Report Of Task Force Proposes Alliance
Youth/Establishment

By Mary Ann Sill

"Instead of worrying about how to suppress the youth revolution, we should be worrying about how to sustain it. The student activists perform a service in shaking us out of our complacency." The preceding is an excerpt from a speech delivered by John D. Rockefeller III to the Society for the Family of man in 1968. This was to provide a talking-point off for Rockefeller's Task Force on Youth in the spring of 1970.

We of the older generation must reframe our attitudes, our assumptions, and our goals. We must have a sense of responsibility, individually and collectively, for resolving the massive problems of our society.

"We must revitalize our existing institutions, whether they be in education, government, religion, or politics. They must be made more relevant to today's problems, a greater sense of mission. At the same time, in support of the initiative of the young, new programs and institutions must be developed which will be effective in areas of pressing social needs." Rockefeller's subsequently initiated Task Force on Youth had three main objectives: (1) to determine through formal research methods how sufficient groundwork exists on which a "working relationship" could be built between "youth and older leadership groups, particularly the business leadership"; (2) If this ground work exists, to draw up concrete methods for the establishment of a "working relationship"; and (3) To develop specific programs that would make this collaboration a reality.

Two types of research methods were used, survey research and in-depth psychological studies, and this research was conducted in three phases. A total of 812 students, 403 business executives and other leaders were interviewed. Students were chosen in a representative manner from a cross-section of universities and colleges across the country. The sample of the business community was concentrated in the large corporations, but was representative of all areas of the country.

The Task Force found that the top priorities of a majority of college students are bringing peace to Vietnam (77%) fighting poverty (72%), combating racism (20%), reducing pollution (68%).

Business leaders agreed with students in many areas solving urban crimes (18%), reducing hard drug addiction (30%), reducing pollution (77%), combating racism (20%), reducing crime (21%), controlling population (21%). College students were discovered to prefer working with community leaders rather than with business, political or government leaders. The Task Force found that students are not eager to align themselves with the Left, old or new, and continue to seek alternatives within the system. According to the study, 68% felt the burning of the Bank of America at 5th and 3rd was unjustified, 24% held doubts about the matter, and 4% feel the act was justified.

The study found that the most serious obstacles to collaboration between the business community and students are the attitudes of mutual mistrust, alienation, anger, and racism on the part of the students. These feelings have been generated, the Task Force continued, by "the emergence of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution." The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism" while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.

The Task Force summarizes its conclusions as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need: the need for a greater degree of student input.
(2) Beneath their anger and frustration, students are keenly interested in working with the students, sympathy to their goals, and even their feelings.
(3) Beneath their mistrust of the establishment's intentions is a minority of the student wants to work with the establishment leaders.
(4) The impact of the media to the contrary, the overwhelming majority of the students do not wish to be distrusted or excluded from working within the system.
(5) Millions of dollars, especially of the students who have adopted new values, have been spent to expand the university's presence in the community, but in the instances of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution." The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism" while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.

The Task Force summarizes its conclusions as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need: the need for a greater degree of student input.
(2) Beneath their anger and frustration, students are keenly interested in working with the students, sympathy to their goals, and even their feelings.
(3) Beneath their mistrust of the establishment's intentions is a minority of the students who want to work with the establishment leaders.
(4) The impact of the media to the contrary, the overwhelming majority of the students do not wish to be distrusted or excluded from working within the system.
(5) Millions of dollars, especially of the students who have adopted new values, have been spent to expand the university’s presence in the community, but in the instances of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution." The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism" while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.

The Task Force summarizes its conclusions as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need: the need for a greater degree of student input.
(2) Beneath their anger and frustration, students are keenly interested in working with the students, sympathy to their goals, and even their feelings.
(3) Beneath their mistrust of the establishment's intentions is a minority of the students who want to work with the establishment leaders.
(4) The impact of the media to the contrary, the overwhelming majority of the students do not wish to be distrusted or excluded from working within the system.
(5) Millions of dollars, especially of the students who have adopted new values, have been spent to expand the university’s presence in the community, but in the instances of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution." The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism" while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.

The Task Force summarizes its conclusions as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need: the need for a greater degree of student input.
(2) Beneath their anger and frustration, students are keenly interested in working with the students, sympathy to their goals, and even their feelings.
(3) Beneath their mistrust of the establishment's intentions is a minority of the students who want to work with the establishment leaders.
(4) The impact of the media to the contrary, the overwhelming majority of the students do not wish to be distrusted or excluded from working within the system.
(5) Millions of dollars, especially of the students who have adopted new values, have been spent to expand the university’s presence in the community, but in the instances of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution. The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.

The Task Force summarizes its conclusions as follows:

(1) There is a broad agreement among students and establishment leaders on the pressing areas of need: the need for a greater degree of student input.
(2) Beneath their anger and frustration, students are keenly interested in working with the students, sympathy to their goals, and even their feelings.
(3) Beneath their mistrust of the establishment's intentions is a minority of the students who want to work with the establishment leaders.
(4) The impact of the media to the contrary, the overwhelming majority of the students do not wish to be distrusted or excluded from working within the system.
(5) Millions of dollars, especially of the students who have adopted new values, have been spent to expand the university’s presence in the community, but in the instances of places students who hold them at variance with the mainstream of society. These new values have become an overriding philosophy for many, involving a new life style, a new sexual morality, less interest in materialism, more emphasis on self-expression, and a challenge to authority, a search for more meaningful personal relationships, a quest for meaning in life and in work, a desire to make a social contribution. The Vietnam factor, and 40% of all students strongly believe the war is an instrument of imperialism while another 40% believe this is partially true. Also, student reaction to the Kent State campus violence is a contributing element to the obstacles to cooperation. Most students identify with other students (93%), their families (90%), their generation (90%) and "the middle class" (81%). Other feelings only intensify the unlikelihood of cooperation.
Parents and Partisanism

In a letter to parents, dated January 21, 1971, the Parents Committee of Connecticut College Students concludes their epistle with this statement:

"We have established a Parents Association which we hope will serve as a two-way channel of communication to encourage better understanding among all elements in the Connecticut College community: trustees, administrators, students, faculty, alumnae and parents; to restore optimum parental support (financial and otherwise), understanding and confidence in the College; to achieve a student body which will promote an atmosphere on campus conducive to free expression, to the fair and full consideration of all points of view, and to the attainment of a mature degree of tolerance; to stimulate student interest and support in the educational function of Connecticut College, and to emphasize any trend toward the active participation of the College in partisan politics, to promote in general the welfare and best interest of Connecticut College."

This sentence of one hundred and twenty-one words might well qualify as a statement of purpose of the group. Many of the words and concerns expressed are laudable, and do not merit any dissent or attack. Virtually all of the community holds dear such things as free expression, tolerance, and better understanding; and hopefully we all wish to promote the welfare and interest of the college.

There is, then, little in this statement that is new or specific. And that makes us wonder if this committee really has any useful purpose that is not already served by other groups, such as the administration or the Parents Fund Committee. We suggest that the Parents Committee of Connecticut College Students give itself a re-examination, and determine if it is really of any use to the college. If the group has a straightforward and true purpose, it seems that it would be proper for the group to disband. On the other hand, if they feel that independently they may do some constructive good for the college, then let us hope that they at least have some idea what they have in mind.

One clause in the statement merits extra study, that being the part concerning "active participation of the College in partisan politics." We are happy to report that President Shanti Salazar distributed notices last fall describing the limits of the school's participation in political activity. These limits were quite strict, as they have to be, in order to preserve the College's tax status. It occurs to us that if the group is concerned over the Strike activities of last May, as well does not seem fair to call such activity "partisan," in the true political sense of the word. And while the strike was politically oriented, it is well to remember that this was voted overwhelmingly by the proper group to disband. On the other hand, if they feel that independently they may do some constructive good for the college, then let us hope that they at least have some idea what they have in mind.

Finally, it must be understood that the college has a reasonable educational obligation to encourage students to be informed participants in the political process. A college should enable its students to learn how and where to take sides.

Black History Week

Last week was Black History Week at Connecticut College. Several events marked the celebration here: the Hon. Shirley Chisholm spoke on women in politics, students in the Humanities-UPward Bound program visited the Department of Government, Mr. George Cunningham of the history department spoke on "Blackness in American History," a sale of books by black authors and an exhibition of works of art were held.

The Psychology Department last semester offered a seminar in the history of psychology which, it is now announced, was awarded the continuum of women and black arts. The seminar, which is now part of the psychology major course, was taught by Mr. Lawrence S. Hart, one of the leaders of the liberation movement on campus and in the community. (Springfield, Mass. and the police were also in attendance of this field.)

Both courses will be offered again this year. The Psychology Department.

CHANGE OF DATE FOR GRADUATION

Due to a conflict with the commencement the Graduation exercises will be held at 10:00 A.M. on Monday, May 4, instead of 3:30 P.M. on Sunday, May 30.

News Notes

EUROJOB is offering a wide variety of farm jobs in the Swiss Alps to a pecan growing position in London, in order to do business in Europe. This foreign language is required for much of those positions, and EUROJOB has the necessary language services, accommodations and transportation, including a four-day training course for students interested who wish to travel. For additional information may be obtained by calling the office box number: 1000.

Contingent Study Projects is offering a combination of travel and study to students for low package price. The program offers 60 days abroad for $275, inclusive of all travel. Students choose from a list of approved Cultural Institute, France, Spain, Australia and Italy, and five either in student residence or with their families. Also included is a Eurailpass, allowing for unlimited travel for two months during the present year. (Springfield, Mass. and the police were also in attendance of this field.)

For those who merely want to travel and gain a "hand江北", the "hand江北-travel" program has been introduced by the French government with their Department of Educational Travel and Studies. Car-Tours Europe, Inc. This program is available to students who want to "hand江北" travel through Europe plus optional, low-cost lodgings at 50 European universities, Paris low as $5 a day for each person at a party of four. Low-cost lodgings are $5.50 a night per person. For additional information can be obtained by writing to Contingent Study Projects, Inc. 55 Fifth Ave., New York, N.Y. 10017.
"Satyagraha"

by Lynn Gorsey

 Anyone who listens to Cat Stevens' new album, "Tea For The Tillerman," in one sitting will emerge with a variety of songs which deal with subjects ranging from ecology to the generation gap. The musical arrangements range from hard rock rhythms to guitar and calypso beats. With this album and his first, " Mona Bone Jacob," Cat Stevens, an accomplished singer, has firmly established his reputation as an innovator in the folk idiom.

The first side begins with "Where Do The Children Play?" which is a commentary on technological progress and its effects on the environment: "Will I think it's a kid's hard job and years, or taking a ride on a cosmic train, which on summer from a slot machine? I know life is a long way, we're changing day to day, but tell me where do the children play?"
The musical accompaniment, primarily guitar, begins softly but increases in rhythm and volume with the increasing coherence of the lyrics. The cut continues with another song, "Will you make us laugh, will you make us cry, will you tell us when to laugh, will you tell us when to cry?"
This song is one of the best on the entire album for it reflects the intensity and complexity of Cat Stevens' unique style.

The next three cuts, "Hard-Headed Woman," "Sad Lisa," and " Into White" are all love songs but each differs from the rest in their lyrics and musical arrangements. "Hard-Headed Woman" is a study in contrast and surprise. It begins slowly and tenderly but is interrupted with an almost violent chorus, "I know a lot of fancy dancers, people who can glide you on a floor, they move so smooth, but have no answers... I know many fine fellow friends, but their friendliness depends on how you do.

" Into White" is a very melodic ballad which rises and falls with Stevens' emotions as he sings of the girl who is leaving him: "Now that you've left, take good care..."

It is almost poetic: Father: "It's not the way, and it's not the time to make a change, you're still young that's your fault... For you to hang your head and cry..."

The album concludes with the title song, "Tea For The Tillerman..." The one-minute cut is a sort of musical concept song. It is not really anything special, but it provides a pleasant commentary on the nature of life and capability...

The annual Community Fund Drive, sponsored by the Organization of Community Affairs (Service League), will be held March 8-9.

This is only the campus fund raising project that solicits money from students, faculty and administration to contribute money to campus and community organizations as well as local organizations of their own choice.

In previous years, funds have been donated to Recording for the Blind, Connecticut College Scholarship Fund and the Office of Community Affairs.

Co-Chairman for this year's drive are Laurie Cossandar and Gloria Ventura.

"Intimate Relationships: Recent Research of Love and Sex" will be the topic of Professor Keith Davis of Livingston College, Rutgers University, when he speaks at the Psychology Symposium this afternoon at 4:20 in Olin Hall. Admission is free.

The Institute for Paralegal Training conducts internships.

THE INSTITUTE FOR PARALEGAL TRAINING

1200 Ninth Street
Lincoln, Nebraska 68501

We want to talk to you about your career in law... without law school.

When you become a Lawyer's Assistant, you'll be doing work traditionally done by lawyers... we work you'll find you're thinking and responsible. And a Lawyer's Assistant's work is so critically needed that The Institute for Paralegal Training can offer you a position in the city of your choice and a higher salary than you'd expect out of a recent college graduate. Work with lawyers on interesting legal problems — and the experience you'll gain will grow as you do.

A representative of The Institute for Paralegal Training will conduct interviews.

Monday, March 8

Inquire at Placement Office for exact location of interview.

The Institute for Paralegal Training

1200 Ninth Street
Lincoln, Nebraska 68501

Over your depth in literature?

TELL 442-8870

Shoes and Handbags... by Papagallo

Over your depth in literature?

TELL 442-8870

Shoes and Handbags... by Papagallo
Grants to Students


Carol Firestone and Anna Lins '71: Relationship between attitudes of elementary-school-age children toward school and teachers—supplies and transportation. Amount $50.

Robert Hernandez '74: Black Crowned Night Heron in the Northeast—spurs, scale, film, special equipment. Amount $125.


Ann E. Huckle '71: Study of the ultrastructure of the gemmules of the Marine Sponge Halichonia hispida from the Mystic Estuary—chemicals, plastics, microscope equipment, boat rental. Amount $75.

Andrew Kettridge '71: Law and Social Change in Dept. of Government; impact of three Supreme Court decisions on juvenile court system—copies of law review articles, travel expenses for interviews, special books, typing. Amount $150.


Michael Schiafone '71: Continuation of foreign works of French and Spanish Literature for Honors Study in Medieval Studies foreign manuscripts, microfims, books on dialectology, special supplies. Amount $50.

Daren Steinecker '72: An investigation of the effects of thyroid tumor on the parathyroid gland in cats—microscope slides, photographic supplies, mice. Amount $75.

ROCKEFELLER RESEARCH (Continued from Page 1, Col. 3) representing 44% of all students) are willing and eager to devote time and effort at minimal compensation and at the cost of reorganizing their individual career paths to working toward the solution of pressing social problems.

The study concluded that youth/establishment cooperation is most promising in the areas of poverty, pollution, social justice and the reform of party politics. "Student participation in political activity continues," he will have to believe that students are prepared for a partnership based on mutual concerns and support. Through discussion and analysis, students are willing to accept some of the experience and know-how of business leaders and not just their financial support for projects with which business may or may not be sympathetic, and students are not unduly impatient and unrealistic in the kinds of results they anticipate."

The report of the Task Force Youth seems to be rather one-sided. It is a radiant attempt to ally youth and the business world, and perhaps can be done on a small scale, but to anticipate large-scale collaboration is quite unrealistic.

However, any cooperation between youth and the business community that the Task Force brings about will improve the more or less unfriendly relationship between these two groups.

RECORD REVIEW (Continued from Page 3, Col. 2)"Tea For the Tellerman" by Cat Stevens is one album that you should definitely buy, it is an excursion into the potentialities of folk-rock music and an important musical statement at what it is to be alive today.

ABORTION (Continued from Page 1, Col. 5)The Federal Court papers would be filed on Friday Feb. 19. She stated, "We think the Conn. Law against abortion violates the Constitution. We think the problem is serious enough for the court to convene a three judge hearing to try the case. Women should be allowed to be present and we want a decision saying that Connecticut laws violate the Constitution and therefore can not be enforced. According to the Constitutional right to privacy, certain medical decisions cannot be interfered with by the state, and abortion laws do interfere. There is a constitutional right not to be deprived of life or liberty without due process of law. The state has decided that a woman must give up 20 years of her life and devote her finances to raise a baby she may not want. We're going to argue that the present law is no law. The law makes the doctor decide whether a woman's life is endangered, and does not define what is legal."

A question from the Ooor at this point demanded, "Have you given any thought to the rights of the unborn child?" Ms. Weckler replied, "We have given attention to this question. We think that the rights of women not to be forced to have children they do not want to have, and that the rights of all children to have willing parents should not be sacrificed are more important moral issues."

"The ultimate action of abortion is a murder," charged a speaker from the floor. Ms. Weckler pointed out that abortion is only five years old. Ms. Weckler concluded, "Abortion is the birth control method of choice for most of us."

Fifth Avenue Card Shop sells cards in the N.L. Matt. Cards, Stationery, Gift Wrap Complete Line Art Supplies

new and used
upstairs store
4 Bank St.
New London

on the road the easy way
It's not always easy to pack a sack and head for the places and people you'd like to be with. Sometimes you just can't get away. And that's where we come in — with Mr. Bell's remarkable machine that puts you in touch with anyone, anywhere, anytime. You can call clear across the country for just 865 plus tax, from 5 to 11 p.m. for calls you dial without operator assistance. It's only 706 Saturday and up to 5 p.m. Sunday. So next time you can't get away, let us be your second best.

on Campus Daily Call 443-4421