MEDFORD, Mass., Nov. 15--Stokely Carmichael, Prime Min-
er of the newly formed Republic of New Guinea, here on his first speaking en-
gagement in over a year with a primarily black audience, held some 3,500 at Tufts University. Reaffirming his unequivocal premise that the Black Libera-
tion struggle will only succeed through a violent revolutionary path, Carmichael stated that organizing black opposition can only retard the progress of the black oppressed, starting with the white oppressor who has done so well. 

Paying his respect to the ideolo-
gies espoused by white Ameri-
cans, he, however, said that white America has allowed people to believe that the opportunity for political equality and the right to vote is a matter of chance and the opportunity for economic equality is a matter of actual history.

"We have to appeal to the people in America to vote," he said. "We have to appeal to the people in America to organize."

Carmichael Scorns White Liberalism

by Linda Rozenvug

Carmichael Scorns White Liberalism. His statement will have to be seen clearly as that of a political and economic struggle. The "Media" zone will present the缨sual nature of the total theo-

...the media, and everyone will be encouraged to "Please Feel the Animals" by reacting to and responding to the total theater, visual arts, music and dance, strictly as-if it were an existential theater, leading to the creation of a political state," the Prime Minister. "But the state must be established first, and the atmosphere for the so-
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ciety," he added.
Subjectivity vs. Objectivity

To the Editor:

I'd like to comment on what I consider to be some rather senseless confusion concerning ConnCensus. Subjectivity vs. objectivity is a two-way street, granted a rough one but still sufficient in its own way.

Now objectivity in the liberal arts has always been, that personal commitment, involvement and advocacy are sacrificed for the personal detachment, disinterestedness and some sort of intellectual objectivity, which I think is not a good thing. That is, when subjective action occurs, rhetoric, takes the place of action, and in some instances it prevents action altogether.

We are in dire need of the same style of liberal objectivity. No personal pronouns are ever used - it's always "we say" instead of "I say." Verbs are always in the third person, "It is," rather than in the indicative mood. Verbs are always in the third person, "It is," rather than in the indicative mood. Verbs are always in the indicative mood and never in the active voice. Et cetera.

We lack the subjectivity that is more vital. "It be," "it well very well be," in a real sense. "In a real sense, it be," it is. And this is the claims that assert it's "it," or "it is," or "it be." It be. 

Some facts under the form of liberal objectivity are so burled, a metaphorical set of qualifications and qualifications that they begin to use their forms of statements, the meaning, and the person who offers such claims always aligns with their own, rather than along with their own, along with their own.

When ConnCensus announced that it was releasing a new objectivity in the American sense, I understood by that that the liberal oratory board had declared that it was going to say what it means, and it was going to say what it means, as a consequence of the implications of objectivity in the liberal sense in the face of such events as war, war in Biafra, the incineration of children by napalms in South Vietnam, and war and exploitation in the United States.

The politics of a college campus can be far more bitter, intellectually devise, genuinely closed and generally stubborn than the complexities of our national unity. Yet it is almost impossible to abstract yourself from it.

A general mood of confrontation dominated the open forum on ConnCensus Tuesday. Some who were present and came to the forum in anticipation of a free, open exchange of ideas, some points were worn out to be sure. Perhaps there'll be other with a new slant, others however arrived at the student lounge with statements memorized and minds scaled. They had long before decided the issue in private with a few well-chosen orateurs of different persuasion and therefore with obviously superior judgment of insight into the problem.

The forum instantly dissolved into a context, albeit an entertaining one. Prizes were awarded to the student and faculty participants who most wore witty and concededly eloquent in saying, "Hoors for our."

Organized student-faculty discussions need not inevitably result in confrontation situations and soon after stalemate both sides sitting on a brick wall. Last week we also attended a smaller student-faculty meeting to discuss the recent petition put before the faculty to add a student to a faculty committee on termination of appointments.

The meeting wasn't a paradox of total communication. Each group, faculty and students had met separately among themselves to organize their discussion points-plan strategy if you will. The interests and viewpoints differ necessarily. We left the meeting with not all conclusions known to the satisfaction of our participation but our satisfaction needing that which had always been accurately registered with the "opposition" and we certainly didn't concur on every point. Yet as we walked out of the door, I do know that the information analyses thoughtfulness of both sides had been and would be more, completely considered, as facts and opinion worthy of the other's time and effort.

But constructive communication demands open mind on both sides of any issue, grant a rough one but still transferable and far more worthy of the creative energy that went into beating down the confrontation rut as we experienced last Tuesday.

By Myrna Chandler

Beyond the Wall

To the Editor:

If, as you stated in last week's edition, the students do intend indeed about distorting policy, ending the war, aiding Biafran children, then ConnCensus is in a unique position. I suggest that you look at your own newspaper and honestly evaluate what good it is doing in solving these problems.

It strikes me that you have not given considerable thought to your readers, nor have you examined the most effective way to reach your readers. You cannot cram ideas down people's throats. You cannot influence people's ideas. It is ridiculous to try and influence people's ideas, which you cannot change, to your opinion. You cannot do it, because you can influence people's ideas, which you cannot change, to your opinion.

Sincerely yours,
Lester Reis
Assistant Professor of Philosophy

Means to End

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Williams College: Studies at Williams College in Williamstown, Mass., will be given a voice in recommending professors for the college awards honorary degrees.

In order to better recognize and reward the excellence of those who have been the most significant contributors to the intellectual and spiritual life of the college, the Williams College Board of Trustees has approved the creation of a six-man, non-voting recommendations committee to consider those names submitted by three faculty members. Names of those who are doctors of philosophy and honorary degree recipients will be suggested by the standing faculty committee, to whom the teaching committee on degrees, will continue to make the final choices.

Simmons College: As a result of the strong student government at Simmons College in Newton, Mass., the students now have an excellent Pam-Fall System, no curfew, un- limited cuts, and (by second se- mester of this year) part-time, summer and new in a calendar which in first semester, devoid of any exam periods, end before Christmas.

Vanderbilt University: Within the next month, the Class of 1967 will review every last current paper, whether it be admissions of ConnCensus. Your attempts to cover national and international events in every last corner of the university. These events are of course of the utmost importance; and perhaps, if it seem to be no good reason to (Continued on Page 3, Col. 3)
Students Urg: Re-evaluation of Comps: Faculty Remains Divided on the Issue

Aging on the need for some reexamination of the comprehensive system, students urged a re-evaluation of the present comprehensive system as a graduation requirement, divided on the subject at an Open Forum on Monday night, examinations last Tuesday.

Over 150 students and faculty participated in a running debate between the opponents and advocates of the comprehensive system.

Two Themes

Two themes that emerged during the debates were: One, bearing pressure resulting from that fact that graduation is contingent upon passing the comprehensive, and two, the possibilities that the comprehensive system is not the best way to integrate a student's four years of study.

During the course of the evening, numerous proposals were suggested to answer these problems.

Series of Problems

Mr. and Mrs. William Dale, chairmen of the child development department, suggested that a series of problems devised by various departments be given to students so that they could develop a stronger sense of human responsibilities in order to alleviate the tension.

Agreeing that there are good reasons for a process of integration, Mr. and Mrs. Morris, the chairman of the philosophy department, stated that the comprehensive system is not adequate because the pressure on the student is part of an obstacle course.

Mr. Gordon Wiles, chairman of religious department, retooled his resistance to the comprehensive with the point of value of comps at the expense of understanding the world in business experience.

Part of Obstacle Course

"The educational process is in preparing for comprehensives," explained Mrs. Morris. "The useful and educational evaluation is part of an obstacle course.

Mr. Gordon Wiles, chairman of religious department, retooled his resistance to the comprehensive with the point of value of comps at the expense of understanding the world in business experience.

"Peak and Crown"

"The comprehensive is the peak and crown of a student's college career, as we've added. 'But the trouble is that pressure is put on too suddenly,' Mr. Wiles also suggested that at the end of the junior year students should do an 'integrative task,' and that comprehensives should be given earlier so that one could see a comprehensive at a lower value.

Lowest Degree of Value

Mr. Wiles also suggested that to do away with the comprehensive examination would lower the value and prestige of a Connecticut College degree.

Mrs. Virginia Vidal, assistant professor of education, agreed with the students that writing questions is very difficult, and that the comprehensive system could be improved before the type of direct studies could be initiated.

Eumenistic Tests

Barbara Keshen '70 drew a round of applause and laughter from the students when she stated that "We take the comprehensive as the ultimate test to get in this place, we take unnecessary tests to stay in this place, we take unnecessary tests to get out of this school."

"Two-day Integration"

Mr. Wiles did not agree with this theme by commenting that seniors that year will have the same day integration period ever.

But even more important to Mr. Wiles was the Gertrude Noyes, dean of the college, disagreed with the suggestion of a directed seminar during the second semester of the senior year, because "integration should begin when a student enters college, and during her stay she should be actively worked for candidates of their choice in political campaigns, and they have entered service fields because they stopped where they decided if credit will be granted.

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S.O.S.

Student Observations Society

"Talk to a Blue Book"

Finally, other students suggested including a seminar to be offered as a fourth course to allow time for in-depth study and the idea that an oral examination should be offered in place of exams because after a student leaves college she should be really competent.

EXPERIMENTAL COLLEGE

(Continued From Page 1, Col. 5)

Courses Flexible

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Connecticut College and the Community

TUTORING

Monday and Wednesday afternoons, around ten minutes after one a couple of 18-year-old drop-outs climbed the stairs very deliberately to the second floor of Palmer. They are followed by a 17 and a 20-year-old and finally by several obscure college students. They talk of families, and maybe pass around a picture and then break up into small groups in the corners of the room and settle into three one-hour study sessions of math, English and American studies. The young adults are from the New London area and their Coon tutors are working to prepare them to pass the High School Equivalency Exam.

Other young people, channelled through the Thames Valley Council for Community Action come for remedial work in the basic skills of reading, math, and writing. One tutor who has returned to the program from last year commented, "I learned by my mistakes last year and I want to see if I could do a better job."

"They were never as prepared as I'd hoped they would be. Last year in my American studies group we tried to decide together what we would study. We made great plans but they didn't come through, except with excuses."

The program from last year commented, "I learned from my mistakes last year and I want to see if I could do a better job."

"These dropouts are so air removed and alienated from the traditional 'school' situation you have to go beyond and almost above the regular teaching level. "We've got good materials to work with; books and articles and studies help, but that's not nearly enough. You have to give of yourself all the creative energy you can muster."

New Tutorial Program

A new tutorial program is being run in conjunction with several other educational organizations in the New London area. This educational project is divided into four sections: adult, high school, junior high, and elementary. The adult education program is one of the two projects that has actually been started.

Progress is dependent on the individual—and often because of family problems, the tutor can't come consistently. It is difficult to know whether I am helping," said one tutor.

Drop-outs between the ages of 17 and 22 come to the high school program on campus, which is run in conjunction with the T.V.CCA's Neighborhood Youth Corps. Through the Corps, they are given a job, and after six months they must return to high school through a tutorial-type program which enables them to hold their jobs.

The program is run in two stages: 1) general study, where the duration varies according to the tutor and 2) intensive preparation for the equivalency test.

The program, conducted on Monday and Wednesday afternoons, is supplemented by ten women from the New London Area Association of University Women. They add continuity to the program because their teaching is not interrupted by hours and papers, nor do they leave for vacations.

The junior high school program begins next week. Courses will be taught in English, French, new math, biology, physical science, and American history.

In one program on the elementary level, reading and math are taught to deprived children. Books and materials are supplied by the New London schools.

The second program on the elementary level, to begin after Thanksgiving, stresses teacher-tutor contact to give the tutor an idea of the student's problems. There will be a three-to-one student-tutor ratio, with each group consisting of mixed socioeconomic backgrounds.

PSYCHOLOGY DEPT.

The Education Department is providing experience for students in the community through the student teaching program. Thirteen students are teaching in the elementary school, one in the secondary level and one in the community center. Six of the students are doing it for credit in place of a course.

In the Psychology Department there are several programs available for students. The Department has widened its scope for majors who beginning this year may take the Individual Study course in the form of a semester of field experience in a local agency, such as a child guidance clinic, mental hospital or community action center.

Program At Norwich

Next semester a program will begin which places students at the Norwich Hospital doing psychotherapy with adolescents.

Non-credit activities include a companionship program at Norwich Hospital, a tutorial program directed by Service League for Elementary, Junior and Senior High school dropouts, and a potential workshop at Seattle with mentally retarded children.

Community Psychology

In addition to these programs, the Psychology Department is having a new course next semester in Community Psychology. The course will cover five major problem areas: race relations, urban education, poverty, deviant behavior (mental illness, juvenile delinquency and the like), and dis-enchantment, alienation and radicalism.

According to Mr. Banaratz, in the case of each program, an attempt will be made to focus on a descriptive account of its relevence, magnitude and vitals, the causes that produce the problem and conditions that help sustain it, and consideration of the various alternative modes of attack toward its solution.

Outside Speakers

Enrollment will be limited to 10 or 12 students with a serious interest in the study of social problems. Speakers from the community will be invited each week to discuss the problem under consideration.

Mr. Desiderato stated that he believed student involvement in the community is important, for a university cannot live in a vacuum. What the experience can do for the student is equally as important as what the student is doing to help. It is essential that the gap is bridged between the educational institutions and the community with opportuni ties for student action.
How We Are Involved – Now

CLAUDE CHESTER

“She understands me. She lets me tell her my troubles. She’s cool.”

The 11-year-old boy who offered this appreciative report to his school psychologist was not describing his friend, his teacher or a child psychologist.

The object of his devotion is a Conn student who spends at least two hours a week as his special friend and private companion at Claude Chester school in Groton. Together they play games, read books, play on the swings, or simply sit and talk.

Although he doesn’t recognize her as such, his new friend is an "emotional tutor."

Approximately thirteen Conn students are presently working individually with as many Claude Chester youngsters who have had difficulty in adjusting to their school situation, using their own cars to transport students twice a week to the school.

A large number of the participating children are members of large families or broken homes. Therefore they rarely receive the undivided attention of an adult on a regular basis.

“What they value most in us students is that we ‘listen to them’ and ‘care about them.’ The meetings are casual. Activities depend on the child’s mood or momentary interest. They work in groups dealing with physical therapy, speech therapy, rhythm instruments, choral expression, recreation, arts and crafts, and many other activities.”

Nancy Filbin ‘69 has assumed the responsibilities of organizing a Brownie troop, and she says she finds the experience rewarding but tiring.

If you want statistics or graphs to prove that this idea has begun to work, I don’t have them,” said admittant Harrision Day, Claude Chester’s assistant principal.

“But we can begin to measure results when a non-communicative child offers to tell his social studies class about a conversation he had with his tutor about South America,” he added.

SEASIDE

Located in Waterford, Seaside is the Regional Center for mentally retarded, serving the Greater New London, Norwich and Middletown areas.

At Seaside, 75 Conn girls participate in a volunteer program coordinated by Martha McCreary ’70 from the College Service League and Mrs. Joseph Cavanaugh, acting coordinator of Volunteer Services at the center.

They work in groups dealing with physical therapy, speech therapy, rhythm instruments, choral expression, recreation, arts and crafts, and many other activities.

Elaine Davey ’89 is approaching her volunteer work with special ambition as she is correlating the teaching of modern dance at the Center with her independent study. A zoology major, Elaine’s interest is in the ability of retarded children to develop motor skills.

Nancy Fillin ’71 has assumed the responsibilities of organizing a Brownie troop, and she says she finds the experience rewarding but tiring.

Fifteen other Conn girls are working in the Work-Study Program, where the girls are paid to carry out duties specified by the Center, such as secretarial work or recreation aides.

Athena Demos ’86, who worked last summer as editor of the Seaside Tidings, is presently editor of the Seaside Tidings, which is under the auspices of the Parents and Friends Association at Seaside. She also accompanies the chorus.

CHILD GUIDANCE CENTER

The Southeastern Conn. Child Guidance Clinic in New London offers Conn students the opportunity to work under staff supervision with emotionally disturbed children in the New London community.

The primarily state-supported clinic handles children between the ages of three and 17 from low and middle income families. Children with emotional and behavioral problems are referred to the clinic by schools, organizations or individuals.

Participating in group-play therapy sessions and psycho-dramas, acting as a companion to a child in the community, and attending staff meetings to study case histories of patients are ways in which Conn students can become active at the Child Care Center.

Group-play Therapy

Two juniors, Diane Levy and Janet Rome, participate in group-play therapy sessions as a psychology department independent study project.

They work individually with a 15-year-old girl as companions in the form of "non-directive therapy."

Carol Biletski, ’69, stressed that forty-two Conn girls participating in the program, comes down once a week to play the guitar. She feels that a wonderful part of the program is "watching the enthusiasm on the kid’s faces when they learn a new song."

Conn organizes Halloween, Christmas and Easter parties for the children every year and several parties in the spring.

Nancy hopes to see more of the program’s new policy of Saturday outings. Already the children have taken a trip to Mystic, have hiked in the arboretum and were given free tickets to Theater One’s The Wizard of Oz.

The program is supported with money from Conn’s Community Fund.
White House Fellows ‘68 Urge Youth Participation

WASHINGTON (CPS)—White House Fellows are men and women between the ages of 23 and 25 who get a year of first-hand experience in national affairs at the presidential level. This summer, afraid such experience was not available to other levels of young people, they prepared a report called "Confrontation on Participation" for the Federal Government and the Student Community. In it they noted that of 27 communities in the U.S. Office of Education during the vacation period, not one had young people represented on it.

Education Commissioner Harold Howe II wants to do something about the absence of student participation, and has announced a comprehensive effort to get young people involved in USOE programs and planning.

"Student viewpoints are altering our plans, our social practices, and the intellectual, political, and spiritual life of our nation," he said. "It is imperative that Federal education efforts reflect these viewpoints. The Office of Education must take the initiative to use the enthusiasm of today's students in the planning process."

Commissioneer Howe who is resigning his job to join the Ford Foundation, said the student participation would be implemented in the fall.

Students will be asked to serve as members of several committees, public authorities, commissions and on consultant review panels. Student representatives will be invited to USOE conferences and seminars.

Writers of proposals for USOE-funded programs will be encouraged to show evidence of direct student involvement in the development, administration, and evaluation of the programs. Student-initiated proposals will also be encouraged.

An informal student advisory group will be available to provide some kind of a sampling of student opinion on educational issues and federal student loan policies. USOE's bureau of higher education and of educational personnel development.

USOE Summer interns will be offered more-relevant work experiences.

When President Johnson was presented with the White House Fellows report, he acknowledged that relations between the government and young people are strained.

"I quite agree with you that we are not communicating with each other as we should and vice versa. They are not communicating with us," the President said.

The White House has asked various Federal agencies to establish committees of young people to evaluate their experience. The President said he hopes these college graduates can serve as a link between the inside and the students back on campus.

The Civil Service Commission is coordinating a study of how the best can be accomplished. Its report is expected late next month.

The White House Fellows based their nine-point package of recommendations "to increase student participation and involvement in our established institutions" on contacts with students at 75 colleges and universities.

Reverend Shepherd Observes Trend Toward Investigation

by Lynda Hochkowitz

I've been chaplain at Connecticut College for a year and a half," says Chaplain Barry Shepherd, "and in that time we've tried to bridge the gap between the side gate to the middle of the campus. Now I would like to see it moved into greater involvement with the New London community."

The new intensified role of the chaplain involves the development of a stream of activity within the College community. Religious life on campus has been reemphasized as being relevant and necessary to fulfill the student both as an individual and as a conscious member of the world community. When asked if he had observed any trends in student religious thought and belief, Reverend Shepherd cited two important answers.

"I don't believe that students are moving toward assimilation, but rather toward understanding and interest in the meaning and beauty of other religions. They are also aware of the need for honesty in the discussion of the differences between religions."

Trend of Investigation

"I see a trend toward investigation. What we may see is the gradual elimination of differences between denominations."

Protestantism - Methodism, Congregationalism and Episcopal Church. "I also see a trend away from the social center of religious life, the church and synagogue are organizing more and more to help the poor, to send food to the needs and to respond to the needs of the world, including the 'inner city.'"

"When the church becomes more ready to shift its emphasis from the friendly little social group to the growing needs in the society, students will return to the organized church."

"It is this spirit within the structure of religious activities that Reverend Shepherd has tried to create on campus. He sees his role as threefold. "I hope to function as a catalyst-to get students and faculty involved in activities within and outside of the college community."

Second Function As Pastor

A second function that Reverend Shepherd cites is that of pastor. "If you are a good pastor, you have the basis upon which to be a prophet, in the traditional sense-to call upon people to act and respond to forces in their community."

"The third function is that of teacher. "I see the courses in our department as attempting to present religion as an exciting academic discipline."

The chapel has been shifted to the middle of the campus in a movement that has given impetus to the religious, social and academically complex situation that Barry Shepherd finds so relevant to his own life and that of the members of the College. As catalytic, pastor and teacher, he is open and eager for creative, individual response from all members of the college community.

Queens Students Act on Tenure

NEW YORK (CPS)—The cry of "student power" is for the right of students to participate in making the decisions that control the way they live and what they learn.

Since it became a common sound on college campuses several years ago, students at almost every college in the country have had some success in making their influence felt in the nebulous area of "student affairs."

They argued to their presidents and deans, usually with success, that they ought to be able to run their own off-campus lives, and that what they did outside the classrooms was their concern, not the university or college. They got many schools to institute student committees to control dorm hours, discipline and student clubs and organizations.

In the fight to get control of "student affairs" back to students, they were often joined by professors who were anxious to see the end of the "in loco parentis" philosophy of higher education.

But every time students complained about poor teaching and antiquated tenures systems, and agitated for a voice in the granting of faculty tenure, their faculty allies disappeared into the woodwork. Now the students are trying to infringe on "professional" territory, and that was different. "What do you know about those things," they would ask their students. "You are only here four years, we are here for a lifetime. We can't let your whims ruin our careers."

But now students at the City University of New York's Queens College may be the first group to break through the faculty barrier; chances are good that students in several departments will be represented on the departmental committees that make tenure decisions.

Students expressed interest this fall in plans to work through department to give students majorging in those departments a voice in tenure by placing them on Personnel and Committee boards in advisory roles.

In a poll of faculty members conducted by the campus newspaper, the Phoenix, a majority of non-tenured instructors at the college said they thought reforms of the tenure system was needed, and that the system was not fully representative. Tenured professors were not so anxious for reform; 69 per cent favored the status quo, but a significant number of faculty members support student voice in the decision-making process.

Most departments thought they could not take any steps toward reform unless the New York Board of Higher Education bylaws governing the college were changed. But in a recent visit to the City University Chancellor Albert Bowker told students the departmental students in advisory capacity would be asked by any bylaws changes.

The departments could even give students voting power, Bowker said, by forming new "advisory" personnel committees, whose recommendations the "regular" committees would consider binding.
DANCE REVIEW
NIKOLAIS COMPANY ILLUSTRATES MULTI-MEDIA THEATER IN IMAGO'S SENSUAL BARRAGE OF COLOR, SIGHT, SOUND

Dance has been labeled as the most expressive art form by many artists, and Mr. Nikolaïs, with his dance company, is currently touring the United States. His art form is multi-medial theatre, encompassing color, sound and light along with movement.

A Renaissance Man

Mr. Nikolaïs composed his own music with the use of electronic instruments, sets and lighting to accompany his dance company’s multi-media theatre, encompassing color, sound and light along with movement.

The Image

The image was created in Palmer Auditorium last Tuesday evening by Mr. Nikolaïs’ company and was titled “IMAGO, The City Curious”, as presented in Palmer Auditorium.

Mr. Nikolaïs' company includes an array of signs. Bright colors, illuminated by Nikolaïs himself, consisted of electronic sounds made with voice and various instruments, not necessarily musical instruments. Alwin Nikolaïs' company appealed to the senses of the audience. It made the audience aware of the broad realm of the dance world and of what can be accomplished within it.

Math Majors:

Will your first position be worth your time and talent?

It will if you join the National Security Agency. In fact, working for NSA will bring you face to face with mathematical challenges so great that they frequently go beyond the known boundaries of mathematical knowledge. NSA is the agency within the federal government that is responsible for designing and developing inviolable communications systems and equipment to transmit and receive vital information.

The Career Scene at NSA

As a mathematician at NSA, you will play an active part in defining, formulating and solving communications-related problems, many of major national significance. Statistical mathematics, matrix algebra, finite fields, probability, combinatorial analysis, programming and symbolic logic are but a few of the tools applied by Agency mathematicians. Theoretical research is also a vital concern at NSA, owing to the fact that the present state of knowledge in certain fields of mathematics is not sufficiently advanced to satisfy NSA requirements.

Your Imagination, a Vital Factor

Because you will be working and beyond the present-day state-of-the-art, your imagination will be stretched to its limits. Mathematical problems will seldom be formulated and handed to you. Instead you will help define the problem by observing its origin and characteristics and the trends associated with it. You will then determine whether the problem and data are susceptible to mathematical treatment, and if so, how.

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NSA’s liberal graduate study program permits you to pursue two semesters of full-time graduate study at full salary. Nearly all academic costs are borne by NSA, whose proximity to seven universities is an added asset.

Starting salaries, depending on education and experience, range from $8545.00 to $15,000.00, and increases will follow systematically as you assume additional responsibilities. Further, you will enjoy the varied career benefits and other advantages of Federal employment without the necessity of Civil Service certification.

Check with your Placement Office for further information about NSA, or write to Chief, College Relations Branch, National Security Agency, Fort George G. Meade, MD 20755. M/F, Equal Opportunity Employer.

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Gibbs Secretarial
News Service Aids Press In Overcoming Conservative Bias

by Anne Lopatto

The liberation press, that group of almost 150 shakily finan-
canced, anti-establishment newspapers supported. One force
instrumental in this change is a small but growing service
known as the Liberation News
Service. But, after a heated clash
that left two factions both claim-
ing to be the "real" LNS, the orga-
nization that revitalized the free press movement is itself
in turmoil.

When the first underground newspapers, publication three
years ago, their appeal was limited to the growing "hippie
"counter-culture" of the major cities. A typical issue contained one
or two articles attacking the drug
cult, a dash of pornography and
a page of very unusual classified
ads. "Dianarchized With Flowers"
Soon, however, the under-
ground became, according to one
teacher, "dianarchized with flow-
ers." The myth of the flower
child gave way to the hard reali-
ty of the hippie ghetto—poverty,
dirt and danger. The under-
ground press turned from the drug
cult to radical politics. The
philosophy behind this change, an organization that the
individual can change society
darly, was disturbing. He
way of fiasco which could
farseable if approached in a more
major anti-American cultural

STOKELEY

(Continued from Page 1, Col. 2)
ion of capitalism will automa-
tically result in the obltera-
tion of racism in the same way
conflict is more insidious than
class conflict," he said.

Since most white radicals come
from the middle class, they are
not able to feel the same level
of racism and token-
be white, in all States.
Many of these "criminals" were
in the streets, captains of
specific crime, much less given a
trial. But, as Mr. McPherson
stated recently, "white men are
obsessed with a "rape complex."
They felt that the movement is
women against the "rape tav-
gary" of the Black man, but Black
women are not given the same
game for white men.

Richard Seifert, Territorial
He also stated that in the
NEWS SERVICE AID PRESS IN
 news coverage, emphasizing the
the work of eliminating the
of the publishers.

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AT lease two sets of news re-
cepts those who have estab-
ished, and are watching television;
but the hippie ghetto is still trying
to get a decent dinner and a
ation care about pot."

That the reasons are not the
same."

in their attempt, but the entire
black movement was not even
charged with kidnapping.

So LNS subscribers continue
to receive two sets of news re-
newspapers, the
receiving a copy of the publication's policy have
splitted the LNS staff into two bit-
terly opposing factions.

More Concern For Politics

The Liberation News Service
has been influential in persuad-
ing many underground and strug-
gles to show more concern for
current politics. Founded in 1967 by two college
radicals, Ray Mangum and
Black, LNS now appears over 60 subscrib-
g, including such "estab-
lishment" clients as CBS and
Look Magazine. Eighty college
papers receive LNS releases.

"LNS works on the assump-
tion that the established news
media does, or, cannot tell
the whole truth. Releasers from
LNS include long reports from
Hanoi, detailed accounts of sub-
fruits in this country and
r of confrontations be-
between police and various
interest groups.

Consciously Subjective
n LNS has been consciously sub-
jective in its reporting, contend-
 that established news media
are even less objective. Most of
the country's newspapers, the
news service staff contends,
rect the strong conservative bias
of the publishers.

Whether the LNS can continue
to report at all, however, is an
open question. Arguments over
the organization's policy have
spitted the LNS staff into two bit-
terly opposing factions.

Two Opposing Views

One group, led by Bloom,
claims that the original purposes
of LNS have been subverted by
people using the service to fur-
ther their own political ends.
Bloom hints at a take-over plot
involving Black activists of the
Students for a Democratic Society.

The second faction claims that
the source of conflict is Bloom himself. These staff members
complain that Bloom is attempt-
ing to exercise strong authorita-
ty over the organization. Tension
turned into a head last
July when a meeting in which
Bloom presented staff members
a greater voice in LNS policy.
Meanwhile, however, Bloom had
LNS funds and equipment
ately removed from the New
York headquarters to a farm in
Massachusetts.

Confrontation on Farm

On finding the empty New
York office staff, Bloom
ed to confront Bloom on the
farm and bring the equipment and
funds back to New York.
Not only were they unsuccessful
in their attempts, but the entire
black incident closed only after
the group had been charged with
killing

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