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The views expressed in this paper are solely those of the author.
Faculty Adopts Plan
For Studies Period

At a meeting of the Instruction Committee last Wednesday, the faculty adopted a tentative plan for the Special Studies Period, which will replace the first and second semester Reading Periods.

The Special Studies Period, which occurs during the interim between semesters, offers students opportunities to undertake further work in fields already started, as well as to pursue other interests. It also allows students to participate in seminars, courses, and other activities that are not offered during the regular academic year.

All students will register for one of the following activities:

- **Seminars**
- **Courses**
- **Confrontation Groups**
- **Other Campuses**

The Committee for Under-standing Racial Attitudes will be new this year.

At an organizational meeting on Oct. 2, chairman Katie See explained that the emphasis of the group will change from one C.U.R.A. function to a new program of confrontation groups. The C.U.R.A. Group will hold seminars on selected topics, reading in the national press, and discuss the problems which occur during the interim Reading Periods.

In the New London community, three confrontation groups will work with high school students, business, and the suburbs.

- **Central New London Community**
- **U.S. Grant**
- **Norwich**

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Socialist Worker Candidate
Advocates Student Revolution

by Mary Amos Wadsworth

Peter Buch, Trotskyite, advocated world-wide student revolution, and the democratization of the universities, in a lecture at the American University in Washington.

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C.U.R.A. WILL FORM
CONFRONTATION GROUPS

The Committee for Understanding Racial Attitudes will be new this year as well, in an effort to encourage more students to participate.

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RESPOND TONIGHT!

Tonight you will have the opportunity to express your political opinions in a community survey sponsored by C.U.R.A. Group.

In an effort to improve its membership, C.U.R.A. Group has organized a community survey to be mailed to all community members. The survey will ask for your opinions on various issues, including your political beliefs, your views on the Vietnam War, and your concerns about the future of democracy.

C.U.R.A. Group is committed to representing the views of its members, and to working towards a more just and equitable society. Please take the time to complete the survey and submit your responses. Your participation is essential in order to ensure that C.U.R.A. Group accurately reflects the diverse voices of our community.

Norwich, Trinity Respond As
Universities Expand Their Curriculum

by Myrna Chandler

Brown, Wesleyan, Trinity Respond As

Universities Expand Their Curriculum

by Myrna Chandler

-W. E. B. DuBois, LeRoi Jones and Malcolm X are being read aloud in William Faulkner, Erich Fromm and Paul Samuelson in classrooms across the country this fall, as colleges and universities integrate their curricula as well as their campuses.

"The administration of Brown University, in response to the continuing integration pressure from its undergraduate institutions, has instituted a two-part strategy, according to the Brown Daily Herald.

The first, "Problems in Nineteenth and Twentieth Century American History," introduces students to some of the significant events of black America during the past two centuries. According to Professor Thomas, the instructor for the course, the "instructor must have an obligation to offer this type of instruction."

Charles Nichols, the instructor for "Negro Literature in America from Harlem Renaissance to the Present," intends to focus on the poetic and fictional literary works of some black American writers such as John W. Johnson, W.E.B. DuBois, Richard Wright and LeRoi Jones.

Trinity College has made a separate attempt to adjust its curriculum to the developing academic needs of its students, thus a course entitled "Inequality and Poverty" has been added to the Economics department.

Northfield field work

According to the Tripod, the course will examine the problems of unequal wealth distribution in the United States. The Northfield field work, Professor Proteau, who formulated the course, will stress the "measurement and conditions underlying the inequality in income distribution, causes and conditions of poverty, and a critical evaluation of the "War On Poverty," in an affluent society.

Much activity in the past two years has been directed to reduce last year's response of university students from groups that feel that in presenting only white American history and sociology and literature, colleges were ignoring or downplaying an important factor of the nation's culture. Professor, who decided that America's racial crisis necessitated a deeper and more thorough knowledge of American minority than present scholarship.
Letters to the Editor

To the Editor:

Contemporary Courses

I heartily agree with your re-
cent editorial which calls for more
credit for work done in the New Lon-
don community. You will be in-
terested to know that the Center of
Psychology Department does give credit
for those who have worked in local
hospitals, child guidance clinics, and
other community organizations. Approx-
timately twenty students have chosen
this form of service work. Each student
must complete 150 hours of service in
order to receive 3 credits. For those
wishing to count this work as a major
preparation for a career in psycho-
therapy, there is an agency which wil-
let them have work experience in
A Führunghals of the mental health
field.

In addition, I feel that it is
necessary to reiterate the club
bulletin. Your statement will be re-
cently that students read ConnCensus
weekly and that it has a mission. Your
fears are justified in this way.

Moreover, publication is nec-
essary to create enthusiasm for ex-
ternal affairs. Anyone can read the
New York Times daily to keep in-
fur the national and international
scope of topics, both led by specialists
in these areas.

Interest in the contemporary
world need not be incompatible
with the aims of a liberal ed-
ucation. The liberal arts will be
embraced by those who find in the
freed-

To the Editor:

I cannot effectively express my
personal point of view, but I am the
person who believes that the
newspaper is obligated to keep
the public informed.

This does not mean that the
newspaper should not inform the
public about discrimination;
that does not presuppose the
newspaper should not report on
the activities of the Governor of
New York City; that does not
mean that the newspaper should
cover the activities of the
President of the United States.

I realize that the newspaper
will not be able to cover all
these activities.

But, I am confident that the
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Ocello Denustera

Ab Disappointment

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ed. note: The New York Times,
Sept. 29, 1968, says that his policy on Vietnam was
closer to the Administration than to Brezhnev.

IMAGINE

The penciling of fifteen of thirteen Connecticut College girls
has been granted: the dining halls are now serving good food.
We are living in the new age - the age of the student - of the
campus - of the campus - of the campus. We are living in the age
where we can not turn to the New York Times.

The dining halls are full during mealtime. At supper, not one
girl in 100 is to be found in her dormitory, lingering over the
beet, the dying lettuce, and the scorched coffee? And this
is the age where we are living in the new age - the age of the

Return

To College

by Amy Lewis

Motivation is the key word for
those women who are re-
turning to school under Connect-
icut College's Return to College
Program. In its third year of ex-
sistence, the program has boosted an
enrollment of 66 undergrad-
uates.

The project was initiated by
Mrs. Hartley Pond, student
coordinator of the project, who
wishes to allow women to return to school and complete their
college education which for reasons of mar-
rriage, careers or lack of money
is interrupted. Mrs. Pond de-
scribes the program as one for
women who wish to return to
school, but not just for cultural
enrichment.

The women who are returning
students take one course a
semester to credit them. To aid
them, the college conducts a seminar
in English composition and research
skills. After a woman proves her ability to be
a candidate for a degree she may begin to take credit courses towards earning her B.A.

To turn a degree from Connecticut
College, the woman must study for at least two
years.

Those who attended college before have a chance to transfer
their credits after they have completed one year of study and demonstration of having re-
tained much of what they learned previously. "We're very

(Continued on Page 6, Col. 2)
Jose Limon Lectures At Conn
Opening The School of Dance
by Carol ...

Ten-day annual session of the Connecticut College School of Dance was the public lecture by dance choreographer Jose Limon. Limon, frequently described as America's leading male creator of works in the modern idiom, is one of the founders of the School of Dance. The lecture took place on September 26, the evening prior to the students' entrance on campus. The school opened with a special program by four Doris Limon with their companies and a two-hour session by the Paul Taylor Dance Company. Additional programs were given by the Paul Taylor Dance Company and the dance group which presents a special program by four Doris Limon with their companies and a two-hour session by the Paul Taylor Dance Company.

Large Session

According to Dr. Theodore W. Brown, director of the School of Dance, the fall quarter of 1968 saw an increase in the number of students. The school, which is part of the College of Letters and Science, is one of the few institutions in the country that specializes in dance. The school offers a variety of courses, including classes in dance technique, composition, performance, and history. The fall quarter of 1968 saw an increase in the number of students, with 129 students enrolled.

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by Nancy Topping

Cabinet Investigating Longer Hours for Library and Cro

Lewis Fales and Clyde Morgan depict the relation between the black slave, white master in 'Legion', ballet by Louis Horst. (photo by bisi)

What is the ideal three-day orientation program for training Community Action workers? Finding the answer to this question was a summer job for fifteen American college students, including Katie O'Halloran, 15.'

The students worked together with five community leaders in St. Petersburg, Florida, to develop a new program for community organization and to create a new community. The goal was to create a community organization that was not only about the community, but also about the people who lived in it.

Financially Unsound

Mrs. Mary McKenzie, the librarian, was receptive to the idea of longer hours and such a sparse attendance. She added that the extra time involved would probably not bring in a lot of customers. She went on to add, "I wish I had a chance to use the library more."

The students decided to "test the waters" and not compromise their goals. Each student worked with a group on campus, continually during the "peak" periods.

Mrs. McKenzie questioned how many would use the library if it were kept open. She added, "We have to depend on the students, and these people, and the university." Mrs. McKenzie said that she and three other students decided to "test the waters" and not compromise their goals. Each student worked with a group on campus, continually during the "peak" periods.

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Summer Biologists Study Marine Life
by Joanne Settel

Five ambitious students spent the summer walking through marshes and along tidal creeks, picking up dead fish and studying the local species. One of the students, a junior at Central Connecticut State College, said that he was most impressed by the variety of marine plants and animals. The marine life was then brought back alive to the lab, where the students identified and labeled their finds.

About seventy species were beautifully arranged and placed in use in Conn classes. Detailed drawings of imports were made by each student and some of his work is done as part of his college course.

One of the girls, Linda Mann, spent some time trying to teach herself eels to run through a maze. Another student, Sue Bear, said she spent many nights sitting in a boat trying to learn what kinds of marine life would be attracted to a light. The class took two field trips during the season. Wednesdays, they drove out to the beaches and marinas. They would set a boat out, surrounding islands or the coast, and try to capture marine life. One of these field trips was made into a motion picture, "panied by Dr. Ted." He hopes to have the film ready to show to the students here.

Two new professors, Miss Margaret Watson (left) and Joyce M. Cook (photo by mills), are more sensitive to the inequities in society. Miss Watson, however, did not feel free to express her opinion about the educational prospects for Conn. As she forcefully put it, "We haven't ruled it out nor have we ruled it in."

I asked her how she felt about Nalini Pati's demands for more student power in the making of academic decisions at the University. To this Dean Watson responded, "I have to ride a neutral position. I am on arm of the administration and a bridge between faculty and students and students and administration."

So our congratulations to Miss Watson for age of caution and uncertainty she has strung in her academic role of responsibilities in which she is involved.

Dear Dean Margaret Watson
Miss Watson, a former religion major at Conn, did graduate work in elementary education at Central Connecticut State College. From there she went to Port Washington, Long Island, where she taught kindergarten, first and second grade for seven years.

At Port Washington, she became extremely active in the administrative, teaching, and their backgrounds and interests are as diverse as the subjects they teach.

As the opening of this new academic year, 87 new teachers joined the Conn faculty and their backgrounds and interests are as diverse as the subjects they teach. In the sketches of three new members of the faculty, the vitals and experience of these teachers exist. The student's responsibilities are to draw them out and utilize them in and out of the classroom.

Miss Margaret Watson, Miss Mary Jane Williams, and Joyce M. Cook are all very interested in their profession of philosophy. Miss Watson, a former religion major at Conn, did graduate work in elementary education at Central Connecticut State College. Miss Watson, however, did not feel free to express her opinion about the educational prospects for Conn. As she forcefully put it, "We haven't ruled it out nor have we ruled it in."

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UNIV. ROTC BOMBED

(CPS)-The FBI is investigating the weekend bombings of ROTC buildings on the University of California's Berkeley campus and at the University of Delaware.

Newark, Delaware; police said they found two beer bottles containing a gasoline-like substance in one of the ROTC buildings. There was extensive damage to the uniforms stored in one of the buildings.

A bomb in a black satchel was placed on the doorstep of the Naval ROTC building at Berkeley Friday night, Sept. 20. The explosion ripped up the porch, shattered the doors and windows, and damaged the furniture inside. No one was reported injured in the incident.

ROTC was made voluntary at Delaware in January upon recommendation of a student study group and student protests. Some 28 students were suspended last fall after staging a "walkout" that disrupted a ROTC drill and encouraged 28 cadets to withdraw from the ROTC drill in protest of compulsory military training. All freshmen were required to enroll in the training courses.

Political Activist

Hatfield has a clear concept of what the Republican party must assume, in the face of the present changes in both political parties. "As Republicans, we have the extraordinary responsibility to present some viable alternatives. Our is a mission of persuasion."

"And we must deliver on our promise of peace, or there will be turmoil. This country is already in a state of revolution. We currently must meet the needs of this country through repression, but by utilizing orderly political processes."

Hatfield explained that people who have withdrawn from political activity because their conditioned (Continued on Page 6, Col. 3)

New Responsibilities

The cry for student power is almost universal. Here at Conn student power is perhaps best fulfilled as student responsibility. Eighteen students came to campus, having assumed a most demanding kind of responsibility as housefellows.

The process of selecting capable student occupants, necessitates careful screening. After submitting an application in the spring, interested juniors are interviewed by two acting housefellows and by certain members of the Board of Housefellows.

The Board of Housefellows consists of representatives from all areas of the Administration ranging from the deans concerned with academic affairs to members of the student staff as representatives from the Placement Office Staff. The entire board discusses each individual applicant and makes the final decision concerning prospective housefellows.

Although the role of housefellow as described by Dean Winton in terms of "an arm of the Administration," the housefellows themselves prefer the more colloquial description of a "liaison between the students and Administration."

Channel Problems

Possessing a complete familiarity with all branches of the Administration, the student housefellows are able to direct problems to the proper channels.

Beth Breten, housefellow from Branford, sums it up this way: "I have made an agreement with the College and am therefore responsible to it. But I am not coerced by the Administration, and I feel responsibility to another individual and to myself. My position is ideal to understand and relate to both sides."

Nebulous Form

Beth continued the discussion by defining a housefellow as "nebulous form to be molded into any form according to its relation to the individual or dorm problems." Emergencies are not only handled by Beth as Jane Hanner from Windham states, "A housefellow is there if she's needed, and she must be available for anything," Jane alludes to this with the belief that the solution to many problems is talking it over with the housefellow acting in a "rounding board."

Housefellows Enjoy New Responsibilities

Policemen

All housefellows violently oppose being labelled policemen. Penny Halson from J. A. makes the analogy of her duties to an overseer maintaining the smooth operation of a machine-without noises but with concerns.

Just what characterizes one who is able to attack such unstructured tasks as maintaining boosted spirits or remaining a reliable problem-solver as well as one who is confronted with the hominess of her senior year? Dane Winton lists the qualities of dependability, a cool head, open-mindedness, sociability, and an academic ability.

Characteristics mentioned by the housefellows include honesty, patience, interest, warmth, and sense of responsibility. The nebulous form described must frequently be the ability to listen and the will to uphold an "open-door" policy.

Appended Dimensions

Inevitably, the question of "why burden oneself with such a responsibility?" arises. All five housefellows interviewed stressed their interest in dealing with and learning about people. Jane Han- ner further enjoys her experience as a transition from the sheltered protection of dorm life to the outside world of startling self-discovery.

Penny Halson and Beth Breten both feel the job will add yet another dimension to their college experience outside of the academic realm. Nancy Horo-vitz, housefellow from Fork, who had already investigated numerous activities in her three years at Conn, knows that there is more to be found in the school, and she is endeavoring to discover the rest of the possibilities through housefellowing.

BASS WEEJUNS

GRIMES CLEANERS

24 Hour Service (on request) 
By SANTONE Dry Cleaners

Boston's Finest

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KATIE
(Continued from Page 3, Col. 5) evaluating and reworking their techniques of confrontation. With some other groups she hopes to carry such a heavy load because methods. Katie intends to work first with CURA, training members to develop for themselves techniques of ideas and ideals. These students must realize that spiritual needs of man must be met, as well as the material needs. The issue is not what man has, but what man is."

STUDIES
(Continued from Page 1, Col.2)

RETURN COLLEGE
(Continued from Page 2, Col. 3)
generous about credits," admits Mrs. Pond. The program's first graduate was Mrs. Cecily Becker. She carried a full schedule of four courses a semester and gradu- rated last year. (Normally it is not suggested that a woman carry such a heavy load because of her commitments outside of the school.) Mrs. Pond predicts that there will be two to three graduates this year.

If they still feel more work needs to be done...