Theoretically. They have the power. But only in a very few places have they even begun to think about using it.



—graphic by kane.

For students, as for Black people, the hardest battle isn't with Mr. Charles. It's with what Mr. Charlie has done to your mind.

"None are more hopelessly enslaved than those who falsely believe they are free."—Goethe

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New Wesleyan Play About Homosexuality

by Martha Sloan

Last week the Ninety-Two Theater at Wesleyan presented *Just Before Morning*, a new play by a new playwright, Tom Oliver, who is moving into his own sphere from the womb of the Eugene O'Neil Foundation.

Just Before Morning is basically a Joycean dialogue between the Boy, the Youth, and the Young Man of one homosexual's life.

In the course of the dialogue of recollection and speculation the homosexual unifies the three phases of his life into a consensus of understanding of his peculiar motivation and a resignation to such a peculiar life.

Mr. Oliver does a better job of portraying the tragedy of a homosexual than of defending a homosexual's peculiarity, and I suggest that his success in doing so was weak.

Mr. Oliver does not succeed in bringing the characters to active life until the second of three scenes (presented over a two-hour time span). The penitence mood of the nearly silent characters of the first scene encouraged

boredom rather than curiosity.

J. Ranelli directs an impossible stretch of the imagination in casting a Negro for the part of the Boy, while the other two life phases were represented by whites.

Juan Dandridge was superb in his sensitivity to the part of the Boy and his ability to live the part with his eyes, heart and soul.

William Sweeney and James Pickering were seemingly typecast for their roles as Youth and Young Man. The personality progression from Boy to Young Man was smooth and feasible, but the biological barrier of color was too much to overcome in the transition.

The later appearance of a Negro life for the Young Man, played by Renee Johnson, leads the viewer to wonder whether J. Ranelli is spitefully denying racial differences or whether he interprets the Young Man as an integrationist. One would suspect the former, judging from the casting of the Boy.

Wesleyan Seminar Examines Future of U.S. Foreign Policy

by Gail Goldstein

What are the prospects for American foreign policy during the next four years?

This was the topic of a seminar sponsored by the Government Club at Wesleyan University on February 21 and 22.

Guest Lecturers Speak

Three guest lecturers were present for the foreign policy conference: Robert W. Tucker, Director of the Committee on International Studies at Johns Hopkins University; Lucian W. Pye, Senior Staff Member of the Committee of International Relations at MIT; and Zbigniew Brzezinski, director of the Research Institute of Communist Affairs at Columbia University.

The seminars began on Friday night with a lecture on the "Prospects of American Foreign Policy."

Tucker maintained that there is very little change in American policy in store during the Nixon administration.

American "Interests" Static

Tucker explained that he had reached this conclusion after the realization that there had been no change in basic American "interests."

The thesis presented by Tucker suffered from over-generalization and lack of direction; consequently the overriding conclusion with which he left the audience was one of skepticism about any change in the conduct of foreign policy.

Lucian Pye addressed the seminar on Saturday morning.

Pye addressed his remarks primarily to the problems of understanding the situation in Asia and the difficulties imposed on the formation of United

States policy by the "blindness which colonial experience" has imposed on the U.S.

The three areas which Pye discussed were Southeast Asia, Red China, and Japan.

Psychological Interpretation Used

His emphasis in interpreting developments in these areas was a psychological understanding of the effects of history on these areas, and of the political atmosphere created by the ways in which these countries moved toward national statehood.

Pye's plans for future U.S. policy in Asia were twofold.

He insisted on the importance of patience and time to consider objective and emotional factors.

America Powerful in Asia

The second point which he stressed was realization by the U.S. that America is a Pacific power.

She has a closer relationship with each of the Pacific nations than they have with each other.

This relationship must be considered an integral part of the total picture of U.S. foreign policy.

In the afternoon Zbigniew Brzezinski, who was the chief foreign policy advisor to former Vice-president Humphrey during the '68 election, emphasized the importance of the East in the formulation of U.S. policy towards the U.S.S.R.

Czech Crisis and Soviet Bloc

Brzezinski's topic was "The Implications and Lessons of Czechoslovakia." His speech concisely outlined the trends which the Czech crisis exemplified within the soviet bloc.

He cited the importance of the pattern of social pluralism and economic growth which leads to political change.

Brzezinski spoke of changes engendered by the Czech crisis in August. He mentioned first the change of elites from intellectuals to technologists.

Czech Crisis Educational

There are several lessons

which Brzezinski thinks the Czech crisis should teach the makers of U.S. foreign policy.

The first is that "spheres of influence" were accepted as a practical reality, whether this is "liked or not."

Secondly, Western Unity must be joined to East-West relational improvements, using crisis-action only to create new East-West understanding.

Short and long range aims must be balanced so that one does not jeopardize the success of the other—nor destroy the total framework of U.S. policy.

LETTERS TO EDITOR

(Continued from Page 2, Col. 5)

and a one to ten faculty-student ratio?

Is it the same college that offered to its students last semester a classroom experience such as Sociology 223?

Is it the same college where a student can complete three years of study without attending one class of fewer than 30 students?

Is it a college where such an inconsistency between promise and practice can exist? Is it a college where the administration can ignore such an inconsistency?

Is it a college where the student body can accept it?

Jean Taylor '71

Debby Huber '70

Madelyn DeMatteo '70

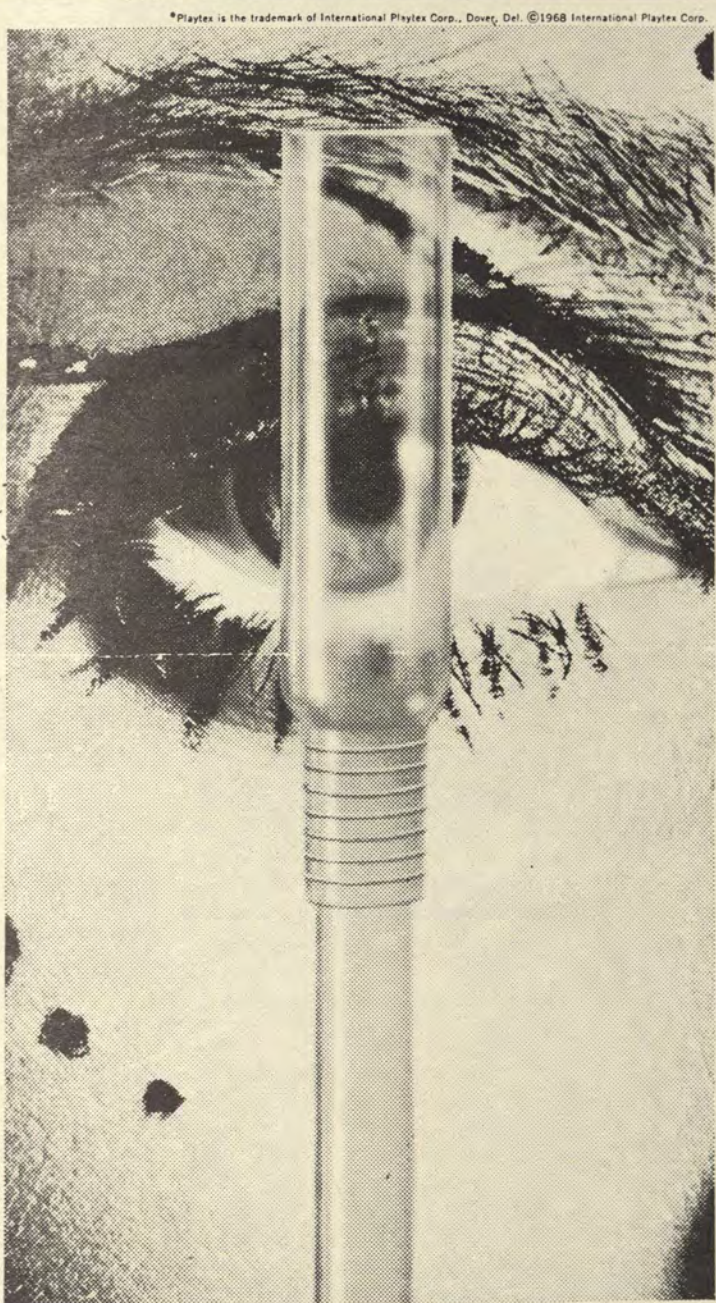
To the Editor:

In order for Conn-Quest to continue as a significant and involving experience, a great deal of time and energy must be spent in designing a theme and organizing content and structure of the weekend—in short, a year of intense effort. We are looking for genuinely interested sophomores and freshmen to fill vacancies on the committee and to begin planning for Conn-Quest '70.

If interested, please contact us within the next week.

Lee Marks '70

Katie See '70



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Controversy (Continued from Page 2, Col. 5)

democratic "community"? For if the College is an academic community, no notion of student trespass is valid.

If students and faculty work together in a community of easy communications, the need of such "trespass" is nearly unthinkable and the possibility of a true "trespass," upon our own home grounds, is virtually impossible. Students could not "trespass" upon their own community's property.

There is a second dimension of administrative attitude, the babysitter aspect of the tutelage.

This notion is evident in the College's social regulations such as parietals, curfews, or most directly, the ruling that co-eds may neither hitchhike or wear slacks to town. Thus, the College oversees or babysits students, parental supervision no longer proving accessible.

Where is that academic community to which the administration pays lip service? While we drift among the loopholes and filibusters of parliamentary procedure, the CIA holds secret interviews on campus, and the student body suffers the irredeemable loss of a teacher and a friend, James A. Ackerman. The damage is in the more active process of being done.

Clearly, any statement which robs of us the "right" to exert significant pressure upon such an administration—to create a "disturbance"—deals a death blow to any significant participation in our pseudo-community.

Moreover, the token "rights" granted students by the memorandum are simply not rights at

CONNOR

(Continued from Page 1, Col. 2)

modern Christian.

Because of the Church's obsession with Christ as an unerring God-figure, the image of the human, erring Christ has been ignored.

"We must look to a Ghandi, a Guevara, Cleaver, Chaney or Schwerner to find a Christ for our time," Connor asserted.

"We have made Jesus an irretrievably remote, neutral figure.

"This is the Jesus that was being worshipped while the Jews were being exterminated in Germany. This is the Jesus that is being worshipped while genocide goes on in Biafra and Vietnam."



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Tues., Mar. 11—Student Government Elections
Wed., Mar. 12-6:30—Palmer—Compulsory Induction Amalg

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all. They are merely the most basic rights of education, without which no institution of higher learning has any right to existence whatsoever.

We can distinguish our rights. We need not wait for them to be given to us. They are ours for the taking.

The memorandum, in fact, puts students in their place while providing no significant place for serious students. By its very existence, it admits to the seriousness of our grievances. Such a proposal cannot be accepted by any self-respecting student body.

It is as a student body that we must act—now—to present its acceptance by the Connecticut College pseudo-community.

President Shain recently admitted that he has received an unimpressive score of petitions at Connecticut College. "It doesn't take much to sign a petition," he explained. "I'd need more evidence than that."

Are we to deprive ourselves of the right to present such evidence as will impress our administration? As students, we must do ourselves the favor of uniting now. We have a mind to win.

SCHWARTZ

(Continued from Page 1, Col. 5)

villages, and plants mines and bombs in theaters, grocery stores and schools.

But rather than denouncing these deplorable tactics of terrorization, the American press has recently begun a campaign to immortalize the El Fatah as guerilla heroes.

Can't Identify

The reason that world Jewry has reacted so strongly against Israel is that Jews, so long accustomed to being underdogs and sympathizing with underdogs, cannot identify themselves with the more assertive, masculine, and above all, victorious Israelis.

Schwartz spoke disparagingly of the fact that world Jewry, although they do not openly oppose the Israeli cause, do not vocally support it. Without this support, he explained, Israel is doomed.

Need for Recognition

Israel is fighting for its very existence, and the people of Israel are fighting for their very lives. Further, Schwartz affirmed, the battle cannot be ended until the Arabs agree to negotiate directly with the Israelis.

The Arabs must recognize the existence of Israel, and further, they must recognize the right of Israel to exist. Israel can accept no compromise to direct negotiation or to true peace in the Middle East.

Israel must continue to fight against Arabic aggression and a growing disapproval of them voiced by world Jewry. They are fighting for their existence; and the only alternative to Israel's existence is its utter extinction.

African Journalist Pleads For Freedom of the Press

by Carol Ann Hunter

In a lecture sponsored by the Government Club on Wed., Feb. 26, Mr. Hilary Ng'weno, African journalist, spoke on the issue of freedom of the press in Africa.

Ng'weno received his A.B. from Harvard in 1962, where he majored in physics. He served as editor of the *Daily Nation* in Kenya and later as editor-in-chief of the *Nation* group of newspapers in Nairobi.

Since 1965 he has been a free-lance writer. Ng'weno is currently a Fellow at the Harvard Center for International Affairs.

In his speech, Ng'weno first pointed out that there is a slightly different concept of freedom in Africa than in the Western world. Democratic rights in Africa pertain almost exclusively to the small elite of the upper social strata.

Ng'weno asserted that the African peasant has not yet been liberated from the bondage of poverty, sickness, and ignorance. His basic worry is survival.

The problems of freedom of the press, constitutional government, and individual rights are thus left to the elite. This group is comprised of the politicians, the intelligentsia, trade unions, and civil servants.

Ng'weno cited the frequent occurrence of rigged and postponed elections in Africa. These tactics are used to prevent dissident elites from mobilizing the masses for political support. The governments in many African nations will oppose anything which might allow the people to clamor for more political rights.

Ng'weno continued that in a direct clash between the press and the government, it is obvious that the government would win.

According to Ng'weno, this is an example of the absolute supremacy of the government and the power of the executive branch over the judiciary. In many instances the executive treats the judiciary as no more than an extension of the executive.

Parliament is yet another

PSYCHOLOGY

(Continued from Page 1, Col. 4)

Junior Science Consultants

In addition, URP participants will be expected to discuss their research activities with students in lower level courses. In this way, the student will serve as a junior science consultant to those who might be interested in entering the field of psychology.

MacKinnon summarized this hope by declaring, "The student is at the center of this program and she will be encouraged to develop her own ideas and to pursue them."



HILARY NG'WENO, African journalist, during his lecture to the Government Club on Feb. 26.

The typical African journalist of today is a mediocre man. When confronted by government threats, he will usually quit his newspaper and join the ranks of the government to gain favor.

In the opinion of Ng'weno, Africa needs more journalists who understand the sensitivities of government and can use discretion in their writing.

Secondly, newspapers should be better organized in ownership, management, and editorial control. Many paper ownerships have remained in the hands of British and French interests, whose main motive is profit.

Thirdly, Ng'weno maintained that newspapers must become financially independent.

African newspapers often rely on one advertiser for support and are controlled by this one interest.

Ng'weno concluded on an optimistic note, commenting that although freedom of the press in Africa is still a goal in the distant future, it is a goal which remains exciting and worth fighting for.

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