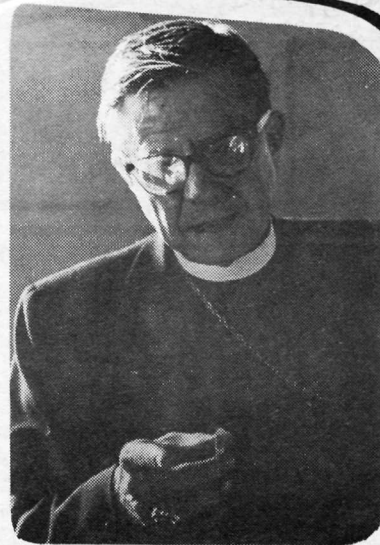




(See PIKE, page 18)

## One Month: 'Space to Breathe'

Allegheny needs a breathing space -- a time to sit back and look at herself, without being concerned with a lot of insignificant trifles. Allegheny -- or any "small liberal arts college," for that matter! -- needs time to take stock of her situation and plan for the future.

Sometimes we make far too much of being "committed." Sometimes there are virtues equally admirable in being "disengaged."

The point is this:

Allegheny has many "forums." While she is no Berkeley, she does have an abundance of communications networks.

But we think she needs a different kind of forum. She needs a marketplace of ideas -- a clearinghouse for creativity and a slaughterhouse for pseudo-intellectual humbuggery. She needs a "perspective" on things ... a critical vantage point.

This is the first of what we hope shall be a new kind of forum for Alleghenians.

Future issues of "perspective" should appear bi-weekly ... and will be abbreviated, in comparison to this first monstrosity. We shall follow the same policy we did in launching the new CAMPUS, and will welcome innovation and experimentation, instead of shying away from it.

There is a dearth of "feedback" at Allegheny (which is the only significant problem we believe Allegheny to have!) There is a dearth of argument and scrutiny; and too often, there is an accompanying suspension of critical judgement, which can be fatal at a college dedicated to educating the "well-rounded" man.

So ... we would like to hear from our readers -- in whatever form they choose to communicate. We welcome not only news and "feature" material, but also fiction, "serious" or "mock-serious" essays, signed editorials, columns ... in short, ANYTHING that a member of the



(See FUNDAMENTALIST CHALLENGE, page 19)

Allegheny family would like to share with us. Please don't be bashful. React! Disengage yourselves from the "torrents of spring," please; and enter for a while the "apparently-calm backbay waters of criticism." (Ahem!) After a month of classes -- at Midterms -- it is high time for a "breather."

## A New 'Ecumenism'

Two Allegheny students have "invented" the ecumenical "flash"--which is defined as being "half-way between a 'happening' and a th18ngee."

Allegheny students have tried to "meet each other on common grounds" in the newly-initiated Free University, freely giving of themselves, sharing their cumulative knowledge.

It would seem that a liberal arts college should perforce be a kind of "ecumenical" center. ... where ideas are pregnant with life, and where they have room to range wide, wholly unmolested. Some--we hope much--of PERSPECTIVE is dedicated to this "ranging" ideal. Why not add your two cents worth--and, after reading this week, do some WRITING for us next week ...

(See BANANA FLASH, page 34)

## THIS YEAR'S 'TRIUNE EXODUS' EXPLAINED

### Dr. Richard Hutcheson



Dr. Augustus S. Cotera is one of three Allegheny professors interviewed in this issue. All share one outstanding temporal characteristic: they will be absent from our college next year.

Cotera, Associate Professor of Geology, will be taking off to the American Southwest; Hutcheson, a philosopher, will try to reap an academic harvest amid the wheat-fields of Kansas; and Freeman will "cut out for the East."

Texas born and educated, Cotera has been at Allegheny since 1961. Participation as a preceptor in "Independent Study" here was made at great personal sacrifice--involving refusal of a government grant to continue his own research.

### Dr. A. Z. Freeman



Dr. Richard Hutcheson, Associate Professor of Philosophy, is leaving us this year for the golden fields of Kansas, where he will take on a new post at Kansas State University. Dr. Hutcheson, or "Hutch," as he is known to a rather devoted group of students and advisers at Allegheny, is a 1952 graduate of William and Mary, and received his Ph.D. after work at Harvard. He has been at Allegheny since 1959.

Dr. Hutcheson--as are the other two professors pictured here--is a preceptor in Allegheny's "Independent Study Program," which began as "Operation Opportunity" last year under the auspices of the Ford Foundation.

(See HUTCH, page 7.)



Dr. Augustus S. Cotera

(See COTERA, page 8.)



Dr. A. Z. Freeman, Assistant Professor of History at Allegheny, is also a preceptor in the Independent Study Program here. Freeman graduated in 1943 from Virginia Military Institute, with a Bachelor of Science degree.

However, he changed course in academic midstream after the War. . . and became a specialist on medieval history. Freeman will teach at William and Mary next academic year. The professor will "pull a Hutcheson"--and shall take another Allegheny faculty member (an instructor of English. . . his wife, Mrs. Margaret Freeman,) with him; even as Hutcheson removes Mrs. Elizabeth Hutcheson, Coordinator of Data Processing.

(See FREEMAN, page 9.)



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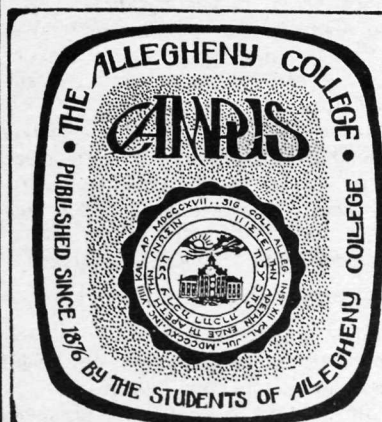
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# EDITORIAL

As this goes to press, we are unaware of the outcome of the "referendum" which Allegheny women have carried-out on the modified version of "dorm-dating" proposed for May Weekend. Namely, whether or not Allegheny women cared to permit men in women's residence halls for a few hours.

Regardless of the women's decision, however, the CAMPUS is manifestly glad that the choice whether or not to have even this extremely-modified and slight kind of "dorm-dating" was left to the people most immediately concerned: the women themselves.

This time, at least, a clear decision will have been made . . . in the open, with "no strings attached" and "nothing under the table." There will be no rumors of "administration knuckle-rapping" or "trustee toadyism."

And, hopefully, if the women--and of course their escorts!--can demonstrate the feasibility of a modified version of parlor or dorm-dating . . . then perhaps this will be only the beginning in a long series of student-faculty-administration-trustee corporate endeavors.

An article by Eduardo Frel Montalva in the April 1967 number of Foreign Affairs contrasts sharply with the tone of Dr. Chaves' remarks about the "Alliance for Progress" when he was on campus several weeks ago.

Entitled "The Alliance That Lost Its Way," Montalva's article makes the telling point that, in many cases, the "Alliance" has been a lever used by South American countries to pry foreign aid out of Uncle Sam's wallet. Foreign aid has been plentiful, but the "social revolution" for which Montalva opts has not yet come about.

And he contends that it is precisely such a "revolution" which is "in the making" in South American nations that should be, and must be, nurtured by such a program as the Alliance.

Instead of Dr. Chaves' comments about "cooperation," Frel maintains that the United States ought "show the way" to fostering social revolution because of its "historic legacy" through its own revolution.

Montalva's post as Chilean president since 1964 makes his statements even more impressive. According to him the Alliance is in grave trouble, indeed. This is far from the impression Chaves gave here.

Allegheny's recent dinner for the relief of children burned and maimed by US action in Vietnam occasioned much argument among Allegheny students. The hawks and the doves continued to split hairs, and held fast to their stubborn positions. While the dinner (of sardines and rice, note!) was fairly-well attended, we believe that even then too many Alleghenians may have given the dinner scant attention.

Moral issues are plentiful, these days. Ethical considerations enter into news stories ranging from Senate investigations to professional golfing tournaments. It would seem that, far from being the age of the Amoral, this is pre-eminently the age of the "hung-up," and the self-conscious.

Not self-righteous . . . but entirely conscious of self. Maybe too conscious of self.

Currently, the ethical hang-up seems to be over Vietnam. Americans cannot quite make up their minds over the "issues" at stake. Moreover, they are not sure just what these issues are . . . whether there is in fact a question of principle upon which subsequent argument could be based.

The Committee of Responsibility, Incorporated, headquartered in New York City, tried to bypass the "ethical" considerations. Its reasoning was simple: no-one likes to see children hurt . . . especially when they're civilians hurt in the course of fighting which many consider criminal.

Even supporters of the war, they reasoned, must love children.

But ethical "hang-ups" can't be wiped-away at all. We suspect that those who contribute most to the "cause" of the maimed children will be the same people who are most opinionated either for or against the war.

Notice that we say "for or against." Largely, it will be of small consequence which way the individual feels. If he feels strongly about US participation, then he will feel strongly about "children," too.

But if he tries to think-out solutions . . . then he begins to have problems. A delicate matter of "propriety" or "sensitivity" will have been "degraded" by objective treatment.

A letter in this edition of CAMPUS contains what we consider to be both the most valid argument for, and the most valid argument against, the project. We concur with much of what Miss Lyndall has to say . . . and would only like to suggest to our readers that backing a cause to escape an ethical or moral belief is never successful.

Some things are above feelings, and demand objective thought. Subjectivism is the death of art--and it may well be the death of ethics.

And when the Subjective "I" tries to weasel-out of a moral dilemma by adopting a "cause" merely to salve his conscience and make him "feel good," he is playing coward. His action becomes something more than amoral. It becomes downright immoral.

And the 'existential thrown-up-ness' against God . . . the "juxtaposition of man and God" . . . has all gone to Hell and back, along with all one's convictions.

THIS EDITION IS DEDICATED WITH RESPECT TO MASTER AARON COPLAND AND HIS 'APPALACHIAN SPRING,' AND TO MISS JUDY COLLINS, ALSO . . . TO WHOSE MUSIC THIS PREGNANT PIECE WAS CONCEIVED AND BORN!





## ● Once Upon A March . . .

by David Frost '67

Because the average Allegheny student is not especially prone to attend peace marches, those few who do so are subject to many questions, such as: "What was it like?" (Peaceful.) "Were there more people there than the newspapers indicated?" (Is the Pope Catholic?) "Was it effective?" (Yes.) "What ARE you, some kind of Pindo?" (No.)

There were countless other questions, of course, along much the same lines as these. What follows is my attempt to describe as accurately as I can just "what it was like" to have taken part in the recent Peace March in New York.

• • •

We left Allegheny Friday afternoon, the Friday before the march--Steve Culbertson '69, Jeff Gattrell '69, and I. We left Jeff off at Fredonia and picked up a friend of Steve's who was going to march with us. Then we drove on to Buffalo.

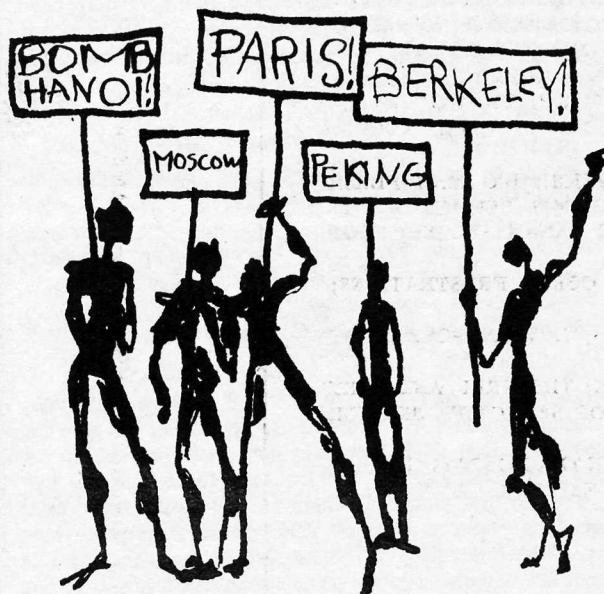
The Law stopped us twice -- once for speeding (in MY car?) and once either because we looked suspicious or because the cop hadn't anything better to do. No tickets, though -- and so, no real cause for complaint.

If you don't already know, I would like to warn you NEVER to get stuck at Buffalo International Airport. There is absolutely NOTHING to do but drink, and the beer is expensive (50¢ a bottle) and of poor quality (Genesee). Unfortunately, we were stuck there for nearly six hours, trying to get stand-by seats. We finally caught the last flight out at 10:25 -- but only after we had broken-down and bought full-fare tickets.

• • •

We got to New York a little after midnight, and proceeded to kill the twelve hours before the march started. Of all the things we did, only two were relevant to this article.

First, while riding to 75th and Park, we were reviled for ten minutes by our cabbie, who called us cowards,



bums, and creeps; told us that we were traitors hiding behind our student deferments; and in general thought very little of us for having come to participate in the Peace March . . .

"My country, right or wrong" he screamed at us when he finally threw us out of the cab three blocks before our destination -- and then tried to shortchange us for good measure.

We thought we had the entire conversation on tape, but found out later that Steve had the volume control set too low and none of it came through. So much for Steve as our audio man! (although I managed to blow an equally classic interview myself the next afternoon. More about THAT later.)

We had sampled the grass roots sentiment and had found it not to our liking. Undaunted, however, Steve and I dug the city for the rest of the night, while Paul, Steve's friend, played it smart and got some sleep.



Anyway, the other relevant incident of which I made mention earlier occurred at four in the morning. As we were leaving a theater on 42nd Street (it was a bad

flick -- don't ever see it!) we saw a man lying on his side, blood on his shoulder, with five or six policemen standing around him.

He was rather obviously dead.

Okay, you protest, a big-city murder; it happens all the time. But I was taken aback when I realized that we were trying to stop the killings and murders that are taking place half-way around the world -- while we still have them as everyday occurrences here in America.



In fact, we have so MANY of them that "ordinary ones" -- i.e., those that do not make good news copy -- are not even given mention in our newspapers or on our radios. Murder is murder, and we have no right to ignore or dismiss it -- regardless of where or how it happens.

• • •

It is now six in the morning, and as we watch New York's smog rise it begins to rain. We might have expected this, someone observes wryly; maybe God IS ON THEIR SIDE! We duck into an all night cafeteria for breakfast (of a sort) and there meet a kid from Massachusetts, also in New York to march.

Since it's his first time in New York, Steve directs him to the assembly-grounds for the march. He advises him to get a few hours' sleep on the subway. It suddenly occurs to us that we need sleep, too; but we eschew the subway, heading instead for Paul's place, where we catch a few winks.

Around eleven, I awake to Paul's gentle advice that I get -the-hell-out-of-bed-before-we-miss-the-entire-march! And, since that was what we were in New York FOR . . . I reluctantly get up.

Steve has left for Parts Unknown, but has promised "to be back on time." I'm listening to the news while getting dressed, and W-I-N-S reports that several people are burning their draft cards in the Sheep Meadow -- the Central Park starting point.

### ● SLEEP NEEDED

We should have been there, covering the story -- but I rationalize that even a reporter needs some sleep. On comes the WINS editorial, advising all New Yorkers to respect the demonstrators' right to dissent, and urging that there be no "trouble." As it happened, it seemed that many people neither heard nor heeded this plea.

We've about had it with cabbies, so we walk to 59th and 8th Avenue to take our places in the march. It got underway around 12:30, but we spent about twenty minutes watching the first wave of marchers pass. Doctors King and Spock, with Stokely Carmichael in the forefront, went by our position. They were preceded by about twelve columns of marchers to prevent any injury to the distinguished leaders.

The main body of marchers followed, walking about sixteen abreast. There were so many that it was to be well past 3:00 before the last of them had left Central Park.

### ● BEATNIKS AND HIPPIES

Our initial reaction was to look for the stereotyped marchers -- the beatniks, hippies, and those other elements of society the average American finds less than desirable. (Not that they are any more enamoured of the "average American!")

They were there, of course; but soon it became clear that the marchers represented a cross-section of the American populace: men and women, young and old, white and colored; nuns, ministers, professors in full academic regalia, families with young children and babies; veterans, blue collar workers, professional men, students . . . There were many of each in attendance, sharing one sentiment in common: none of them liked the war.

### ● REFLECTED CONSCIENCE

A flatbed truck rolled by, providing Pete Seeger and about 40 folksinging children with a moveable stage. Some groups chose to identify themselves -- various chapters of the "Women's Strike for Peace" and "Law Students Against the War" being typical of these. "Veterans for Peace in Vietnam," an unexpected but welcome sight, passed by.

One sight was so compelling that it deserves special mention. Someone had hired a medium-sized truck and subsequently had covered its sides with reflective aluminum sheet -- so that one saw his own reflection as he read the words "You Are Looking at People Who Stand Aside While Children are Burned."

### ● INNOCUOUS FLAG WEVERS

On the other side of the police barricades, a few on-lookers booed the marchers and waved American flags. They seemed fairly innocuous however.

About half a block down the street, some attention was given a group of about ten young men in Fascist-looking attire who were handing out literature. They wore



uniforms modeled after those of the American Nazi Party, but with thunderbolts on their armbands instead of swastikas.

They weren't making any trouble, but four or five policemen stood nearby just in case. I started talking



to one of the uniformed men to find out just what his bag was. But when I had told him that I wished to tape the conversation, he decided he'd better let his boss do the talking, and introduced me to him.

We learned that his chief was one James Madole, who called his outfit the National Renaissance Party. He seemed to be in his late thirties, and was of average height and build. I thought he looked more or less like the "average guy" down the street, especially since he was not wearing a uniform.

#### ● 'FILTHY JEWISH BEATNIKS'

As we talked, though, it became clear that he was NOT the average guy down the street -- or if he WAS, the good old US of A is in trouble! He spoke clearly and somewhat articulately, but it seemed as if most of his material has been pretty well rehearsed.

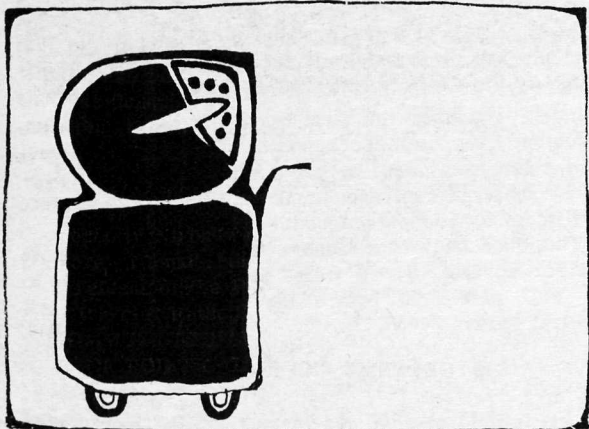
A right-winger he, but more worried about the nonwhite threat (sic) to the White race than the Communist threat (sic) to America as a whole. He described the marchers as "pasty-faced peace creeps" and "filthy Jewish beatniks." Also, he bemoaned the fact that a few marchers had appeared in VC uniforms. (I hadn't seen any, but we took his word for it.)

"What, then is to be the fate of the black minority?"

"They will be sent back to their 'natural homeland' . . ." I assumed that all other "undesirables" would meet a similar fate.

"During World War II, anyone walking down the street in a German uniform would've been killed, but these people ('Red traitors') today aren't even being arrested. I interpreted that state of affairs as a healthy sign -- one denoting a healthy democracy -- but he felt differently.

We talked further, and he revealed that the goal of his party is to achieve an America "governed by and for the white majority."



At this point I thought that I'd had enough, in every respect, so I terminated the interview. Now it was my turn to mess-up with the tape recorder. I KNOW that I had all of that on tape, as I played a little of it back shortly thereafter. But, when we tried to listen to it, later -- it was gone.

I played the tape inside out and upside down -- and every other way it possibly could have gone . . . but no interview. This really angered me, too, because for a while I had what probably constituted the complete recorded speeches of James Madole.

Still, the big story is the march itself -- and, at a quarter after one, we joined it. This was a simple matter . . . we crossed the police barricades and fell into line.

#### ● 'PEACE NOW'

The marchers' ranks were moderately close, but no attempt at any precision was made . . . it was just thousands of people marching down 59th St. in a column about 15-18 people wide.

There was an air of solemnity, which one immediately sensed upon joining the demonstration. There was not so much chanting as there had been when the march began, although spontaneous cries of "peace now" would arise every three or four minutes, lasting about forty seconds as others picked it up, and then would die out. Otherwise, what conversation there was seemed to be among friends; no one seemed to be taking this as any sort of a "get-acquainted-for-peace" gathering.

Things looked different from the inside. While this looked like any large crowd if one ignored the placards

-- once I began to study the surrounding faces intently I found myself trying to discover what characteristic of this or that person's features would lead one to mark him as a peace marcher.

Such "guessing" wasn't easy, for it was a markedly heterogeneous group; but, somehow, I could sense the solidarity of the marchers -- and quickly felt a part of it.

People on the other side of the barricades looked different, too. And I could study them just as intently as I first did the marchers. For the most part, they were merely curious onlookers. But I could read their reactions in their faces.

Generally, they were not too favorable. Or else they were actively hostile to us. About half of them were teenagers, who seemed to be yelling at the 'beatniks' because it was 'the thing to do.'

High schoolers will either admire "hippies" or deeply resent them -- and these were clearly among the latter group.

#### ● BEATNIKS

The others probably resented the 'beatniks' -- or else they felt just as deeply, but were also against us because they supported the war. Their jeering was more malicious and sinister, and some of them waved pro-war ("Bomb Hanoi") anti-marcher ("Pink Students -- Red Professors") placards -- and American flags. These were the "patriots," in the current usage of that term, who were for the war almost as strongly as we were against it.

I spotted a group of four pro-war people on the sidelines, and decided to talk to them. All were around twenty years old, dressed in sport clothes. They looked to be blue collar workers of one sort or another.

They felt that most of the marchers were "out-of-towners" and they weren't happy to see them in New York. The sight of this vast number of demonstrators didn't phase them too much, however.

#### ● COMMUNIST SUPPORTED

"Ninety million Americans like it (the war)" one told me, and that seemed to be enough reassurance for the group. One, however, was particularly concerned about the marchers' political leanings:

"Hey, buddy, what do you think of this march being supported by the Communists?"

#### ● COMMUNISTS

"Is it?"

"Yes, it is! Read the papers and listen to the radio -- it's DEFINITELY supported."

"And so?"

"So you think you should be out there marching? You a Communist?"

"No. I'm not a Communist," I said.

"You marching out there! You are! You say you ARE!"

Sensing a sort of stalemate and reasoning that any argument would be useless, I copped-out by pleading disassociation as a reporter, and then returned to the subject of the "ninety million Americans who like it."

I asked the man with whom I had been talking at first why the "ninety million" couldn't work up some sort of a demonstration in SUPPORT of the war. While he couldn't supply any details, he assured me that one was indeed forthcoming, scheduled for May 23.

"Then you can be over here (behind the barricades) and I'll be out there marching," he told me.

Nothing doing! If the kind of people I saw waving flags and hurling insults and eggs at us are going to conduct a demonstration -- you couldn't get me NEAR it!

The marchers turned down Madison Avenue, no less, and for about the next half-hour the march was relatively uneventful. At 57th St. the march was halted by the police every minute or so to allow traffic to cross. (Remember that we were marching on some of Manhattan's principal thoroughfares, and we undoubtedly made the traffic problem even more hopeless than it usually is. The demonstrators realized this, and gave police no trouble.)

For the duration of the march, in fact, relations between the demonstrators and the police were almost perfect. Recognizing the situation as potentially volatile, the city had assigned some 4,000 policemen and plainclothesmen to cover the march.

This was the largest such force assembled for any event since Krushchev's 1960 visit. The Commissioner's office was aware that extreme right-and-left-wing elements might attempt to turn the demonstration into a riot, and so they had instructed policemen to be as courteous as possible to the marchers.

And they were. And the marchers responded in kind, much to the relief of all concerned! In almost all the cases where police HAD to be firm, their actions were directed against the pro-war people.

#### ● IMPACT HITS HOME

About half-way down Madison Avenue the march's impact REALLY began to hit home. I looked as far ahead and as far behind as I could . . . and could see nothing but marchers. At this point we gave up trying to estimate our numbers, although I later arrived at

a figure of 175,000 that we deemed fairly accurate.

I decided to play the interview game again, and talked with several of the marchers. All were strongly opposed to the war, of course, but most were somewhat hard-pressed to answer definite questions about just WHAT our specific policies should be -- save withdrawal.

#### ● LITTLE INFO GIVEN

On the other hand, the American public is told so little about the war, outside of the number of houses, bicycles, and civilians destroyed during an average three-day period -- or a disclosure that Hanoi has rejected twenty-nine "peace feelers in the last four hours -- that there's not much more that one can say but 'the usual.'

By that I mean "there's a senseless war going on, and I want it stopped."

One of the most obvious, yet crucial, observations came from a young man not yet eighteen who said that Ho Chi Minh was the man who would sooner or later emerge as the leader of all Vietnamese -- "no matter WHAT the United States does!" This is because "he is the nationalist, not the Communist, voice of the people -- of Vietnam."

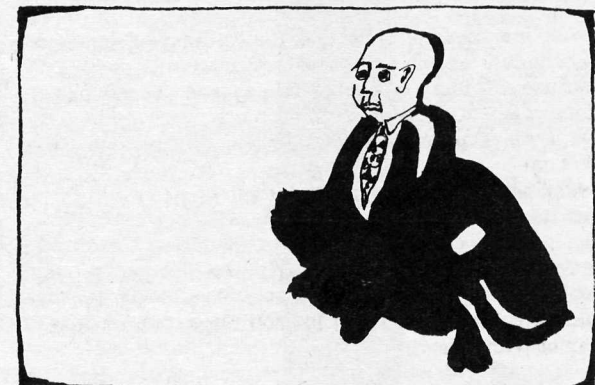
I asked "Why?"

#### ● 'REPRESENTS THE PEOPLE'

"Because you can never fully suppress the people," he said. "And he represents the people."

The march began to get slightly political. The "Martin Luther King in 1968" sign was pretty clearly a one-shot affair. But there were several in support of Bobby Kennedy, and I had an interesting talk with the leader of the small faction which sported them.

He didn't think the time and place to be inappropriate, as he believed Kennedy to be "the only political figure of national prominence who might be able to lead us out of the war." The longer the war drags on, he continued, the more Johnson's popularity will decrease; and "the Democratic Party will begin looking for someone to replace him in 1968."



He didn't care whether or not Kennedy's anti-war pronouncements were illustrative of sincerity or political strategy.

"As long as he (RFK) can deliver the goods, he's my man."

Like a stupenik, I neglected to ask whether he represented any established pro-Kennedy organization; but his views were certainly of importance whether he did or not.

With the UN only six blocks away, we turned off Madison Avenue onto 52nd St. It soon became evident that the pro-war army of spectators have saved their ammunition for the last.

#### ● BOTTLE-UNEASINESS

Several bottles were tossed at us from the top of a 30-story office building . . . and, while no one was hit, and while the march continued in an orderly fashion, the uneasiness was evident.

From that point on it was, in a word, "hairy."

First, the initial marchers had reached the UN plaza, and the march's pace slowed down. Our ranks became much more crowded. By this time we were within two blocks of the UN. Conditions had become hopeless. Paul and I (Steve had left us a few blocks back to round up some more money so we could get back to Buffalo that evening) never got close enough to the speakers' platform to see or hear the leaders' addresses delivered.

Also, our "opponents" had become more numerous, abusive, and aggressive. A minor fistfight, instigated when a zealous patriot jostled a marcher pushing a baby carriage, was quickly broken-up by the police. And that, as far as I know, was the only violent incident to mar the demonstration.

More placards denouncing us, together with louder and stronger insults, were sent our way. In two or three instances, organized groups of anti-Communists, about fifty in number, tried to conduct a counter-march of their own. They were restrained by the police, however. A few marchers were splattered with red paint, and many with eggs. We survived a barrage of about a half-dozen eggs on Lexington Avenue, and I recall the incident vividly.

The crowd was much denser than before, standing six to eight deep on the other side of the barricade. Suddenly, from a collage of signs, insults, and flags, an egg would come in our direction and the crowd would scream and cheer like a host of maniacs as the missile hit a marcher. This was a real example of the anonymity of a crowd, for the eggs seemed to materialize out of nowhere and come straight towards us. It was very disquieting, and almost frightening;



but, happily, there were no more eggs when we reached the end of the block.

At that point it became impossible to keep track of what was going on. A cheer or some other form of activity would erupt -- but as soon as we investigated it, or even made an effort to do so -- the action had moved somewhere else. So we gave up trying. In fact, the streets had become so hopelessly congested and the situation in general so confused that we gave up altogether, went to the East Side Terminal, and caught a bus out to the airport.



Steve showed up at the airport later, and was able to recount the gist of some of the speeches. How he got close enough to hear them, I'll never know. Spock, at any rate, denounced the war in general, and King called the demonstration "just the beginning" of what he predicted would become a full-scale outcry against the war. Carmichael, after a few platitudes and generalizations about Vietnam, devoted the rest of his talk to Black Power. And so ended the day's events.

There remains, of course, the crucial question: did we accomplish anything? I really believe that we did. Whether they liked it or not, our governmental officials could not help become cognizant that a substantial number of citizens went to a good deal of time and trouble to voice its strong and concerted opposition to United States policy in Vietnam.

Let me re-emphasize that the marchers represented a complete cross-section of the American public; and because of this no number of excuses or rationalizations can dismiss the importance of their actions. On a more personal level, participation in the march gave me -- and I believe gave all the others! -- a renewed and strengthened sense of solidarity. Perhaps this was the march's most important outcome.

Undoubtedly, every person who marched that afternoon realized that he was not alone in opposing the war; that with him were some 175,000 others who had similar convictions.

I personally returned from the march much more in favor of "the peace effort" and more willing to voice my sentiments.

Multiply this effect by 175,000 and you may have an idea of the success and importance of that Saturday venture.

• • •

## ● Culbertson: "Experience"

by Steven Culbertson '69

The march, organized by the SPRING MOBILIZATION COMMITTEE TO END THE WAR IN VIETNAM, which was a phenomenon Saturday, April 15 principally in New York and San Francisco, was an experience of some magnitude; if nothing else, it was edifying.

I went home to New York to march for three reasons: to test the sincerity of my own sentiment and opinion against the war, to find out if I respected the people in general who march in "peace parades," to march against the war in Vietnam.

All three intentions were resolved to a certain degree. Now, please excuse a personal indulgence to recount the history of my own attitude toward the war. Two years ago I fervently defended the war; I was in France, and I bore the attitude that no Frenchmen in sincerity could curse America for her involvement in Vietnam.

At the time it was only an "involvement," but since that time even the Frenchman can look with awe at the beautiful fiasco in Vietnam that is manifesting itself with increased proportions by the day, and which is fast becoming a rotten page in American History, no longer so much of "a problem inherited from the French." (What bias!)

Anyway, I continued for close to a year thereafter to spew the usual "pro," but quickly becoming defensive, arguments.

"We must have a return to the 'status-quo,' to allow the people of Vietnam the right of self-determination."

"We must protect South-East Asia against communist aggression."

"There must be a show-down with communism."

### ● 'LIKE ANY OTHER WAR'

Such were my rather typical arguments. I look back now and laugh at myself. I suppose the war seemed "just like any other war" at the time to me, but since

then, all my arguments have lost much of their meaning.

I even wrote an article in my college newspaper, condemning peace marches for their quality of "mass hysteria" and insincerity.

### ● FRUSTRATED YOUTH

It said that dissension, and its protection of dissenters as a minority group, was one of the beauties of the American political culture; but I went on to say that those sincere pacifists and their pacifism were eclipsed by a rabble of effervescent, frustrated youth.

The article I wrote was in the same vein as Time's article on the recent march.

I was looking down from a rather high horse; I had never been in a "peace march."

Furthermore, the "dissenters" from the administration's policy in Vietnam are fast losing their minority group status. About six months ago I first became cognizant of some of the statistics being chalked up over this war. And my heart was turning in the other direction, to a "moderate anti-war-in-Vietnam" stand. Here I remain.

### ● NOT HUNG UP

The peace march two weekends ago was for me an impressive experience in a positive way. It affirmed a personal desire to be sure that I wasn't some wacked-out, hung-up, angry young radical and that neither were most of the marchers. The peace marchers represented to me a cross-section of the American people.

Of course the gamut of eccentrics was well turned out, but I believe that even if the war in Vietnam is a beautiful, existence-affirming, and convenient cause for such people, they are none the less sincere in their opposition to it. If you are interested in a further local-color, detailed study of such "kooky" people take a glance at last week's TIME.

### ● HUNG UP

The magazine is hung-up, as usual, on its "pasty-face, peace-creeps" attitude. TIME doesn't mention (NEWSWEEK does) the man whose picture I took. That is, the middle-aged man with his wife who marched in the parade pushing a baby carriage with a sleeping baby.

It doesn't mention with any due emphasis, nor does it take account of the hundreds of so-called "normal" people that carried placards decrying the war and who shouted themselves hoarse with a repeated "Peace Now."

It doesn't mention the little group of children (perhaps put up to it by their parents) who chanted, "Hey, Hey, LBJ, how many kids did you kill today?"

It doesn't mention the credentials of some of the more renowned people who marched, in support of the march, or who spoke at the UN.

### ● UNRESPECTABLE

My point: an opinion built on a secondary source such as TIME is to me unrespectable.

The involvement, and perhaps the commitment afford a genuine opinion on peace marches -- and to some extent on the whole matter of Vietnam.

In conclusion, I want to emphasize the congeniality of the marchers towards each other. Sure, they, (perhaps I can say we,) all shared something in common; but that speaks for itself. It was a great place to meet girls!

But I would suggest that we all read NEWSWEEK and/or participate in peace marches. At least we should attend one for the sake of experience.

• • •

## ● 'I Was There, Too . . .'

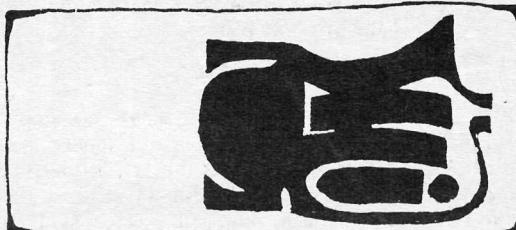
by Donald Cairns, Allegheny

From section 'P' of the Saturday march for peace, I received a slightly different view of the march than did most of the press, to judge by their reports.

The New York Times "estimated the number of demonstrators outside the United Nations at 'between 100,000 and 125,000' ". The Times failed to inform its readers of the solid line, 12 to 18 abreast, that stretched back to Sheeps Meadow.

Police cooperation was excellent, as reported, and I'm sure that the violence of anti-demonstration demonstrators was minimized by their presence; but no cross town traffic was halted, as is the case with most parades, so that it took an inordinately long time for people to make the march, waiting at stoplights.

The UPI, in its reports, took care to mention the organizations demonstrating against the march, but didn't say much about just who WAS marching to end the war, except "within shouting distance of the hair- and fashion-shapers of the nation shuffled more than 100,000 young Americans dressed in what can only be described as early ragbag. Exceptions included a contingent of college professors in caps and gowns and



some other adults dressed suitably for Wall Street or a banker's office." (my emphasis)

The impression one gets when reading most reports on the march is that it was composed of kooks, hippies, and draft-card burning students (bearded, of course) with a sprinkling of academic and professional oddballs.

I forgot to take my cap and gown, so I found myself towards the rear of the parade, among the doctors, lawyers, social workers, psychiatrists, and psychologists.

Many of them were wearing the white coats of their professions -- others in suits or sport clothes -- very few beards. It was cold, so the majority had overcoats or jackets, and did not look quite as chic as they might have otherwise.

Probably ten per cent of the parade was made up of hippies, who lent color, charm and interest (visual) to an otherwise representatively dull group of average American citizens.

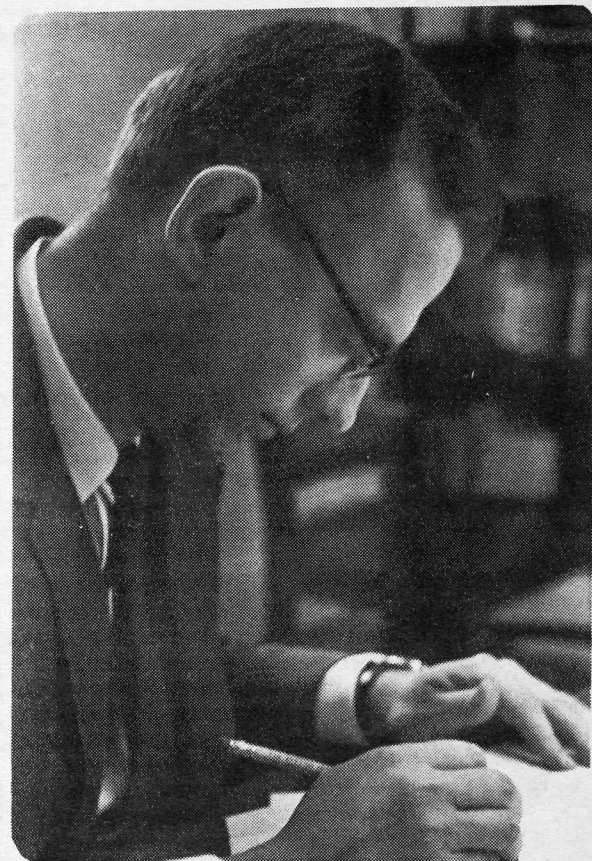
As the parade crept down Madison Avenue, its ranks were swelled with onlookers who, after watching for a couple of hours, decided that they could safely join this parade -- which seemed to be composed chiefly of people like themselves.

I'm sure there were incidents of violence, but by the time my section got downtown, there were only a few people holding signs protesting our action. They were far outnumbered by the "Peace" signs that appeared in office windows along the route, and people in offices and along the sidewalk who applauded and encouraged us.

It was a friendly and interesting walk, and I think significant, in spite of the Establishment's efforts to discredit it as being composed a bunch of dirty societal rejects out to destroy America -- A VIEW HELD BY A SURPRISING NUMBER OF PEOPLE WHO OUGHT TO KNOW BETTER, AND WHOSE REPORTING IS OFTEN UNCONSCIOUSLY DISTORTED BY THIS BIAS.



Dean of Students Jonathan Helmreich was reading the first issue of CAMPUS when he noticed that we reported many of Allegheny's professors are leaving this year. He decided to verify this fact himself. . .



. . . and so he consulted his records. The situation was plain to see. (And, of course, the Dean had known of the "exodus" far in advance. The CAMPUS always has a difficult time "scooping" Bentley!) However -- and quite naturally enough, we suppose. . . →





...sometimes it DOES make one rethink many of those problems one faces as Dean of Instruction at a liberal 'arts college during this "dangerous" (and perhaps fatal?) era of self-institutional-analysis.

The CAMPUS interviewed Dean Helmreich recently... and received an optimistic report on "the fate of liberal arts education." While this interview will appear soon in CAMPUS, concerned readers "take heart" even in the face of some very serious problems which exist here--if they read copy in several of our past numbers.

We refer in particular to the articles on "new faculty" and "curricula changes." Also, interested readers should consult the three interviews appearing in this PERSPECTIVE issue.

They may be rather surprised to learn just how well Allegheny "came-off" at the hands of departing professors.

And they may begin to understand how it is that we on CAMPUS seriously wonder if Helmreich's "perplexity" (see photo above) wasn't feigned for our photographer's benefit...



Contrary 'snowflower' blooms on the groves of Allegheny's rhododendron academe last week were, hopefully, the last of this season. (CAMPUS staffer David Squires predicted them a week in advance, let it be noted, in his "HAPPENINGS" column!) But another campus prediction didn't come off...



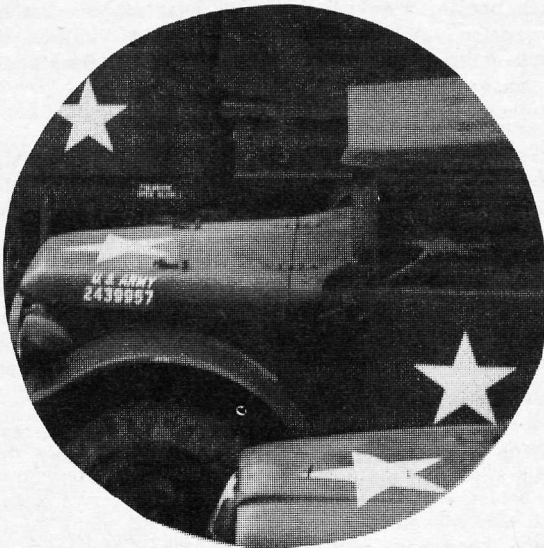
...quite so well! We had anticipated a large crowd to hear jazz singer MARION WILLIAMS (or HOPED for one, anyway!) in her "Story of Jazz" presentation...



...But Alleghenians stayed away. However, Allegheny's own jazz expert, Professor of English Dr. Richard Madtes held his own "jazz listening hour" on the CU lawn, and...



...said 'sour grapes' about Miss Williams' "imitation" performance in his Meadville TRIBUNE review.



There were military stars in Meadville (National Guard, photoed on the Diamond Park) and something...



...less than "stars in her eyes" for at least one participant in the recent Kappas vs. Thetas game. A different kind of "star" was seen as Randy Pelton '70 made-up for the recent "And People All Around."



DEBBIE ALLEN '70



DEBBIE ALLEN '70

DALE ANDREE '69



DALE ANDREE '69

ANN PAWKA '68



ANN PAWKA '68

JOYCE SAVARESE '67



JOYCE SAVARESE '67

JUDY THOMPSON '67



JUDY THOMPSON '67



# ● HUTCH, cont'd...

We interviewed Dr. Hutcheson several weeks ago. Ruter Hall's venerable brick was bathed in sunshine... the day a very pleasant one. It was warmish in his office. And many of the philosopher's ideas glowed with a scarcely-subdued fire.

"One incontrovertible statement can be made about American education: it is at some sort of crossroads--in a crisis situation. The question is asked: 'What will become of the small liberal arts college, which is symptomatic of our times. We find ourselves in the midst of an age of agonizing reappraisal.'"

Doctor Hutcheson said that he believed this "of course a very trite way to begin any discussion of the 'liberal arts college,'" but added that "American education, like the American theater, is always dying. This is characteristic of us in this country."

"And this is characteristic of us (at Allegheny) too. We have common ideals... common ideals of 'democracy,' say..."

"What we have here is democracy -- and too much democracy! As long as he is 'reasonable' about it, anyone can pretty much do or say what he pleases... even if the result is anarchy. Which it IS! How can it be anything ELSE, in such a situation?"



We asked Dr. Hutcheson to elaborate on what he meant by "a common ideal."

"There is an educational ideal current in this country... which is a 'common ideal,' I believe. It is that an educational system cannot be a free enterprise; but it must not be a structured enterprise, either..."

"Education in America is squarely in the middle of a perpetual crisis. This is symptomatic of something different from the European attitude toward education."

## ● ALLEGHENY'S CONSTITUENCY

"Ours is unlike the European system because the public gets deeply involved. The public forces education to change... constantly it is changing... this applies to both public and private education."

"It is constantly in flux, being revised; constantly it is being attacked and defended. This reflects the complexion of the time."

The CAMPUS asked the philosopher to explain in more specific terms how the "complexion of the time" is "reflected" by American colleges and universities.

We asked if state-supported schools might not be more "reflective" and more "responsive," and so be better fitted to remain potent in contemporary America.

"No. I don't think that is true. What I was talking about even applies to the private schools. Private schools very frequently fulfill the need of some constituency -- not even they can escape this. They are dependent on money from a given constituency, and so they are responsive to its will."

"And responding to a given constituency can be a very large order for a college's administration. A COLLEGE NEEDS--WE need -- a leader, rather than a responder."

## ● LEADERS, RESPONDERS

"Oberlin, Swarthmore, Reed, Harvard, Princeton -- all these institutions can lead, while they are yet responsive to some elite, some (normally liberal) constituency."

"You can't make THAT kind of deal!"

"One of the chief factors in changing is response to and action against some constituency. It may be a state legislature, a board of regents, church groups... the Quakers, perhaps..."

Dr. Hutcheson smiled.

We asked if Allegheny has its own constituency.

"I suspect so, yes... I think Allegheny has its own constituency. The administration is well aware of its demands... what it will take... and it can endeavor to modify the constituency, IMPROVE it."

"Perhaps one despairs of the constituency to which he finds himself obliged. But then the option is always open to him to pick another..."

The CAMPUS asked if this is why he is leaving Allegheny, and elicited a "perhaps." Our reporter expressed his dismay to find so many outstanding faculty members leaving this year. When he used the word "best," Dr. Hutcheson rejoined:

"Yes, but there is an infinite list of best teachers; the present active faculty are always the best teachers. This is a strong relationship between student and professor -- there is a great deal of discipleship in it."

"As for my 'change of constituency'... I think this is true in part. Allegheny has some very bright stu-

dents, with a great deal of ability. But the student body represents (and this is not necessarily said in a perjorative sense) a certain stratum of society."

"Where I'm going I'll be teaching a very different type of student. He'll have an agricultural rather than suburban background. He may be the first to be educated in his family."

"Economically he'll be very different' lower--as compared with upper-middle to upper. And I'll be moving from a state which considers itself to be 'Eastern' to one which considers itself to be 'Western.' There are ALL these differences!"

"But most importantly, to me, because I'm teaching in a field which becomes most interesting on the graduate level, I'll have dealings with graduate students from the start. My reasons for leaving, therefore, are primarily 'professional.'"

Dr. Hutcheson told us that he is eager to teach at an institution where education means "the prospect of a different kind of life" to students. "Without it, for the most part they would never have the chance to alter their social condition significantly."

The student's life "is not going to be the same thing as his father's doing."

From its inception as a college of agricultural and applied sciences, the Kansas State University has provided the opportunity to help its students recreate their modes of life dramatically, Hutcheson believes.

"Education is a commodity the student is investing in, and it's going to change his way of life... not only, and not necessarily his economic status alone."

## ● 'PROFESSION-ORIENTED'

"The primary emphasis is on teaching at Allegheny... it's teaching-oriented. And I find myself more profession-oriented. I want wider contact with fresh ideas... and things like that."

"Another factor: I've been at Allegheny eight years... and I'm reaching the time in my career when I think the thing I want least is security. I want to grow professionally in one place."

"The important thing, to me, is--whether I was here or elsewhere, at college x or college y, I would probably be moving, with nothing changed. Now, I have been in one place for eight years. And I would probably be doing the same things in the future that I'm doing now... and that I have done, if I stayed."

"I have only about 25 to 30 years of teaching ahead. I want another change now--want to take on one more risk before I become middle-aged. Before I retire..."

After a brief pause he began in an impassioned tone: "But I've had no limitations here! No restrictions, either overt or covert, to limit my freedom of expression. Neither the Church nor any member of the Church has EVER tried to control me... hold me in. In fact, my relations with my colleagues who are ministers have been, on the whole, liberal and outgoing. I have learned a great deal from my association with them, and I hope they would say the same thing about me."

The CAMPUS questioned Dr. Hutcheson about "the situation for philosophy" at Allegheny, with its united philosophy and religion departments.

"Given that my reasons for (leaving) represent... that they are for the most part due to a significant philosophic need and are exclusively professional, it follows that I believe philosophy is a discipline in its own right. It is replete with its own techniques and its own methodology."

"I believe that the issues, and the subject matter content of philosophy require as thorough and professional a treatment as any other discipline."

"The confusion of religion and philosophy occurs because people have a misconception of philosophy."

## ● PHILOSOPHY NOT ETHICS ONLY...

They have no real conception of the philosophical tradition as it is practiced and understood apart from moral issues--apart from ethics."

"Ethics is only ONE branch of philosophy. Because the theologian or minister is connected with this one branch of philosophy, they tend to be identified with it 'popularly.' However, I wonder what the 'popular' reaction to philosophy would be if the philosopher were a logician, say? If he was not concerned primarily --or even significantly--with ethics?"

"There is no more reason to confuse theology and philosophy than there is to mistake physics for English. The problem which arises is due to an historical accident. Because the layman's first (and perhaps ONLY) contact with philosophy in this country comes from hearing a minister--he associates it with religion."

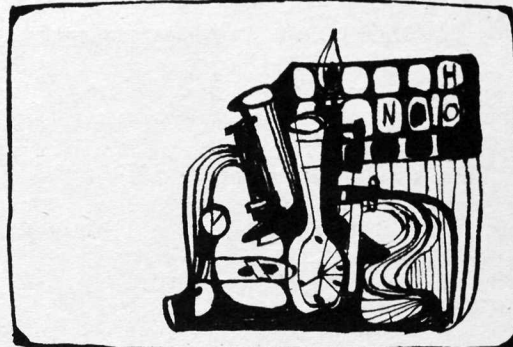
"Furthermore, those 'philosophical' problems which the layman enters into tend to be ethical difficulties. In so doing, he may understandably neglect the whole range of professional philosophic activities. Theology and philosophy should each be disciplines in their own right."

We asked Dr. Hutcheson for his opinion of "double-O", Allegheny's pilot independent study program. Hutcheson was associated with it from its inception last year, and recent unfavorable comments have been voiced by

students in the CAMPUS and on campus concerning Operation Opportunity.

"I would like to see (the program) extended, continued--but NOT expanded. I would like to see more restriction of it. It works for a few select students... for whose personalities it is suited... but it is only a very small group which is even interested and which has the proper temperament (not motivation, necessarily, but temperament!)"

"But rather than having all its eggs in one basket with ONE program... I should like to see many various programs. A number of them would offer different



pathways, many alternatives.

"I would like to see the present Independent Study Program extended... provided for an elite group... and would just leave it at that."

"As for my own participation in the program, I think we were told that... I think we understood that... commitment was for two years and for two years only."

"Anyway, I still believe that we have not developed sufficient programs--have not been imaginative enough with programs for the first two years of college... and this is the area which I would give the most attention. We've had a lot of work done along this line over the past few years... but nothing has appeared; nothing has been brought forth and approved by the faculty."

Dr. Hutcheson praised the Allegheny's Superior Achievement Committee... but restated his conviction that a great deal remains to be done."

## ● NO SOCIAL DISTINCTION

"The social distinction has vanished between high school and college. As the community becomes more liberal, as the life of the teenager becomes more open... and more 'socially-directed'..."

"Well, there used to be a big difference socially, between high school and college. Even THAT's gone now!"

"College has become roughly equatable with the 13th, 14th, 15th, and 16th grades of high school."

"I think this is bad. Very bad. This is one thing that dramatically affects the students."

We asked the philosopher what might be done to remedy the situation.

"I would redesign the first two years of college, basing any changes made upon this premise: In what way can I make the freshman year entirely UNLIKE the last year of high school?"

"The freshman year IS the one which needs the most study... it too often is both devastating and tedious. Once you've lost the student during his freshman year, it is only with great luck that you get him back his senior year."

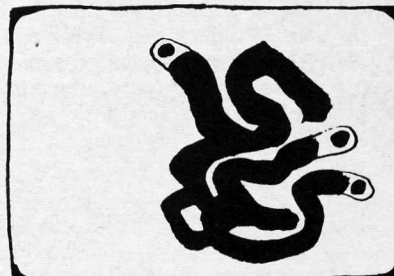
"We should use more imagination in structuring our educational system. There are more challenging ways to educate that must be discovered."

"We haven't yet accomplished (the task of finding them) but... I don't know of any other college which has, either!"

## ● THE PREMISE

"At any rate, the premise ought to be that the freshman year in college be entirely UNLIKE the senior year in high school. There should be no continuation or repetition of what he's had in high school. Again, the chief thing we have to accomplish is to give him a totally-new experience."

Hutcheson was asked about the "viability of the liberal arts concept as a whole," in America.



"I think the concept is viable... and there is still much... life... left in the American liberal arts college."

"Maybe we will not have as MANY in the future--as they are bought-up and consumed by growing colleges and universities. But, then... there are private academies which go on, and some of them are damned good! (and many of them probably OUGHT to go under...)"

"But I think there will always be a private and a (selective) support... and there ought to be!"

"There is room for both a public and a private



sector in education--and this ought to be continued.

"But the liberal arts college should perhaps shift its focus, today, if it hasn't already. It should have as its main interest the creation of a well-educated citizenry. Its chief function ought NOT to be the education of professionals--not training professionals, for certainly the university can do a much better job of that than can the small liberal arts colleges.

"But what happens to the professionals and the specialists at the university? There undoubtedly is a greater variety of opportunities from which the student at a larger institution can choose. It would seem true that no liberal arts college can compete with a large university in this regard.



"But... does that mean that a student should not go to a liberal arts college--a SMALL liberal arts college? I think not.

"Manpower and facilities create constant problems which have to be solved if the liberal arts college is to go on. Unless it can compete... the small college IS doomed.

"Perhaps the sole answer to many questions which liberal arts colleges have to answer lies in making the institution primarily an humanistic one. Emphasis should be on the humanities and the social sciences. Of course, the sciences should not be neglected, either. But they should not be given primary emphasis..."

Since Dr. Hutcheson calls himself BOTH a Platonist and a Whiteheadian, the CAMPUS asked him where Plato's concept of the "philosopher-king" fit into all of this.

"The philosopher-king is NOT a technocrat," he smiled. "Advanced scientific training should not be afforded all students, and I should require every student to have calculus as well as art. That is a curious thing about Allegheny, which bothers many artist friends of mine.

"We have lab requirements, but no required STUDIO COURSES at Allegheny. In some ways, I agree with these objections.

"But excellence in science in no way entails corresponding lack of excellence in something else. For example MIT has one of the finest humanities divisions of any school going!

"And furthermore, I think that the quality of teaching... I think that it's a myth that professors at universities are poorer. The only thing that can justify the claims of the liberal arts institution to provide a better education is that it be a QUALITY institution with a QUALITY program. IT HAS TO BE COMPETITIVE!

"If its curriculum is spotty and poor, the student is no better-off than if he attended a large institution with a quality program!

#### ● 'CAN'T MATCH'

"I do not think that in a small liberal arts college--that it will be able to match the larger institutions scientifically. But there is a need for courses in such things as the philosophy of science, the history of science, instruction in basic scientific principles and practices--in methodology, lab technique.

"Even the most humanistic humanist needs familiarity with these subjects. But the emphasis should NOT be on turning out professionals in science."

Dr. Hutcheson was asked to localize some of his remarks. For openers, we asked him what he thought "the future Allegheny" will be like.

"I don't know. I really don't.

"Allegheny has a long and distinguished history. As far as I can tell, it is on a sound financial basis. But the institution cannot go on as it has been in the past. It must grow--grow with respect to long-range vision, if not physically.

"And we must stop taking so supercilious an attitude (toward neighboring, commonwealth-administered

or endowed institutions.) We have to watch places like Pitt and Edinboro. WE CAN'T GO ON TREATING THEM AS THOUGH THEY WERE POOR RELATIVES.

"We must have cooperation and aid between us and them. We can't afford to disrespect them. Our attitude has certainly got to change.

\* "She has to define herself."

"Sooner or later Allegheny has to find-out what she wants to do. SHE HAS BEEN FUNCTIONING ON SOME VACUOUS NINETEENTH CENTURY DEFINITION OF WHAT THE LIBERAL ARTS EDUCATION IS ALL ABOUT.

## ● COTERA, cont'd.

Our reporter talked to Dr. Coteria in his Alden Hall office one day several weeks ago. This was before a recent exchange of letters concerning "ISP" appeared in CAMPUS from students in the program.

"My leaving has nothing to do with ISP Allegheny's second-year Independent Study Program.) I'm not at all unhappy with it--and it was not a factor in my leaving.

"Nor am I disenchanted with the liberal arts college as I see it. However, I am concerned about the role of SCIENCE in it... when a person talks about the place of social science and (the) humanities in a liberal arts college, compared with the position sciences should have, he... well, they're not at all the same.

"Science... science is... a game to see... a game played to investigate, pushing natural facts further and further, forcing them to give... to give up SECRETS, although I know that sounds trite.

"And when science at the liberal arts college is considered... well, at Allegheny I think we have done our best to see that science has seemed this kind of... of very exciting... GAME, you see? and I would say that science, here, has an excellent chance... with what are maybe optimistic... outlooks, vistas... ahead of it.

"But Allegheny--and every small liberal arts college--must fight a continual battle against the encroachment of larger universities, with not only better facilities, but a better staff... a REAL battle... (this is) a REAL cause for Allegheny to strive to improve her facilities--her facilities and equipment.

#### ● BLUNT QUESTION

Asked bluntly why he was leaving, Dr. Coteria gave us an equally-blunt reply.

"To some extent, it's because of teaching load. The kind of stimulus a scientist HAS to have in order to... survive... and live and contribute within his own discipline... has to come from (his) students. The scientist who is also a teacher... needs students... perhaps graduate school students who tax him--tax his capacities, providing a constant challenge. He needs students who continually question everything that he says."

Our reporter asked what KIND of scientist was demanded by the small liberal arts college--where there are no graduate students with sufficient background to be in a position to question.

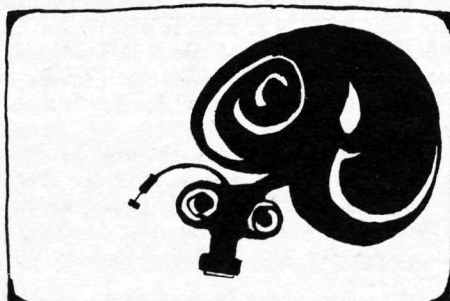
#### ● QUALITY SCIENTISTS

"The scientist must be of quality, and must be able to teach in the liberal arts college. Whereas liberal arts exceeds the universities' capacity for individual student-teacher contact... there are difficulties to be overcome. Equipment... curricula... the "image" of the institution: these all present special problems, about which--while they can't ignore them--the larger institutions can breathe more easily.

"And I'm afraid that all the liberal arts colleges will be in serious trouble ten years from now. And I've seen where that prediction... where my statements are already becoming true... with neighboring small colleges.

"Too many undergraduate introductory courses are made up of captive audiences. I'm not... disenchanted... about this situation. But I AM... concerned. When will I, as a practicing scientist, be challenged sufficiently at the undergraduate level?

"To be challenged, you first need a competent staff around you--one which is well-versed, ambitious, driving... this goes for faculty as well as for students.



"One of the things which has really distressed me... I'm teaching, this term, an upperclass, advanced course in sedimentary petrology. Now, this is my major area

of specialization... and I find... in terms of literature... well, I haven't taught the course in (two years)... and I find that I am... well, I CONSIDER myself to be... hopelessly behind in the reading. Behind in the literature--the recent work that's been published and done.

"I have the... the horrible feeling... that... Well, a scientist can be competent--and I mean REALLY competent--in only one or two areas. Any more areas than this, and he cannot maintain his competency. Ideally, the teaching duties of a scientist at any institution should occupy only one-fourth of his time.

"The remaining three-quarters should be spent in researching, in reading, in trying to contribute to your OWN development... to your own progress and skill in your own field. And this is a VERY difficult thing to do in a liberal arts college.

"This challenge of preparing a course every other year... not only is it time-consuming, but there are other demands... legitimate demands... of students, talking with them... giving exams. Again, some time has to be spent preparing and grading "discussion" exams. Grading the finals of 45 students in oceanography took me 50 hours last semester.

"I'm not saying that EVERYONE has to have some outside stimulus... some students spurring him on, challenging him. ME... A-S-C... I need it... it may be possible for someone to research independently, completely on his own. But I'm not (one of them.) I NEED someone to stimulate me, to drive me..."

Asked about some "remedy" for the plight of the American liberal arts college, Dr. Coteria replied: "Well, I think the remedy is this..."

(There was a pause, while the Professor sat looking out his window onto George Street and the CU. Students were sauntering by, on their way to register. Several faculty members passed--all unaccountably walking their dogs. A moving man at the maintenance building prepared to transport some machines to our new shops. The CU's coke machine was being replenished by a delivery man, as several attractive women in bright, short skirts paraded past, their chattering drowned-out



by the sound of someone playing the piano in the Union. It was very bright--much sunlight, a fresh spring breeze. But our reporter couldn't help wondering if it all looked quite so beautiful and peaceful and perfect to Dr. Coteria, as he sat head in hands, pensive, gazing out of the office he'll be vacating this June.)

"Hmmm... I don't know... WHAT... the remedy is," he said. "There may be two courses of action open.

"One simply hires people who have no concern about keeping-up; who are not interested in continuous research; who are not, in a word, professionally-oriented."

Our reporter proposed that "If this were the case, one really wouldn't have SCIENTISTS, would he? One would have TEACHERS of science."

"Precisely! You'd have men whose primary interest IS the undergraduate first year course.

"Or, second, you have perhaps MANY scientists on your staff--men who are research-oriented, and you simply reduce their load. And you do not involve them... in the extra teaching activities... It becomes a matter of logistics. And it's an expensive road--a very expensive road, but..."

#### ● 'THIRD COURSE'

"No, wait; I guess there's a third one. A third course of action.

"And that's to get a much better man than me--a man who can do both. A man who can research, and still keep up in his field... keep up with his specialty, as well as teach general introductory courses to undergraduates."

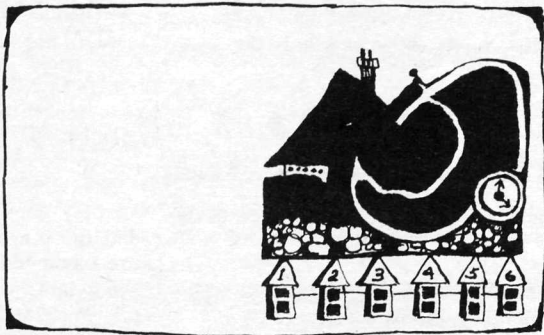
Our reporter, having had Dr. Coteria in several classes, noted that "there ain't necessarily no such animal."



Cotera laughed. "Oh yes there IS! The kind of man I'm talking about is a real dynamo--a more efficient person."

"Of course," he added wryly, "you have to pay for it, I suppose--you have to pay to get such a person."

Again there was a long pause. Again the spring day, the faint ticking of a wristwatch while Dr. Cotera



gazed wistfully out across campus. Until his thought itself seemed to become audible.

"It's strange," he said, "but... I never thought of that until you asked me. That's interesting, isn't it?" He smiled.

The CAMPUS tried to get more specific remarks pertinent to what he had found undesirable in Allegheny during his tenure here.

"I'm concerned about this college," he said, "which I know may sound strange, coming as it does from someone who is leaving it soon. But I REALLY am."

"The college has been good to me and for me. It's played a very significant part in the development of my academic career as a teacher."

"In return, I've done my best to reciprocate... and I hope that my leaving will not hurt anyone--faculty, students, or administration."

He again looked out his office window, giving onto the College Union.

"Life is too short to hurt people," he said, "Life is just too short."

## ● FREEMAN, cont'd

We met Dr. Freeman early one morning in his Arter Hall office. His interest in the history of warfare was apparent when we first entered his inner sanctum: models of war machinery from various periods filled overflowing bookshelves along one wall. And so, it seemed a fitting scene for a discussion of "competition."

We asked Dr. Freeman's opinion of Operation Opportunity and its implementation at Allegheny.

"My attitude has not been specifically critical of the college, or am I disenchanted with this program at the college... but I have been..."

"Well, I have been sort of... a pragmatist about the whole thing. And if it isn't going well or it is going well, then I will gauge my opinion according to the relative success or failure of its function at a given instant."

"I came into the program with eyes open and in good faith... but no, my leaving has nothing to do with my personal feelings toward the independent study program. Nor is it related to my own participation in it as a preceptor."

### ● ENJOYMENT

"I've enjoyed it... in spite of the serious shortcomings... which are chiefly in terms of the manner of our student-selection. I mean, 'Independent Study' wasn't supposed to be an honors program, but it would seem that the same type of student who participates in it would participate in an honors program."

"But I am NOT disenchanted with the program itself. As I said earlier, I was pragmatic about it... practical about it... at the start, and I feel the same way about it at finish. I mean, at my finish... my leaving the program, this summer."

Then why ARE you leaving? we asked.

### ● PROFESSIONAL AND GEOGRAPHICAL

"Well, it's largely professional and geographical," he replied. "This is my 11th year at Allegheny--and they've been pretty happy years. But every time I've had the chance, I've had to cut out and go East. This is a pretty provincial town. And now I have a chance to GO East and Stay East..."

The MAIN reason for leaving is the chance to work entirely within my specialty. There's little chance here to be a specialist, which is understandable, but where I'm going I can be.

CAMPUS observed that Dr. Freeman had characterized Meadville as "provincial." We asked him to explain any carry-over from this "provincialism" in Meadville experienced in the attitudes of Allegheny. We asked, in more specific terms, about the "viability" of the liberal arts concept--with special reference to our situation at Allegheny.

"I think the professor at the small liberal arts college does have a chance to 'grow professionally.' But I also think that too wide a spread in courses taught sometimes keeps him from doing it. And yes, I do think that the concept is 'viable.'"

"The initial cause of my wanting to move... well, I always want to be in the middle of things you know? IN THE MIDDLE OF DEBATE AND SCHOLAR--in my own field... my own profession. And so I want to move."

We asked Dr. Freeman to be more specific. What did he mean by "being in things?" And why was this so important?

### ● 'IN THINGS'

"Let me clarify myself. This desire to be 'in things' is probably a good thing... it keeps us alive."

"In two ways, the liberal arts college may be outmoded. While on the other hand, it's quite important... quite up-to-date, and... well, it's VERY important."

### ● VASTLY DIFFERENT

"I know that must sound like an oracular pronouncement," laughed Dr. Freeman.

"And I realize that where I am now is vastly different from where I was when I came to Allegheny. When I came here... well, this was my first teaching job."

"And I'm a latecomer to this game, anyway, you know... I had first majored in engineering... that sort of thing." He smiled.

"... and so I was delighted at the chance to come to Allegheny, and was quite proud of myself to be able to teach at THIS college in particular."

"I guess... I've progressed, I mean, I've not been stagnant professionally, haven't stayed the same in terms of my specialty. Now when I go to William and Mary, I'll be able to function as a thorough medievalist. I'll be a member of a 20-man department, and I'll have contact with graduate students..."

This mention of "graduate students" led our reporter to ask Dr. Freeman whether he did not think the liberal arts education was no longer applicable in an age of specialized learning which starts in elementary school.

### ● FORCED SPECIALIZATION

"Of course, in some fields men are forced to specialize early--medicine, for instance. But liberal arts has a place in educating for everything but the specialized professions and even there it provides a basis. All that's really needed is the advanced degree. It doesn't matter... at least not too much... whether that degree is in history, English, or political science or whatever. But employers DO want the degree."

"Now, the liberal arts college allows the student completely-free choice. The university can, too, of course... but it's a question of differences in shading... The Master's will be much easier to obtain by specialization in an early-determined profession. And the University might be a better place for a student who is sure of his profession from the beginning."

"But the indeterminate Master's seems much more feasible at the liberal arts college."

### ● ADMISSIONS STATISTICS

Our reporter asked Freeman if he believed the charge of single-class economic bracketing at Allegheny was a significant factor in discussions of the college.

"From the statistics (Director of Admissions) Zack has given... there seems to have been a change in that during the last five years. We have a wider spread among the student body, now. My concern is not so much with that... as it is with the nature of undergraduate education in general."

He laughed.

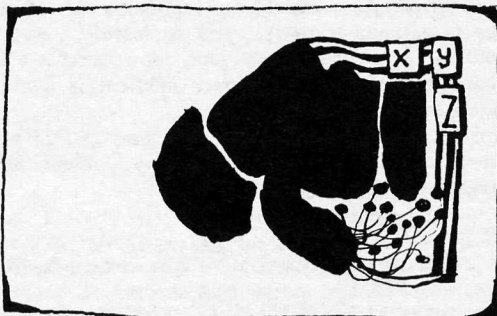
"I mean, I'm not a PARASITE on liberal arts education. I BELIEVE in it. And a great part of my life has been spent in a liberal arts college."

"What bothers me is that I don't think we are REACHING most students here. We are having no effect upon them. At least, we can see no VISIBLE effect on most."

"In fact, we're very much like the Calvinist elite: you never know you are among the elect--or who else is among the elect--so you have to work hard... and hope."

The CAMPUS asked the historian how one can know when he has "reached" someone.

"I don't know, exactly. Perhaps it's the occasion of



his writing his first letter to the editor. Or his first time at making a vital, imaginative decision. (And this only comes when he is confronted by his first important challenge.)

"This is one of the weaknesses here. There is no feedback. I wish we could get to know our graduates better; to know what kind of effect, if any, we're having upon them. Maybe the whole damned thing is an illusion. Maybe we're all deluded, and have no real effect whatsoever."

"I'd hate to think that this might be the case. But I realize that it might be. I just don't know."

We asked Dr. Freeman what "curriculum" changes, or administrative changes he would make to (1) reach more people and (2) get feedback.

"Now, mind you, the things I'm worried about most don't involve curriculum alone. This is a definite fea-

ture of the problem... but the difficulties encountered by the liberal arts college aren't particularly those which involve curriculum, or types of courses available."

"The most important feature... well, it's connected with... well, we're NOT an 'elect' ourselves, you know--we on the faculty. Just because in due course someone becomes a professor in his own right doesn't necessarily mean that he's been REACHED!"

"As I see it, the important thing we have to do is to transmit what is essentially an intellectual inspiration. The college in general may or may not be doing this now, it may or may not have done this in the past."

"What I have in mind is close to something (Allegheny President) Mr. Pelletier spoke of several years ago. We have a faculty committee at work on academic changes now. Several ideas about the college, and proposals about which way the college ought to go in future years have been brought out. And I think Mr. Pelletier had an excellent idea. The question is, How do we put it into practice?"

"His idea is (that) there ought to be here at Allegheny, a clear, accessible, commonly-understood--but perhaps undefined--standard. We should have a kind of... a kind of 'esprit de corps.' There ought to be a kind of ('transcendent') exaltation which lasts; which everyone understands and to which everyone



tries to measure-up."

The CAMPUS asked the Doctor if HE had any suggestions at "putting this idea into effect." In response, he divided the college community into four major elements: alumni, students, faculty, and administration. Our reporter suggested that the kind of atmosphere he seemed to desire on-campus was that of a "kingsize happening."

### ● BIG 'HAPPENING'

"It's a big 'happening,' yeah; but I think it can be spoken of in terms of these four elements. Each element of the college should be aware of this. The president should do his best to promote it."

"Such an enterprise would involve a careful, an most-scrupulous selection of faculty... and equally-careful pruning of the current faculty. The college should have a constant flow of young people coming in..."

"Hiring should be done to filter out the best and let the ordinary pass on through. And the best are required for our students."

"We have a good student body now."

"We have a good faculty now."

"And we also have an aggressive recruitment of students, which I think the present admissions staff has been doing pretty well. But we have to initiate what is almost a eugenic improvement in the college. We need a kind of 'eugenic control,' almost... and we need continued education of all elements of Allegheny."

The CAMPUS asked what he meant by this.

### ● EDUCATE ADMINISTRATION

"Well, the administration must be educated itself--all elements! And you can educate the alumni, too, just as much as you can anyone else."

"We have to get a (feeling) of understanding among alumni, present students, and faculty and administration. The college community as a whole must be one, complete, united body with a definite understanding of where we are and where we ought to go."

Freeman cited fellow department member Dr. Jay Luvaas' attempts to do just this during his summer "education programs" in past years, which interested alumni were invited to attend.

"He finally gave up," said Freeman. "And I don't blame him. The number of those in attendance was negligible. There simply wasn't enough interest generated among the alumni."

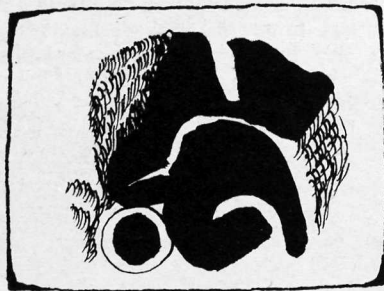
We asked him how the college's four elements could BECOME "united."

"You have to create an 'esprit,' he replied immediately. "And you do this especially by WINNING! Nothing is



so good for morale as a few wins for the home team, in whatever game you're playing: football, warfare... or academics.

"There's nothing like being a winner. And a college can win in a variety of ways. It comes in terms of fellow scholars' reactions to the work of faculty-members. It comes with faculty honors of all kinds, and with student honors. It comes when graduates are awarded scholarships and fellowships to graduate schools. It comes when alumni distinguish themselves. And it can even come with great building programs..."



"And that last point is where we have REALLY lost-out at Allegheny. Jesus! It doesn't cost a cent more to plan and construct a decent-looking building--no, let's say a FINE-looking building--then it does a plain or common one!"

Dr. Freeman asked our reporter if he had seen the new maintenance building yet.

"We have a wretched building program, except for Ravine. And the maintenance building is a little case in point."

"What we need is an excellent, comprehensive building program. And, again, I believe this is one case where we've failed. No-one is going to drive from SHEAKLEYVILLE to Meadville, to take a look at OUR buildings!"

Since he has been at Allegheny for the past 11 years we asked Dr. Freeman what he thought about specific changes in the academic system--and academic year--over that period. For instance, he said, you have taught under both the old "G" system, and under the "course distribution" system at Allegheny. Which system do you think advisable for this college?

#### ● DISTRIBUTION BETTER

"I believe that the present distribution system is better than the "G" program. Some of the old "G" courses WERE creative and well-thought-out. But too often too many of them tended to break-down into compartments--into particular courses."

"I mean, there were courses like English Lit (which is and always was, to my estimation, a fine course--which is worthwhile no matter what title you put on it.) That was G-5."

"And then there were history 1 and 2. These were and still are good courses. . . together, they made up G-7."



Next, we asked Dr. Freeman what he thought Allegheny's "chances" were -- in terms of offering a high-quality liberal arts education to her students, while involved in a pinch-play launched by the larger colleges and universities which adjoin her.

"This has been a concern of mine for some years," he told the CAMPUS. He smiled ruefully. "I sat there on the (Faculty) Council and brought this up once. . . but this worries me. In the next ten years . . . well, I don't know."

"I suppose your question about the concept of 'liberal arts' being 'doomed' is . . . the big one for Allegheny in a couple of ways."

#### ● CHANGED NAMES ONLY

"Many of the 'liberal arts colleges' which have been incorporated into some public education system, have left their formal pronouncements about education unchanged. They changed their means of financing, and their names, but not much of anything else. They're still teachers colleges, but they will draw better with the new 'State College' names."

"Larger state institutions have a lot going for them, of course. They can educate more cheaply, and if the student is after a degree in a specialty, then, in many cases, he can go right on to graduate school at the same university. But Allegheny -- like any small liberal arts college -- is in the middle . . . and in danger -- in amongst burgeoning, state-endowed institutions which are beginning (or have already begun) to make their moves."

"This kind of college is in danger of becoming grades 13 through 16 on one hand, or a feeder for graduate school on the other. I think the greater danger here is the first. If the liberal arts college is going to survive, then it depends on the 'modus

vivendi' at a given college -- which course to take. The trustees and president have to design -- and implement -- an on-going policy system; and they have to be committed definitely to some consciously-chosen program of long-range action."

"For a long time we were pretty satisfied in our knowledge that Allegheny was the queen institution of Western Pennsylvania. . . and sometimes we looked down on surrounding institutions. But how much longer will it be, though, before they have a damned good university at a place like Edinboro? We have to keep alive to the pressures of our sister institutions. The point here is to shoot the works -- if we're going to compete anyway, let's make it competition on a higher and broader scale."

#### ● 'COMPETITION'

"Allegheny's brand of education is in competition with the other brands currently on market. . . with those, say, of public institutions -- your large colleges and your universities."

"It's simply a matter of trying to win in a very close, very hot competition, meeting these places on their own ground. And I think it can be done -- if we choose our class of competition right."

We asked Dr. Freeman what he thought the role of the sciences should be at a liberal arts college.

"I am convinced that one of the principles of a liberal arts education is to acquaint people with what the race has done in all ways. I'm speaking about the 'human race,' now. . . and this is what I consider to be humanism at its best!"

"Perhaps a liberal arts college simply can't support the equipment and the community of scientists which are necessary. With humanists, it's somewhat the same -- but there ARE great differences, of course. We just need each other, some books, and pencils. Philosophers don't need anything."

#### ● PUBLISHING LATE

"I'm just coming to publishing late . . . and I'm aware of . . . well, there is a serious difference between the needs of the historian and the needs of the scientist when it comes to research. The historian is dependent upon printed materials and documents of course, so he's easier to feed -- and cheaper."

"I know (President) Pelletier has been aware of this, too. The shortcomings in regard to 'keeping up to date' may be critical, in some ways, but . . . well, Pelletier started a special fund, designed solely for faculty members' use in pursuing their own research through the facilities of Reiss. Moneys given have been concentrated mainly in the humanities and social sciences . . . \$5000 per year for these special purchases."

"As for the sciences -- they're hungry too. Everyone is hungry at a small liberal arts college. Their role is much like ours -- to explain the relationship of man to his environment. They do it by looking at the natural environment -- or our view of it, I should say."

#### ● SUGGESTIONS

We asked Dr. Freeman what specific "suggestions" or "observations" he could make in terms of helping Allegheny overcome some of her problems with regard to its "image."

The history professor smiled.

"It's a lot easier to make suggestions when you don't have the responsibility of carrying some or all of them out. But Allegheny has to be improved both INTRAMURALLY and EXTRAMURALLY. Again, to use the President's terms, we must have a "general underlying knowledge" of what this educational game is all about, and how it should work here."

"That is the most important thing which has to be accomplished in terms of Allegheny's relations intramurally."

"Extramurally, we have to realize that having the BEST damned college in Western Pennsylvania is not enough -- we have to enter wider competition! Things have changed, changed intellectually, I mean. Now, departmental majors should go off to professional meetings of learned societies, and so forth. . . Faculty should be more active in them, too. Outside contacts are crucial -- this is where publication comes in -- by students as well as faculty."

"After you've been around here without getting out, you get a distorted view of Allegheny. Everything looks bad. . ."

#### ● CONFERENCES

"But when you go to conferences, much to your surprise, you find that we're well thought of. Besides that, you learn so much about the institution and your discipline."

"But this all ties in with what we were talking about earlier -- the lack of feedback at Allegheny, and the great need for it. We have to make the members of this educational community understand their institution better. We have to make our people recognize the key part it plays in their education. And I don't mean only their four years of undergraduate work here, either. I'm talking about the continuing influence the college should have throughout the student's life."

#### ● FACING FACTS

"But, speaking now in very general terms, I should think that in the next five years Allegheny will have had to face facts. Her students and faculty and administration and alumni will have had to ensure that

it's one of the best colleges -- not even one of many second-best institutions -- that is still dedicated to the concept of 'liberal arts.'"

#### ● INTELLECTUAL HONESTY

"Perhaps, if he is intellectually honest, the Allegheny citizen will learn much by seeing his weak points and shortcomings. And he will make the institution a better one. It's all a matter of attitude, however. It's primarily dependent upon whether or not Allegheny's family wants to make her the best -- wants her to WIN!"

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### ● Watts, Taylor And College 'Experience'

by Steve Baker '69

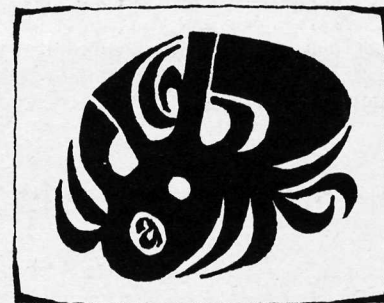
Speaking at the Allegheny Student Government Symposium, "The Ivory Tower--Myth or Reality?" Dr. Charles Watts, President of Bucknell, said that the small college campus must be more than a "holding action" keeping students involved in meaningless activities and apart from the rest of society.

He stated that the whole life of the student must be taken into account, and that four years on a small college campus should mean more than grades, credits, and a degree.

Also speaking at the Symposium, Dr. Harold Taylor discussed the roles that students are taking in developing and maintaining curricula, social rules, student courts, and all other aspects of the total atmosphere at colleges and universities today.

He stressed the responsibility of both student and institution in reaching the many goals implicit in a meaningful educational experience.

In one of the Symposium's discussion sessions, Dr. Richard Hutcheson brought much of this to bear on the Allegheny situation.



This discussion, billed "Social Freedom" became another installment of the long-continued debate on dorm-dating. The students themselves brought out the lack of student organization and support for this (or any other) issue, and decried the build-up of an overwhelming do-nothing political organization.

Dr. Hutcheson commented that he hardly ever heard or read of student discussion of some of the most meaningful problems of the non-classroom experience at Allegheny (citing specifically the new College Union complex), and that students seemed either uninterested or uninformed about such problems.

He added that the sense of community in the student body which he found so strong at Harvard, with 10,000 students, was almost lacking at Allegheny, with 1400.

Wesleyan University, a small school in Connecticut, describes in its literature the 'Wesleyan Experience.' This outlook on the college life emphasizes student involvement in all aspects of life, and the University works with the students to provide a full and enriching program.

A sophomore presently at the school feels that the phrase 'Wesleyan Experience' is overused on the campus but the atmosphere created bears out the catalog description.

Antioch College labels its college career the 'Antioch Adventure.' 'Intellectual knowledge, . . . important as (it is), cannot alone teach people how to live.'

President Dixon of Antioch states, "Our purpose is to cultivate the intellectual, appreciate the beautiful, and manage the emotional so that individuals learn patterns of behavior that will reward them by personal fulfillment and that will further a society of justice and moral order. Defined in this way, our educational concerns become as large as life itself."

Here at Allegheny, however, life outside the strict academic pursuits is little more than a series of time-killing activities that keep students busy enough to keep from thinking about what they are.

#### ● GREEKS NON-FUNCTIONAL

The blame lies on both the students and the institution, but little is being done about it by either.

Our Greeks keep a round of parties going, but do little in organizing the campus as a whole or providing a varied slate of activities to sections of the campus--activities which the Greek system in other schools does provide.

ASG, with all its ponderous committees, eventually effects much needed changes, but has failed even to communicate with the student body, let alone lead it. The College Union, which tries to keep an all-college



view, busies itself with programming individual weekends so that there is something to do, and fails to build a campus-wide 'spirit.'

Our confused system of IFC, RAB, and College Courts ends up fighting over jurisdiction, thereby ignoring many of the important social questions which must be answered here...and soon!

The College itself does little better than its students. It is not only failing to hold on to many good professors and administrators, but at least in the case of the College Union Director is not going to hire a capable, imaginative, dynamic replacement--the type of man that is needed by the student body.

Our Public Events Series, too, is in danger of being cut down.

Rather than provide the student with educational experiences--and teach him their worth--the series could be scrapped because of a small turnout at certain events.

One of Allegheny's communications media has tried to solve some of the problems which plagued it in past years by evolving a new format: the CAMPUS.

Another organization attempting to make a change in the campus situation is the Allegheny Community Exchange (ACE.) ACE attempts to relate students to the "world outside", providing meaningful experiences to people involved in a number of voluntary service activities.

Not only does this program show students some parts of their society that they may not have seen before, but it brings college and town into contact on a common ground of community service.

Even this attempt, however, meets the problem of student apathy and lack of adequate funds. At the last meeting expenditures of over \$200 were presented compared with an ASG allotment of \$140.

This type of activity is the exception, unfortunately, rather than the rule at Allegheny. There is no 'campus community here, and there is little drive or quest for an intellectual, cultural, or social basis on which to build one.

Students and administration keep banging heads over the question of where a boy and girl can be alone, and fail to see not only where the question fits into the overall problem of the 'non-campus' college, but the FACT that this college does not have a 'campus.'

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● **Taylor on 'Clean Bombs'**

by the CAMPUS

Like the "clean bomb" constructed to loudly explode over American cities as a warning of "dangerous times", Dr. Harold Taylor, former president of Sarah Lawrence College, burst upon students during the recent ASG symposium, "The Ivory Tower, Myth or Reality?" Under the auspices of the Ford Foundation, the guest speaker presented his concepts of the "World of the American Student."

"As we meet here, the Soviet Union has the ability to destroy forty or fifty per cent of our population." Formulating his theory, Taylor explained that students do not live in an ivory tower but in "the world order like everyone else." And this contemporary world bears considerable weight upon educational institutions.

● **ARMAMENT DEVELOPMENT**

Growing development of nuclear armaments has resulted in "instability in the world," according to Taylor, and has precipitated such influence. Even "truces are not made on the brotherhood of man, but with the fear that the enemy may destroy you." Society's pressures are therefore forced upon high school and college students.

Security measures for the nation appear throughout a student's education. Curricula have been developed in response to international competition for manpower in science and technology. "Scrippy treatment of fresh and interesting material" faces the arts and humanities because of the "overemphasis on subjects the government wants taught in order to meet its ends."

"Response" rather than "reaction" capsulizes Taylor's hypothesis. College students may consider themselves isolated in a unique ivory tower of learning; but, in effect, their education is subject to "national ends set by persons over whom they have no control."

In many cases, students exhibit only stock "responses" to their institution, accepting and questioning only relatively mundane issues about the campus. Meanwhile, thoughts of universal or all-encompassing influences which require "reaction" lie fallow.

Consequently, "the culture through which we move is not perceived as we move through it." Dr. Taylor drew

an analogy between a fish in water and a student in his cultural medium; neither stops to consider the substance of his environment.

Colleagues, the speaker pointed out, "assume what they are doing in college is becoming educated," but they never step back and contemplate the actual foundation of this education.

Ultimately, acceptance of the system reigns, for the "mass culture" inhibits "penetration into its center."



Three firmly inculcated "unworthy, diseased goals" of colleges supported the theory: "academic success as measured by grades, social status, and the ability to practice public relations and show others that one is all-American." Generally so entrenched in a student's cultural milieu, these goals are not only accepted but un-questioned.

"Education is plagued by influence," Taylor stressed. Social-economic gain and national policy exert little-considered pressure upon education and "rob the true meaning of learning, love and enjoyment."

Challenging students to examine their "world and mass culture," Dr. Taylor then broadened his scope with positive aspects of the "World of the American Student."

Although students may not reflect upon the campus in sufficient depth, Dr. Taylor enumerated various college "reactions" which balance the "responses." "Young people are reaching to corners of their country and the world to be of help and to use their education." Vista and the Peace Corps exemplified Taylor's opinion of this facet of the current college generation.

"Idealism" populates the government and permeates America through youth. Students of the '60's are "without the prejudices of their parents and unafraid to protest against the hypocrisies of society." Salient issues from civil rights to Vietnam are the objects of young serious concern.

San Francisco State College students have even initiated "rejection of mass culture." Dissatisfied with teachers, they organized an auxiliary college within the formal institution in which students taught subjects they chose. Such freedom, according to Dr. Taylor, has resulted because of the nature of contemporary students.

At Sarah Lawrence College, where he had served as president, Taylor explained the liberal arts education according to freedom, not variety. Except for perhaps one required text, women read material they wished in relation to a course.

Classes met weekly, and then only as supplementary discussion groups; grades and formal examinations were relatively unimportant. Based upon the ideal of "stimulating the mind," Taylor believes that interest and enjoyment constitute the foundations of learning. For example, if a student's formal courses are ignored because of a "discovery," such as "Faulkner," "why not?"

Student independence and initiative has also been fostered by the arts. Increased exposure to ideas and creativity through painting and sculpture, inexpensive paperback books, and films have created "a museum without walls."

College groups, influenced by mass media, may experiment in theatre, poetry, or art apart from the established curricula.

"The World of the American Student" rapidly expanded as Taylor's "bomb" burst; and students left the lecture provoked into contemplating Allegheny's "ivory tower" itself.

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● **Seagrave, Composer**

by Jon Caldwell '69

Malcolm Seagrave comes to Allegheny each Wednesday evening to rehearse the Sinfonietta. Often, after his two-hour struggle to prevent Mozart from turning over in his grave, Seagrave bids farewell to his faithfuls and invites this writer to go to the Grill for coffee: two black--one sugar, the other saccharine.

Here, Seagrave is no longer a conductor and interpreter of the established classics. He is a composer who hopes to add to the Established the New--HIS new.

And thus, though we have him only part-time, Allegheny can boast not only a novelist, a sculptor and a painter, but even a faculty composer.

● **EARLY START**

Seagrave came to music very early. When he began piano lessons at the age of three it was soon discovered that he possessed the gift of perfect pitch. He made his first attempts at serious composition at the age of twelve.

He did his undergraduate work at the University of the Pacific, not far from his home in Carmel, California. He took a double degree in piano and composition, having studied with Adolph Baller and Ellis Kohs.

Seagrave then pursued both his M. A. and Ph. D. in composition at Eastman School of Music in Rochester, N. Y., studying with Ingolf Dahl, Halsey Stevens, Bernard Rogers, and Howard Hanson.

He is now music professor and head of the department of Fine Arts at Alliance College in nearby Cambridge Springs, Pa.

His compositions have been performed in such cities as Washington, New York, San Francisco, Los Angeles, Dallas and Cleveland. Dr. Seagrave considers his most important works to be the TRIO SONATINA FOR CLARINET, VIOLIN AND PIANO, the FIRST SYMPHONY and "CENTRIFUGE" FOR SMALL ORCHESTRA. The SYMPHONY was featured on the American Music Festival Commemorative Concert Celebrating the Hundredth Anniversary of the Birth of Edward MacDowell held in Rochester, 1961.

● **WINS CONTEST**

"Centrifuge" won a contest sponsored by the Redlands, California, Community Symphony. He presently is working on commissions for Kent State University and for a concert pianist.

Here at Allegheny we have heard Mr. Robert Lynn perform in recital Seagrave's 'Sonata al'Antica' for organ. Hopefully, Seagrave will someday entrust some of his music to the Sinfonietta.

Like many younger composers, he believes the future of music lies in the further exploration of the same essential musical materials willed to us by Bach and Beethoven. He is "committed to the continuation of musical composition and performance of, by, and for human beings rather than machines."

Seagrave's creative mind was for many years under the influence of his somewhat conservative neo-romantic teachers. But since his study with Ingolf Dahl, a Stravinsky pupil, Seagrave's style has evolved toward the neoclassical ideal of that twentieth century master.

With the pressures of teaching and those inevitable periods of creative stagnation, Seagrave cannot write as much as he would like. He is frustrated at times to find himself a "weekend" or "summer" composer. But he is still young, for a composer, and has much time in which to add to his already substantial achievement.

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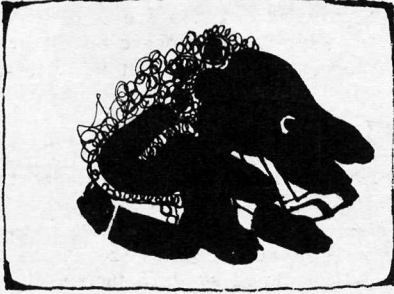
perhaps that is what art is all  
about, anyway ...  
to eternally  
find  
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snaking  
its way through  
the core every time  
you have hold of a  
juicy, fresh tidbit -- an apple, say, to preserve  
the metaphor, the imagery ...

And just when you are set  
to enjoy the feast of your life ...  
then the Word appears, in the shape of a  
worm,

twisting about until it ferrets  
every god-loving or god-damning  
bit of sap out of you.

THAT'S MAYBE  
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# LETTERS TO THE EDITOR

## ● 'Trying Times Soulwise'

To the Editor:

"Soulwise," writes E. B. White, "these are trying times." Our individual and collective consciences are baffled daily by new ethical dilemmas requiring greater and greater subtlety of moral discernment.

Is Black Power the answer? Shall we draft the clergy? How sincere is Lyndon Johnson?

At the risk of adding to the community soul-burden I pose the following problem:

As everyone knows, a nasty side-effect of this nation's military involvement in Viet Nam is the killing and maiming of thousands of civilian Vietnamese. A high proportion of these victims of fire, shelling and explosives are children--perhaps the only parties in this appalling conflict who may claim total innocence of its causes and present course.

Under the primitive, poorly-staffed conditions of jungle hospitals, relatively little can be done to heal and rehabilitate children with severe injuries--particularly the many thousands who have suffered hideously-disfiguring burns.

Burn therapy requires months of treatment, months of operations, months of physical therapy, months of highly specialized care by neurosurgeons, plastic surgeons, and orthopedic surgeons. A single Vietnamese child--one child--can be brought to this country and receive this treatment at the cost of \$25,000.

Twenty-five thousand per each burned kid! The figures mount very rapidly to terrifying heights:

- 40 children---\$1,000,000
- 400 children---\$10,000,000
- 4000 children---\$100,000,000

Believe it or not, somebody still thinks it's worth it. A group of medics--neurosurgeons, orthopedic surgeons, plastic surgeons--calling themselves the "Committee of Responsibility," have already begun to tackle the monstrous collection process.

Now the soul-burden. Is this in fact the fine cause it's cracked up to be? We're dreaming to imagine that we can even begin to make a dent in the suffering of these unfortunate children.

Who decides, then, which youngsters win the big prize of a trip to the U.S.A.? And what's so great about mending young bodies and broken souls and then chucking them back to Viet Nam to face another package of American fire and brimstone?

How very kind of us. Shouldn't we be spending all this money to end the war?

Isn't this just one more monetary blob of salve to the liberal conscience? Aren't we really supporting the war in a subtle and sinister way by masking American aggression in American philanthropy?

Perhaps it is better to be convicted of chauvinism, if that's what it is, than indifference and inaction.

The alternative of doing nothing at all for these children is somehow unspeakable.

One twenty-five thousandth of one Vietnamese child is not a terribly impressive investment of human concern. But it's a start. And in a way, it's priceless.

Yours faithfully,  
(signed)  
Anne Lyndall

EDITOR'S NOTE: The demon apathy is an elusive cuss! You think you have him cornered. . . and he slips away from you. He's like that--slithery. We thought we had him cornered, at Allegheny. The CAMPUS has been pretty proud of itself: we thought we had the demon on the run, at last. But then. . . we discovered that we didn't really KNOW the demon. . . couldn't identify him (or it!) Miss Lyndall's letter was received some time ago. Since then, all response on campus has dwindled to a trickle.

But we "did get some fine copy out of it," didn't we--by pretending that more than a handful of Alleghenians were interested enough in the Vietnamese war to at least form an opinion about it and some of its more ugly side effects. . . such as the treatment of maimed children. Hmmmnnnnnn. . .

Richard Groening '70 wrote us the letter at right about two weeks ago. Two days later, the bookstore began to correct some of its defects as he outlined them. We reprint his letter as a "checklist" for Alleghenians. . . and as a roundabout compliment to Mr. Maddy and the bookstore staff; (and to Mr. Groening and crew.)



## ● Book Store Rapped Again

To the Editor:

The first two terms saw the functions and effectiveness of the Bookstore questioned many times. In response to a letter written to the Campus, a resolution was drawn up in ASG to prod the administration into action.

Later a petition was circulated, again to provoke administration action. Finally the administration adopted a plan for rearranging the paperback section by subject matter; this was a giant step forward and was enthusiastically welcomed by both students and faculty.

But why was action either necessary or desirable? And how far has the administration come in following-up its proposals?

The function of the Bookstore is difficult to state clearly. Certainly a variety of things is sold there. Perhaps this variety itself defines the Bookstore's function.

For the Bookstore is expedient to the students by stocking toiletries and college "insignia," and it must also carry the textbooks and supplemental paperbacks necessary to satisfy the rigors of being a college bookstore.

### ● BROADER REPRESENTATION

But if the Bookstore does a good job marketing insignia and toilet articles (there are some who claim it is too active in this area), the same was not - and is not - true in the book department. The main points of the Campus article and the ASG resolution were broader representation of titles and publishers and arrangement of books by subject matter.

The aim was to provide a selection of books to supplement course reading and one which would meet the demands for browsing - and one would point out to the administration that browsing accounts for about 40% of the college book market, according to Saturday Review and Moderator magazines, at least where browsing is possible and pleasurable.

But the Bookstore won't be first-rate until the problem of space is licked. There probably won't be depth within subjects, and if there is, it will mean that only single copies of books will be stocked. Even with the "automatic reordering system" the new plan boasts, ordering a book offers to be no less time-consuming and frustrating than at present.

But the administration did agree to ASG and Campus proposals! And they came up with an unusual and easily operable solution (one day they received a flier in the mail). A specialty firm will stock the shelves with a selected list of books and will arrange them by subject matter.

Although this plan does not increase the amount of space allotted to books, it does use the present space more efficiently and could offer a selection of books with sufficient range of subjects and depth within subjects.

Problems of space enter into the selection of books, too. Someone - whether it be ASG, the firm, or the business office - failed to check with faculty for priority in selecting the books; even though the selection list will be carefully scrutinized and tailored to the college by the firm, undoubtedly some of its books won't sell well. With our allotment of space this is important.

Space is a critical problem which won't easily be solved. With the new Union, the Bookstore probably will be expanded across the hall. The space this would provide could, if used wisely, mean the end to the problem.

But that expansion will occur only in the future. All right. Be patient - but patient only for expansion? Why prolong the transition to the new plan? New shelving and a more efficient layout is meaningless unless the books are arranged systematically.

Who needs more books in the same jumbled mess? The transition was begun well back in last term; but where is the hand guiding its progress? - counting out the pennies of profit on Allegheny College beer mugs?

(Signed)

Richard Groening '70

## ● Shrug Syndrome Diagnosed

To the Editor:

After three notably apathetic years here at Allegheny, I finally feel moved to add my public complaints and comments about our shrug syndrome. I propose no remedies or solutions--just the warning that the situation will grow worse rather than better.

True, we have a fractional percentage of interested and dedicated students; the newspaper staff, the radio station and the new Action Committee composed mostly of exuberant freshman as yet undampened by traditional Mudville weather. But leaders and innovators aren't enough; their actions must stir the general student body to interest and involvement.

### ● PERFORMERS GET SHRUG

I cite as a specific instance of apathy the poorly attended Marion Williams concert this past weekend. True, the small, select audience was spontaneous enough to march around the gym to the tune of "When the Saints Go Marching In"; yet this excellent performance, comparable to Carnegie Hall billings, took a thousand-dollar loss.

Such a situation is no exception, but the rule. The Public Events Committee, of which I am a member, has struck out three successive times. Shakespeare, Frost and most recently Marion Williams, all presentations of talent and diversity, have suffered the shrug at the whim of our indifferent populous.

### ● CAPITAL CUT

With all this waste of money, it is inevitable that our Public Events budget will be cut back drastically. We have little enough to work with presently, and with a decrease in funds the caliber and frequency of good lectures and concerts is bound to decrease.

Then, indeed, we will be justified in our complaints, for there WILL be absolutely ZIP to do, to escape the grind of our liberal arts education.

To repeat, I offer no solution. The interested groups and individuals continue to beat their heads against Bentley to no avail. Moreover, we still hear the masses grumbling; their apathy echoes from Quigley to Carnegie and from Brooks to Ravine.

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EDITOR'S NOTE: The above letter from Miss Nancy Reiss '68 was received by CAMPUS shortly before ASG's symposium on the liberal arts college in America. Since it arrived too late for publication in the regular edition of CAMPUS, we saved it for "effect."

Question: DID the symposium succeed?

Two answers possible: One,--in terms of interest generated and enthusiasm demonstrated by PARTICIPANTS. Two, NO!--only a fraction of Allegheny's undergraduate body participated.

(The CAMPUS "answer" is incorporated in an editorial appearing separately in this issue.)

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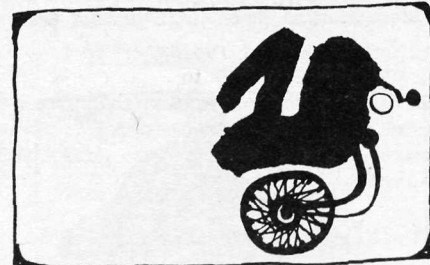
## ● Apathetic Sign-Removers

To the Editor:

A group of girls last term made a big poster stating that "We Gators would rather fight than be apathetic." Hah! Where is the sign? Probably in some apathetic person's closet.

Apathy on Allegheny campus is gaining. Why? It was supposedly dead and buried first term. Who had the gall to revive it?

Example in point: a new organization is not started unless there is enthusiasm. Great. So we have a budding group. They write a constitution and request funds from ASG for professional help. All fine and dandy.



That is, until one watches them in action. Whatever get-up-and-go they had first term was beginning to peter out by second term--and by now, they are beginning to wither as a result of a few officers who can't be bothered to use the paltry powers granted them by their weak constitution.

Impeachment? Out of the question. Would you vote yourself out of office, knowing that on such a question, only the officers are entitled to vote?

Besides, that would be backing out and admitting defeat. Come on, gang, let's liven things up! Get with it! At the moment, I am not the only member disturbed by this state of affairs; but if this growing apathy spreads, I may well become the only member left.

Fellow Gators--let's get out and show that we aren't dead on our feet. If one group is in major trouble from apathy, in all probability others are also facing inner decay. If we can't change this, we don't deserve Allegheny College.

(Signed)

Tanya St-John



EDITOR'S NOTE: "Student body support" has been called-for in a host of circumstances at Allegheny, of late. But the letter below presents yet another occasion for "assistance." This time it is the traffic committee of ASG requesting Alleghenians to take more interest in their own affairs--such as the growing problem of student/faculty parking-space.

For openers, interested students might look into the "leasing" of "George Street parking lot" FROM THE COLLEGE. Think about that for awhile, fellow parkers. . .

## ● Traffic Committee Troubles

To the Editor:

We are already well into the third term, and as usual the traffic committee is having a multitude of problems. The minor problems of rule enforcement, student parking in service entrances (Ravine Dorm,) and in Faculty lots (Quigley) along with too many unregistered cars, of course present perennial difficulties.

But the major problem stems from the general belief that a car on campus is a right and not a privilege. This privilege must be preserved and protected.

### ● BETTER COMMUNICATIONS

These are a few of the problems to which the solutions are many. We are negotiating with the College to provide a more effective system of signs, giving visible notice of faculty parking, student parking, no-parking, etc. We are also trying to get better representation from the student body, thereby providing better communications and more support.

Of course most of our problems will be solved by issuing more tickets.

If these and other solutions do not achieve the desired results, we, the student body, may be faced with the possibility of a full-time policeman on Campus, or no cars at all. Registration of cars is an obligation that must be fulfilled in order to maintain the use of cars on Campus. At many colleges there IS no traffic committee. Cars are registered directly through the administration or the local police department.

Also, in comparison with other colleges our registration fee is relatively low. Our committee is run by the students. But it cannot continue in this fashion without effective student body support.

Many students have expressed concern over the use of their money paid in registration fees and ticket



lines. Approximately \$1,100.00 is collected every year.

The traffic committee leases the George Street Parking Lot from the College for \$900,000.

Stickers, tickets, and miscellaneous expenses total some \$200.00 per year. Over the 1965-66 school year, the traffic committee had an ending balance of \$13.00 which was automatically turned over to the College.

These are the facts, the problem is OURS.

If you have any questions (or a ticket,) the traffic committee office is open any Tuesday or Thursday from 12:45 to 1:30 or from 7:00 to 8:00 (or by appointment if necessary.) It is located upstairs in the CU. (signed)

John Prus

Traffic Committee Chairman

## ● Feist Recommendations

EDITOR'S NOTE: The following is the text of a final address delivered by Feist '67 as he handed over Student Government's gavel to Incoming President Norm Levine '68. Feist submitted it to CAMPUS at our request. We agree with many of the things he said verbatim. . . and this should become apparent in our editorial policy next year!

To the Editor:

Despite comments to the contrary in the CAMPUS, the past ASG administration has had an underlying aim and philosophy. It may not have been easy to pin-point like a campaign platform for free pop-corn, free beer, and free love, but it has been the rationale by which our administration functioned.

This aim has been that, as a part of a college community, the Student Government must strive to function as an additional means by which our students can add to their education.

Our primary purpose in college is to learn - granted. But this learning doesn't all take place in the classroom. There is an education to be gained from putting together a newspaper, from choosing a radio station manager, from planning a ski trip, and from fighting with the College about social rules and regulations.

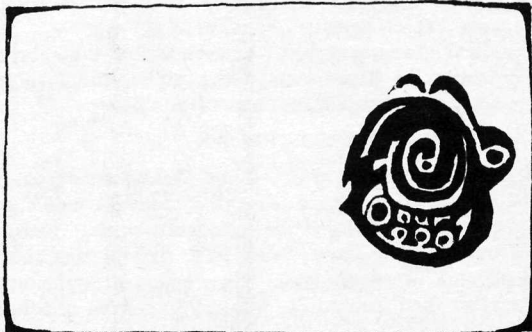
One man could have accomplished much of what has

been done (although in the process his grades might have suffered considerably), but by so doing, this man would have deprived others of additional learning experiences from which they might have gained. Therefore, although at times it led to inefficiency, conflict, and lack of communication, the aim of this administration has been to try to involve as many persons as possible in the workings of our government.

### ● SACRED COWS

ASG Council meetings themselves were opened and non-members were encouraged to attend. Although in so doing we removed ourselves from the position of being sacred cows -- the omnipotent secret society passing supreme commandments which all must obey -- we also encountered much constructive or, at least thought-provoking, criticism.

By the same token, we received some meaningful legislation from the students at large. For example, the resolution concerning the college bookstore, pointing out a problem about which the members of ASG Council had been aware, but on which they had taken no action, was of great significance to the entire college community.



Sacred cows can only hinder the democratic society.

One year seems like a long time when you're looking ahead. There is the tendency to say: "There's no hurry, we have three terms to accomplish our goals." However, those three terms go very quickly--too quickly.

When you look back at what you've accomplished, you find that the projects are not yet completed, and more often than not they've just begun.

Kathie, Joe, Norm, and Dan, the other executive officers, have summarized what has been accomplished in their respective areas, but I cannot pass up this opportunity to give a few thoughts of my own concerning some of the ASG happenings this past year, as well as to give some ideas for the future.

This year ASG has expanded the Creative Student Endeavor Fund so that more than one person or group of people might benefit. This is in line with the above-mentioned idea of students learning from participation in extra-curricular and co-curricular activities, and I hope ASG will continue to realize the value of making it EASY for others to become involved.

### ● PASS - FAIL SYSTEM

At the same time, the students started to think of the advantages of a pass-fail grading system, the faculty committee on superior achievement was working on the same idea from the other end. In this case, both sides had the opportunity of being heard, and the result is a good beginning towards what a liberal education should aim--learning which is not stifled by the presence of grades.

I would urge that some day all courses be taught under this system. A freshman study-skills program was instituted early in this year in an effort to improve the study habits of our students. Dr. Wharton's report concerning how Allegheny students compete to national standards in various areas, such as in study habits, suggests that this program should be continued and improved.

### ● WASTING TIME

If our students don't know how to study properly, they are wasting valuable time and effort--if we can help them, both the students and the college will benefit.

As mentioned previously, something has been done about the bookstore. The books are to be reshelfed according to subject matter instead of being filed in a jig-saw puzzle fashion. Also, more paperbacks are to be included in more shelf space. Perhaps soon our bookstore will begin to provide the service most college bookstores have been providing for years--serving as a supplement to the libraries in fulfilling the literary needs and desires of the students.

Communications on this campus have been terrible. No one knows what is happening when, where, or why. This may be a reason for the often-cited student apathy; it is definitely a cause of much confusion.

It is hoped that the publicity committee, begun this last year, can alleviate this problem and perhaps even stir up a little interest in events on campus.

ASG began an investigation of the "food situation" in the dining halls and the "doctor situation" in the health center. Both of these areas have been the recipients of wide-spread student complaints--possibly with good reason. At any rate, nothing can be accomplished in so far as attempts to change the situation without concrete facts and specific events.

### ● ADVANCE MADE

I urge ASG to continue compiling these facts and keeping a record of them for reference and presentation to the administration. Some advance has already been made, such as extra glasses of milk and more

referrals to down-town doctors, but students have the right to, and should, demand more.

Dormitory dating has appeared a big issue this year, but I sometimes think it was over-emphasized in our news media. Despite the stand I was forced to take as a result of my position, I too would like to see some responsible form of dormitory dating for all students take place at Allegheny.

However, I realize that this goal cannot be achieved for quite a while because of the attitudes of some students, faculty, administration, and trustees. Until these attitudes can be changed, both through responsible behavior on the part of students and an increase of trust on the part of the others, I urge all students to make more use of the present areas available for privacy, and furthermore urge the student representatives to ASG to continue in their efforts to expand the dating facilities.

### ● TOO HOMOGENEOUS

Allegheny, I believe, faces the danger of becoming stagnated. Our student body, faculty, administration, and even our staff is too homogeneous. Not only should we recruit people from different races, but also from different economic as well as cultural backgrounds.

One learns through interacting with one's environment, and one cannot learn from a mirror.

In order for communication between the student body and the student government to increase, there must be some change in the present system of representation. One half of the student body is represented through a member of their social group, while the other half is represented by five representatives at large. This half has lost almost all communication with the government.

I would urge the adoption of a system of representation by living units, at least in the men's areas, whereby fraternities would each have one vote and Independents would be represented by a dormitory representative for each of the areas in which they live.

### ● TRAINING THROUGH EXPERIENCE

Allegheny students, upon graduation, are often expected to assume positions of leadership within society. The only training they have had for these positions may often be that which they've picked up while in college. Yet, our various presidents, chairmen, editors, managers, and others have received no training other than that which they pick up through experience.

Several years ago the student government sponsored a series of Leadership Training Conferences for any students interested.

### ● WHY LEAVING?

I think we would benefit greatly as a college and as citizens later in life if these conferences were to be re-instated.

So far, I have been commenting on things which affect the students directly. However, there is one further thing I would like to mention - something which affects the students indirectly and the faculty directly.

I think we have to ask what is wrong with the Allegheny environment that is causing so many of our better professors to leave. Is "somebody from above" putting undue pressure on them? Are they sick of the small-town flavor of Meadville?

Or is it the lack of communication between the various departments, the almost total isolation of each, that is turning them away? And, since it does relate to the students, it's time for our student government to ask: "What can we do?"

Sincerely

(signed)

Jerry Feist

ASG President 1966-67



## ● Nashville: The Inside Story

EDITOR'S NOTE: The following two letters were received from Alleghenian PAUL BRISTO '68, who is currently our representative at Fisk University in Nashville, Tennessee, in the "Fisk Exchange Program." His comments describe vividly the racial strife which began on. . .

Sunday, April 9, 1967  
11 p.m.

To the Editor:

The air is heavy and tense in Nashville tonight. Every phone on campus has been busy all day; students are calling parents to assure them that everything is calm, while we ourselves are not convinced that this is the case.

I'm confined to the dorm tonight for my own safety, and have not dared to walk off campus since noon. Six guys insisted they give me an escort to a hamburger



stand a block away at 4:30. Sirens continually break the still air, and shots pierce the night with thoughts of the imagined death of a friend.

It is a race-created hell.

"Nigger" and "Black Power" both rang through the air yesterday; last night, a mass of students sang "When the Saints Come Marching In" to counter them.

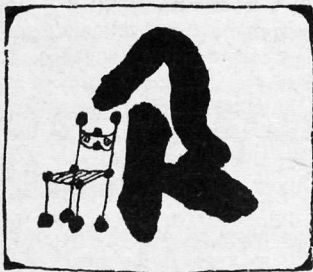
The action has moved from campus, where it was centered last night, to the surrounding neighborhood today. Tonight, students have joined hands around campus to keep outside rioters and police off; they are directing traffic around campus.

A shoestore across the street from one of the women's dorms has been looted and burned, and windows have been broken in several nearby buildings on campus -- dorms included. Students from Tennessee A&I, a Negro college almost 6,000 outnumbered Fisk students on campus earlier, but the radio just informed me that "all hell is breaking loose over there."

Why?

What follows is the case history of a riot, opinionated though it may be.

No one can stand to live forever under the identity given to him by another -- always being an answerer, and never being allowed to ask questions. Yet, this is too often what the American Negro has been forced to do.



The white man has defined him, and he must accept that definition. He must be a cool "yes-man" or an "Uncle Tom" -- or else he may rebel, and attempt self-definition.

As Carmichael said, "I will not lie down and let someone beat me, physically OR psychologically, until HE becomes civilized."

The Negroes, even many Negro leaders, are nothing more than vote-deliverers, responsible to white power and the white press. Carmichael thinks, and I agree, that the white power structure is "substituting patronage for black power."

In Nashville, for instance, Negroes have over 30% of the votes; yet this city is geographically divided so as to give them NO voting POWER whatsoever! We live in a "Christian" nation, claims Strom Thurmond, yet for the Negro it is hard to find love, power OR justice -- three foundation blocks on which I think religion is built.

#### ● COMMON DENOMINATOR

A man can accept accommodating behavior only so long. Then he must rebel. This realization has come to many thinking Negroes, and others searching for "a cause" have jumped on the bandwagon. This has enabled them to find a way to vent their frustration and hostility. Their "Negro-ness" is the one common denominator of their lives. To again quote Carmichael, at his recent appearance here, "I am not sure that in this period black people can see themselves as free individuals. It is important for us to see ourselves as a group, and to bring power to that group."

Just as B'nai Brith is all-Jewish, so should SNCC be all-Negro, he reasons. It is the only way a self-identification can be made.

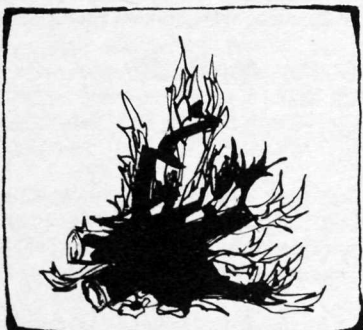
#### ● DENY RIGHT

Several days ago, the State Senate attempted to pass a bill denying Stokely Carmichael the right to speak at Vanderbilt's two-day IMPACT symposium on "The Individual in America." Listed with him on the speakers' program were, among others, Hedley Donovan, editor-in-chief of TIME, Inc.; Rowland Evans, syndicated columnist (often labeled "very pink;") Martin Luther King; beat poet Allen Ginsberg, the free-sex advocate, social critic and socialist; ultra-conservative Republican Senator Strom Thurmond (whom I would term a "racist;") and Frank Rose, President of the University of Alabama.

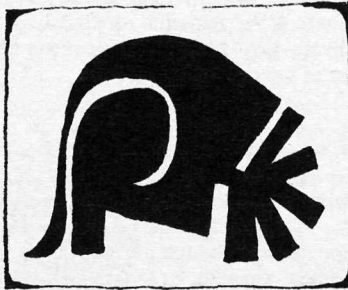
Yet, only Carmichael was to be barred on the grounds that he was "unAmerican."

Strong sentiment was aroused.

The American Legion said they'd picket if he spoke, while Vanderbilt students told officials they would picket if he didn't.



Although two Uncle Tom senators attempted to pass the bill, it was defeated by a small margin. After visiting Fisk for the second time this term (much against the wishes of the Administration: Fisk is still partially dependant on white money for its maintenance,



and many professors have been recommended by the Rockefeller Foundation -- presumably because they're "safe.") Carmichael first spoke at A&I, then visited Vanderbilt.

After being extremely well-received and holding the sympathy of much of the Negro audience, he spoke to a mixed audience of more than 5,000 at Vanderbilt, already captivated and stunned by a 70-minute poem by Ginsberg, which ended;

"The war is over now -- except for the scores held prisoner in Niggertown, still pining for love of your tender white bodies, children of Wichita."

#### ● BARBS THROWN

Carmichael threw barbs at the President's "State of the Johnson message to the Union;" condemned the press, headed by "the editorial twins, Huntley and Brinkley" who have "been busy articulating their interpretation of Black power;" and opposed Thurmond, who earlier had quoted St. Paul: "Slaves be obedient to your master," and who had said that "dissent is subversive to this nation's self-interest and survival."

"There may be injustices, but these don't justify opposition to the laws." The senators are "God's agents," and Thurmond stated that those who defy the American laws, even for moral reasons, are resisting God's absolute law.

When a student hung a confederate flag from the balcony, Carmichael explained to the grinning student that he respected his right to demonstrate his flag and to express his views, "just as long as you don't burn down any of my churches."

His presence alone had heightened tension. Whites who had hoped to condemn him could only reluctantly admit that "he said how it is." He demonstrated a candor and "real-ness" which they would never willfully recognize.

Just now, although there is NO trouble outside, and most of the students are in bed, a cop-car came by, firing. A bullet bounced out the wall below my window -- guys are hopping out of bed and readying for action. Obscenities were screamed from the car.

After the speech at Vandy, last night seemed to progress normally back at Fisk. (It sounds like guerilla warfare outside -- footsteps are heard, and then a lone shot!) I attended an apartment party and was invited to another later in the evening, which Ginsberg was supposed to attend.

However, at COLLIERS, a bar across the street from the women's dorm, a student was thrown out at 9 p.m. for "being loud."

#### ● COPS CALLED

EVERYONE is loud at times, there, but HE was a member of SNCC. A group began picketing shortly afterwards, and cops were called in. When the police forcibly tried to break it up, the students began rocking cars and clogging traffic.

A rock was thrown, and reinforcements were called for by the cops. As the police began swinging clubs and shooting into the air (my God, now there's shooting all around the dorm!) the students retreated to a stone wall surrounding the dorm. The police charged, and a riot was born; they were "up" for beating anyone in sight, and the students felt the same way.

It lasted 'til three in the morning.

While the papers are blaming it on Carmichael (who, incidentally, had LEFT Nashville before 6 p.m.) I sincerely believe that it was only through police stupidity and brutality that it reached riot dimensions.

The Nashville TENNESSEAN, a subtle racist newspaper, says of the police "they handled themselves beautifully."

However, instead of limiting the violence to a few students and a small area, police patrolled and barricaded the entire campus. A virtual (and literal) "police state" was created.

It is too easy for us in the North to maintain that the protests of Carmichael and his like should be "reasonable," and be so mild that there will never be the barest hint of violence.

#### ● REASON VS. EMOTION

Yet, I would question whether reason CAN show itself when emotion runs so high -- when you are being degraded and attacked; when you are being taunted, dared to fight back.

Five hundred policemen were called in during the course of that first night's violence. Ironically, all wore "Michigan" helmets ... when at the beginning no more than 20 police were needed.

While groups of students were roaming, cops who

found a single student would chase him 'en masse. Fourteen chased my roommate, firing over his head.

Women collected "Coke" bottles to hurl at policemen using clubs on students below their dorm windows. It was a minor war, but I'm afraid America will see much more of such combat this summer.

American Negroes will "not run forever from Chuck" (familiar term for "Mr. Charlie," "Pastey-face," or "Hunkie.") The Fisk incident is proof, and the South underneath its coolness and nervous laughter is scared--less.

And where was I last night?

About 12:30, knowing vaguely what was happening, hearing screams and gunfire, I tried to take my date back to her dorm for the 1 a.m. curfew. As we approached within three blocks of campus, and passed through an outer barricade, a well-meaning policeman said we could try at our own risk.

However, other cops did not agree.

One, thinking me a light-skinned Negro, dared us to try, calling me a "yeller-nigger" and "half-breed bastard." Another used profanity that can't be printed.

Understandably enough, we retreated to the apartment, listening and wondering.

I'm seeing life at Fisk, the beautiful and the tragic. I still recommend the Fisk adventure to everyone at Allegheny. It probably won't be as tense, dangerous, and exciting as it is now, but it's STILL Fisk; a Fisk filled with memories and friends.

I'll never forget my year here.

It's 3 a.m. now, and time for bed. Only occasionally do I hear a gun discharge outside, and then it seems distant. Things seem to be calming down.

I will end this diatribe while the word "Hunkie" is being chanted at a passing cop car. Sometimes I think the world is a mess, but then again it seems so very beautiful at other times. But I guess I've rambled on too much . . . . Excuse please!

● ● ●

### ● Nashville, Fisk: Postscript

by Paul Bristo '68

The perverse demeanor of police power in the South becomes frighteningly vivid in times of crisis. Nashville has recently provided a lucid example of the nature and character of brutal, almost fascist police state.

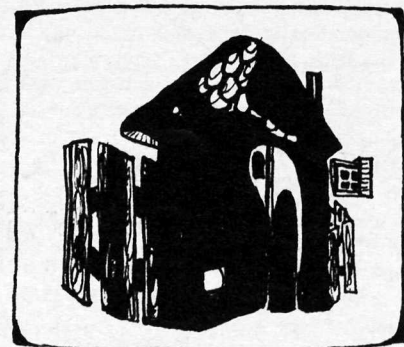
Nashville's police department, under direct sanction from the mayor's office, had been given free reign to express its institutionalized and individualized hatred and prejudice through the brutalization of black college students.

Ignorant of what Black Power means, and fearful that it would end a caste-system still existent in much of the South, the police could conceivably be thought of as only attempting to present the status-quo by creating increased hostility on both sides of the racist fence. It is the students' contention -- and mine as well -- that the situation here was not coincidental, but was instead the product of planned action.

#### ● CHARMICHAEL INVITATION

For two weeks prior to the incidents, city newspapers have been condemning Fisk's National Black Student Conference, and Vanderbilt's invitation to Carmichael to speak at their IMPACT Symposium.

Also, Ginsberg, a social critic whose long poem was filled with anti-status-quo sentiment and which abounded in four-letter Anglo-saxon words (in vivid context,) and Strom Thurmond, states' rights segregationist sen-



ator from South Carolina, were not mentioned in the papers.

Carmichael, seen as the evil demon of black equality by the white power-structure, was almost barred from the state by Senate actions. The senate has asked Washington to begin deportation proceedings.

If any one incident can be said to have touched-off the rebellion, it was the confrontation of police and six students who had formed a picket line in front of Colliers' Bar in response to the ejection of a black student, ostensibly because a year ago he'd supposedly been "raising hell" in this tavern. When picketing began SCORES of police poured into the area, harassing and intimidating the then-peaceful students.

Crowd-fury was sparked when police directed a bus to drive through the students, who had gathered upon hearing the continuous whine of sirens. When a high school boy threw a rock, the students were backed onto the campus by billy clubs and gunshots; the police were more than ready for their head-whipping session.

The police were supposedly firing into the air; however,



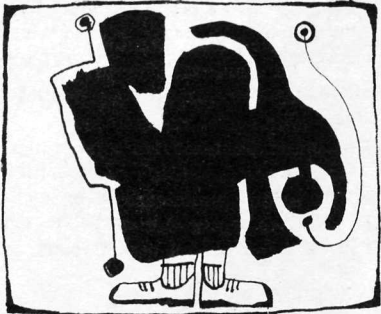
three students were shot that first evening of the riot. One boy, hospitalized for a leg wound, was instructed that it would be to his benefit if he "forgot" who had shot him, although scores of students saw the policeman fire.

Nashville's newspaper, the TENNESSEAN, reported: "He did not know who had shot him."

#### ● HARASSMENT

While Fisk's administrative officials were channeling people away from the confrontation area, the police moved to the OTHER side of campus, and began harassing innocent couples. At this point, the cops also stormed into new Livingston Hall, a men's dorm, crashing fifteen-foot plate glass windows on their way.

They raced up and down halls, pounding on doors, breaking furniture and brutalizing students. W.E.B. Dubois Hall, a women's residence, was also stormed and three ladies were beaten and hospitalized in the process.



One girl was shot through the window of her room. Several student apartments were raided around midnight Sunday evening, and approximately 25 students were dragged out of bed, carried away to jail, and booked under charges of inciting a riot.

The police carried narcotics search warrants, and the students' apartments were ransacked, and furniture (was) destroyed. No narcotics were found, however. . .

Soon after it was made public that all charges would be dropped, yet five students still have to go before the Grand Jury for inciting a riot. The direct implication that Stokely Carmichael and SNCC initiated the riot is completely unfounded . . . unless speaking the truth (can be understood as) seditious element.

If this be the case, the blame lies in the evils of a brutal system . . . not with those who oppose it.

#### ● BEATEN,JAILED,SHOT

Students were beaten, intimidated, dragged off to jail, and shot. Is it any wonder that students rioted against the police and retaliated by hurling rocks.

The mayor of Nashville answered the call of school officials to withdraw the police so that order could be restored by stepping up the force to five hundred policemen. Clearly, what had begun as a peaceful demonstration had been transformed into organized warfare by the police force and the mayor. Even the school administration failed the students! While NAACP and two hundred Nashville ministers were publicly condemning police brutality, the administration was silent. It had to stay friendly with the city's white power structure.

Tension still exists at Fisk. Police cars still drive through campus, sirens blaring.

One Negro man, shot through the head on Sunday morning a block from campus named white youths as his antagonists. Police have not even bothered to make any pretense at an investigation. They ignored the victim's request that they interview him in his hospital room to gather information.

Four days after the incident, Nashville's press DID give students' opinions coverage . . . on page 8 of their editions. However, front page stories still extolled Nashville's police force for its "heroics," while lamenting the contaminating influence of Stokely Carmichael's appearance.

And what effect has this had on the exchange student at Fisk? Black power has not alienated any of us from the student body.

If anything, we each have 1,000 student body guards to protect us from both the police AND from other Negroes who do not realize that we are 'Fiskites.'

Out of the turmoil has come an increased awareness of each other's problems. Even the fact that I can call a guy a "nigger," and he can call me a "hunkie" -- while we yet remain friends! -- shows the intensity of our relationship.

#### ● PERSON - TO - PERSON

It is at such times that individual contacts are most appreciated. For, while the Negro can hate the white man, he cannot hate ALL white men.

A person-to-person experience is involved, not a "white-to-black" or "black-to-white" encounter. Racism and prejudice will still exist on both sides, but at least our presence here is proof that not every white man believes in the present white power structure.



EDITOR'S NOTE: Bristo's remarks entail a viewpoint which is quite different from that outlined in most accounts the CAMPUS has heard or read through national news media. We wonder if the "truth" behind the causes of the disturbance does not lie somewhere in between Bristo's account and that of . . . TIME, say?

## ● Reuther at The Brink

by Gibbs Kern '68

When the AFL and the CIO patched up two decades of union warfare and merged in 1955, many observers thought that the alliance between the conservative craft unions and the militant industrial unions would last about as long as a Hollywood marriage.

Even more doubtful was the hasty partnership established by George Meany and his CIO counterpart, Walter P. Reuther. Today the AFL-CIO manages to hold together; Meany and Reuther are drifting farther and farther apart; and Reuther's United Auto Workers may yet withdraw from the giant labor organization.

#### ● EYE-TO-EYE?

That these two men should not see eye-to-eye is understandable. As the leader of the plumbers' union, Meany never walked a picket line, never negotiated a union contract - whereas Reuther was always in the front lines of the UAW's struggle with the auto barons of the Thirties, whose opposition to union recognition bordered on fanaticism.

Meany has always displayed a stoic attitude; Reuther has always coupled hard-headed realism with an idealism that one finds increasingly absent from the AFL-CIO's Executive Council.

Despite his resignation from the council, Reuther continues to be vice-president in charge of the Industrial Union Department, the most powerful subdivision in the labor hierarchy. As such, he still maintains a powerful voice in the labor body.

#### ● INDEPENDENT GROUP

Yet, the fiery red-head from Detroit may abandon the AFL-CIO to seek a new labor alliance of his own: noted Washington columnists Allen and Scott reported recently that representatives of the UAW discussed the feasibility of an independent labor group with Harry Brydges' West Coast Longshoremen's Union and the Teamsters.

Such an alliance might prove to be shaky: Reuther was most instrumental in expelling the longshoremen from the old CIO because of Communist influence in that union. Reuther also spearheaded the drive against Hoffa's Teamsters when the truckers were booted out of the AFL-CIO for racketeering.

In any event, the AFL-CIO MAY SOON BE WITHOUT THE GUIDING INFLUENCE OF ONE OF ITS CREATORS.

#### ● LONER'S ROLE

Reuther has frequently played the loner's role in the labor movement. From an early Socialist background he tempered his views to the point where he accepted the basic concept of corporate capitalism; while at the same time he sought to patch-up the system to provide more economic, social, and political opportunity for its less-fortunate members.

Despite discrimination in many UAW locals, Reuther has always championed equal opportunity for Negroes in the labor movement, an example which not more than a few of his fellow union chiefs should follow. In 1952 Reuther, Neil Stabler, and then-Governor G. Mennen Williams of Michigan succeeded in snatching the control of the state's Democratic Party away from the crusty old conservatives and transformed it into an effective exponent of liberal-labor philosophy.

#### ● ONLY ONE TO CONCUR

In 1966, at the height of the airline strike, Reuther was the only union leader of national significance to publicly concur with President Johnson's suggestion that limitations should be placed on the right to strike in such vital services. More recently he has spoken out against alleged CIA infiltration of the labor movement.

When the AFL-CIO finally agreed to organize California's grape pickers, it was Reuther, not Meany, who supplied effective leadership. The result was a victory for the pro-AFL-CIO Farmer Worker's Alliance and a defeat for the competing Teamsters and a well-organized independent force imbued with "New Left" radicalism.

Reuther's quest for new ideas and new vistas for organized labor has been met with disdain from many



of the elders in the House of Labor.

His departure from the AFL-CIO might enable him to explore new horizons more fully; IT WOULD CERTAINLY BE AN INCALCULABLE LOSS TO AN ORGANIZATION which is approaching a state of complete intellectual bankruptcy. Reuther's fight with the Meany crowd far transcends a personality conflict. An organization which surrenders to the morals of self-satisfaction and smugness and loses touch with its members will sooner or later crash on the rocks.

The AFL-CIO need no longer look to the corporation executive as its chief advisory, for the real

and present enemies of labor now lie within.

IN ANY EVENT, THE AFL-CIO MAY SOON BE WITHOUT THE GUIDING INFLUENCE OF ONE OF ITS CREATORS.

## ● White-Skinned God

by Sue Fry '68

"I think God has white skin," said Jonathan Coleman. "I don't like my curly hair. I don't look pretty. I don't like myself."

Jonathan, a five-and-one-half year-old Negro boy from Philadelphia, was the subject of the film shown at Carr Hall during the Chapel period this morning.

"5 1/2 - Reflections on an Age" depicts "the marginal person," according to its producer Robert Newman. "I didn't start out looking for a Negro," he told a reporter for the N.Y. Times. "I wanted a child his age because the viewpoint is so fresh, but it could have been anyone who knows that somehow he is a little different from the rest of society."

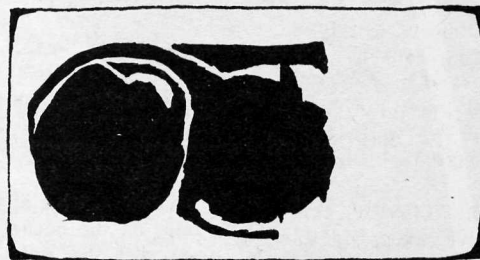
#### ● 'BATMAN RIDDLES'

"5 1/2" begins with a shot of Jonathan playing in the streets of West Philadelphia. His external world of fighting with his sister and puzzling over "Batman riddles" is contrasted with his college-educated parents' hopes for his future life.

At one point in the movie Jonathan's mother expresses her wish that he might someday become President of the United States. "I think, after all, if the Kennedys can do this, the Colemans can," she states with a self-conscious laugh.

In the final moments of the film Jonathan begins reacting to the pressures which surround and worry him. He looks into the mirror anxiously and thinks about his color.

The soothing voice of a teacher comes to his mind saying, "God makes everybody a different color because



if He made the whole wide world brown or white or yellowish or tan, then you wouldn't know who is who."

Jonathan's feelings won't allow him to accept this explanation. "When you look into the mirror you can see you yourself - except that you can see your hair. . . I don't like my curly hair," he says again.

Jonathan's suspicion that there is "something wrong with him" pervades the entire film.

His story provokes the audience to ponder the reason for a child so young to have such serious doubts about his own worth in the world, according to Allegheny Chaplain Dr. Devor.

## ● Watts on 'Holding Action'

by The Campus Staff

"A new understanding of the student's relationship to his college or university involves. . . his assumption of greater responsibility for its affairs and more consciousness of it as an organization with which he has a 'Contractual' agreement," said Dr. Charles H. Watts, President of Bucknell University, in a speech in Ford Chapel last Friday, April 21. Dr. Watts was the first speaker for the ASG-sponsored symposium on the college environment, entitled "The Ivory Tower: Myth or Reality."

#### ● 'NO IVORY TOWER'

Rejecting the idea of the college as an "ivory tower," Dr. Watts emphasized its role as a community and a campus. "The college today is deeply subject to social pressures," he stated. "It is the child of the society which sustains it."

Concerning the rules which a university or college imposes upon its students, Dr. Watts advocated student participation in regulating social and dormitory life. He pointed out that the uniquely-American campus system makes it necessary for the educational institution to "deal with students all day and all night."

However, the "student voice shouldn't be a power block with a veto power (over the administration)," he said. The former Dean of Brown University does not believe in "mere experimentation" in student social affairs.

"We are seeking an atmosphere in which a person and his values are deeply respected," Dr. Watts asserted. "Within certain social guidelines a student (at Bucknell) may proceed as he wishes."

Concerning illegal drinking on the Bucknell campus, Dr. Watts admitted that both students and administration had failed to find "a rational and liberal way of

(See WATTS, page 21.)



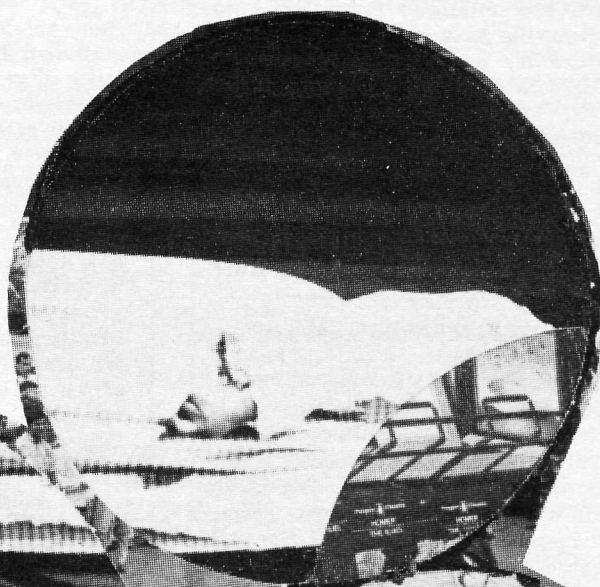
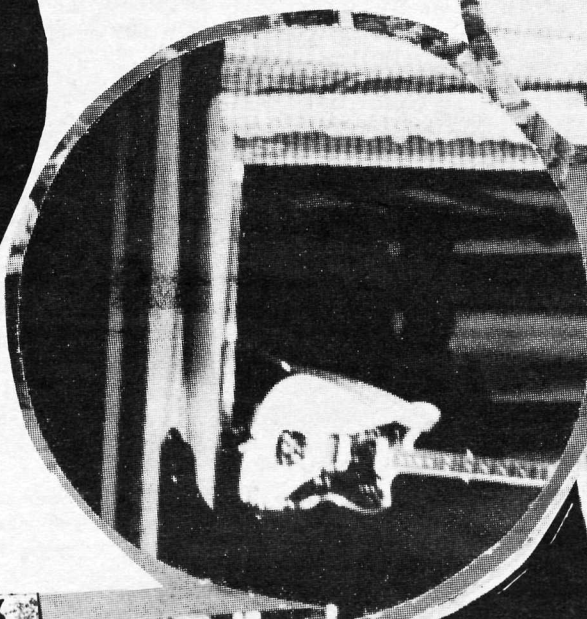
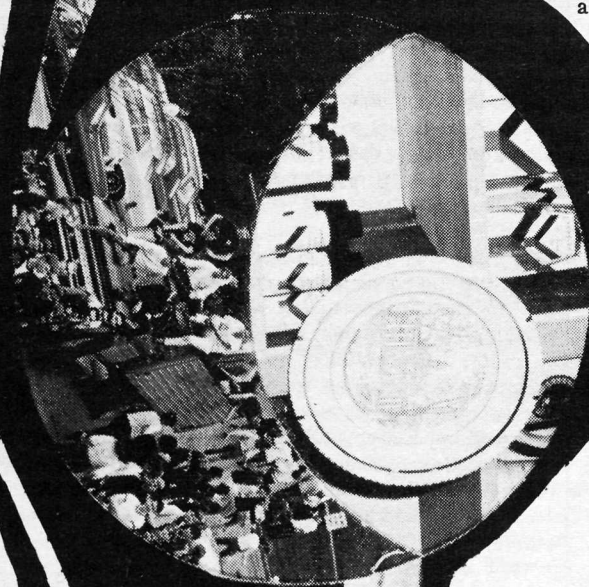
ALLEGHENY

The world is  
black and white, little  
man. Don't let anyone try  
to tell you anything different.  
Black doors open into white rooms  
where nobody is. White lights cut paths  
on blackened ceilings.

Shining white silver tarnishes black. Soot  
falls on the housetops. The gray sky is only  
black with the white showing through. Life is  
stark and bleak. White and Black. There is no  
one but you. No one to tell you the black from the  
white.

Or from the gray images of black and white on each  
other.

What does it matter if  
a purple violet blooms  
in the shadows?





● Encounter: Garrett, Poet, Dreams . . .



I saw a poet working in the dark garret of a decaying house.  
I really thought him a fool.

Then, out of compassion more than anything else,  
I laughingly suggested that he draft me a dream.  
I considered, and thought:

It must be easy for a poet to draft a dream, even  
as it is difficult for the likes of me.

So the poet, though he would not answer me, from his dark  
Hole in the dilapidated garret of a decaying house, took up  
His pen and obediently began to scribble words, phrases, images  
Broad and changeable and illogical.

I considered this for a time, and then assented:

He knows more about dreams than I do -- after all, his  
business is the making, composing, and drafting of  
dreams, and I will not tell him how to manage his business,  
and let him not tell me how to manage mine.

I felt generous toward this man, this poet --

I was perhaps compassionate, because I could almost imagine  
His dark and crushing task of drafting dreams for a generation  
Of men forgetting daily that they have even the sheer power to  
dream. I felt compassion, and perhaps pity. But he did not say  
a word, and worked on, scribbling now in a frenzied flourish, (perhaps  
breaking his pencil lead) and again, pecking with dots and dashes  
and commas the score of a frenzied symphony upon some unfortunate  
blank sheet placed

In the darkness,

On the table in the garret of the dead, decaying house.

Finally I decided that I had allowed him enough time to  
sufficiently complete the fabric of his dream, and I went to him.  
And he replied, Yes, and took out his pencil and broke it in two  
pieces so that he could write with it no longer, and he threw the  
broken stubs into a wastepaper basket filled with crumpled, unfortunate  
sheets, and bits of broken lead.

I could not help asking what was on the papers, and what the broken  
pencil laying in view atop the waste in the basket might mean, and  
when I asked, the poet looked up to me with his large, sad eyes, and  
the dark face always crying, and he said, simply:

These are all the broken dreams by which men live and by which  
they hope to die. They are dead -- the dead public broken dreams of  
broken persons -- and ought to be destroyed.

I did not press the point; but I asked the poet again about the  
dream that he had drafted, which I thought to make my own dream,  
as I felt in great need of a dream during  
that period of my life.

I asked, and the sad dog face, the sad, unsmiling eyes, the  
pitifully-drawn face and creased brow -- these all looked down  
at the paper covered with scribbles and cross-checks and scoring  
and hieroglyphics beyond description. He said, I have here the dream.

MY dream? I asked.

The dream, he replied.

With all my person I desired to see that note, and I reached down  
to take it; but his hand clutched it and he would not give it up.  
I drew my hand back from the table while he tore the sheet  
into bits of nothingness -- pieces of no-meaning.

I said, Why did you do that?

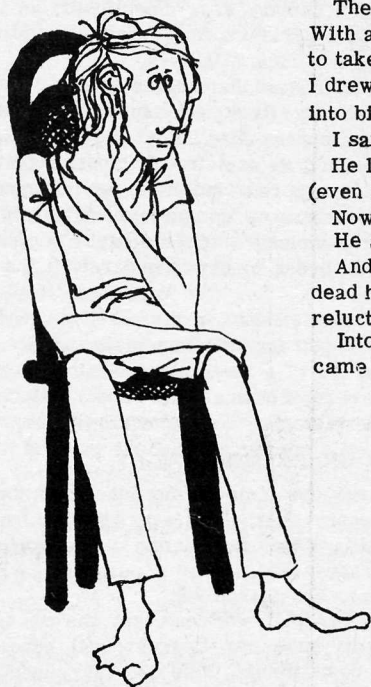
He lifted his sad eyes to my credulous ones, and they seemed  
(even more than his tongue) to cry out:

Now it is truly a human dream; for it has been destroyed!

He spoke much with his eyes, saying nothing with his lips.

And I departed from him, in silence, from the dark, dreary, dilapidated  
dead house -- for the fresh winter air (grading only gradually, slowly,  
reluctantly into spring, and spring zephyrs.)

Into the good, fresh air -- the clean and simple air, where thoughts  
came borne like cat tail fluff upon clean breath.





## ● Bishop Pike Attention-Getter

by the CAMPUS

The Rt. Reverend James A. Pike, former Episcopal Bishop of California, spent Monday lecturing and discussing his controversial views with Allegheny students and area clergymen. Having given up his administrative position as diocesan bishop of California, (the function of whom he compared to that of a corporation president,) he spent a year studying at Cambridge University and visiting Israel and Jordan.

Presently involved in research at the Center for Study of Democratic Institutions at Santa Barbara, California, he has to write two books (between trips to Wheeling in answer to heresy charges).

A book on the new morality and Pike's version of "situation ethics" will appear in May. This book includes 74 case histories, their implications and resolutions. While at Allegheny, Bishop Pike finished the final draft of his new book, IF THIS BE HERESY, which was due at Harper and Row this week.

### ● SOCIOLOGICAL INTERPRETATIONS

By his own admission, the title is largely an attention-getter. The book is concerned mainly with sociological interpretations of the State of churches in America--with special emphasis on the Episcopal Church.

In studying the Dead Sea Scrolls, and talking with Biblical scholars in the Near East, he became interested in the connection between the Essene sect of Judaism and its influence on the teaching of Jesus. Some of these insights he shared with the worshipers at Sunday Chapel services. These latter found it "interesting to note that although clad in traditional vestments, the Bishop took no active part in the service, except to deliver the sermon."

His informal talk-sessions on Sunday afternoon turned into a very personal "credo" in which the Bishop expressed "concern over decline in the number of men entering the seminaries, the lack of communication between laity and upper-echelon clergy, and the importance of certain traditionally-held doctrines."

### ● CONVERSION

He discussed his conversion to Anglicanism from Roman Catholicism, noting that he believed much more "quantitatively.. when he was first ordained. Placing emphasis on BELIEVING rather than on BELIEFS, Pike also spoke of several "segmented conversations." It was through this kind of religious experience that he arrived "at his present set of religious beliefs:

- 1. an eternal life;
- 2. a unity in the universe; and
- 3. a style of life similar to Bonhoeffer's "man for others."

His opinion on social action, specialization among the clergy, the "authority crisis," "situation ethics," and his attempts at de-mythologizing certain articles of belief were not found particularly radical by most of the college-age people listening to him.

Surprisingly enough, most of the area Episcopal clergy voiced support for his cause in behalf of their congregations. Pike's attempts to rid the church of "excess baggage.. (which is the term he uses to describe their "anachronistic doctrines") mark his attempt to "bring the Church to the realization that it must reform in order to exist."

It is Pike's contention that the Church must conserve that which is "relevant," and "using that as a starting point, proceed to build a church that will reach people on their own intellectual level and in so doing provide them with a place of meaningful worship as well as a place for the usual 'social club' activities."

Pike's real challenge to his own church is that of testing the traditional position of "open-mindedness" of the Episcopal Church. If there is no room for questioning, reform, and alteration of ritual and doctrine, Pike asks, "What can be the future of the already dying church?"

His point is further enhanced by the addition of a warning, "...when it happens, it will be fast. There will be NOTHING, and there will be NO-ONE, to stop its disintegration."



## ● Intellectual Bull Session

### With Theological Maverick

by Rob Young '69

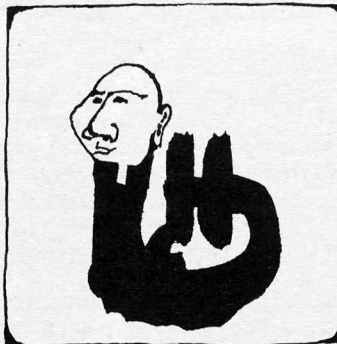
In Meadville, at Allegheny, a sunny, warm mildly-breezy Sunday afternoon seems to inject some sort of vitality into the pulse of a student. This is possibly due to the rarity of such a day or the innate excitement generated by it.

For some it has a dominating influence on the "libido," and/or the speed of a sports car. For others who are less inclined to these areas, or not so fortunately equipped, the opportunity for an intellectual bull session

with a controversial and well-read theologian offers a stimulating channel for their energetic, "groovy," springtime feelings.

Dr. Richard Devor, Allegheny chaplain, provided such an opportunity by organizing an open-ended discussion for anyone interested, with the Rt. Rev. James A. Pike, past Episcopal Bishop of California.

The discussion began at three o'clock Sunday, April 2, in Ford Chapel. Soon, though, it was decided that a more informal atmosphere could be found in the CU, so a pilgrimage of approximately fifty people was undertaken.



As the flock assembled around their temporary mentor, cigarettes were lit, windows were opened, and questions began to spark a dialogue that lasted for a concentrated hour and a half.

Almost the whole discussion centered around the general topic of the church as an institution, its faults as well as its possible functions. From the start those faculty members and students present seemed to recognize an easy-flowing candor from Bishop Pike and immediately immersed themselves in probing his attitudes and ideas.

We tested his "liberalism" with questions like "What's your conception of the Trinity (Father, Son and Holy Ghost), and of the Reincarnation of Christ?" His response proved equal to the challenge, as he advised that terms such as these should be discarded.

For him, these merely represented "an institution's attempt to define in obscure terms an indefinable kind of feeling, so as to create an illusion of truth. After all," he said, "how could three persons in one substance be conceived of in reality?"

He went on to explain that any real feeling of religious attachment can only be found from within one's own conception of self, never from any institutionalized dogma; that only clouds the real personal issues that can lead to religious faith.

### ● 'GOD IS DEAD'

Can you hear a soft-spoken, retired Episcopal Bishop say:

"God is dead, or should be, institutionally; but in actual real feeling (self-conception, projection) God was never more alive."

"You should be atheistic to the institutional images the church presents."

Of the Southern Baptists--"anti-social gospel."

"Man is the carrier of God's creativity."

"When I get free (of institutional dogma) in the life I'm living, I feel I've made room for the divine to come in."

### ● 'GET FREE'

The Bishop spoke at length of his desire to "get free" from church institutionalism. Consequently, he explained why he felt this institution was inhibiting religious growth.

"The divinity schools are 17th century institutions training for a 19th century era." Specifically he stated that these schools are training for a rural, uncomplicated non-technological America.

Then too, the churches themselves are emphasizing comfort and security (both economic and spiritual) when they should be supporting social and interpersonal challenge and conflict. He explained that today the divinity schools should incorporate more academic specialization, urging students to complete a doctorate in a specific area of sociology or psychology in conjunction with theology, in order to better understand the contemporary scene.

Bishop Pike recalled that in his early years in the ministry he had fought for monetary pledges, necessary for the construction of a new cathedral. He described the "fight" as a shrewd businesslike ordeal rationalized as a "holy" undertaking.

### ● UNNECESSARY FIGHT

One day, though, he came to the conclusion that this was an unnecessary fight, completely detached from any kind of religious, ethical motivation. So he stopped his struggle for finances and sensed a personal awakening of honest religious considerations.

He reasoned, What if we don't get the necessary pledges? We still have our interpersonal bonds, and our sharing of commitment. This was his conception of "being free," and he spread this feeling to his colleagues. Soon, large numbers of the congregation were infected with this idea, and the economic struggle subsided. Ironically, at this point the "liberals" stepped in, said "Okay, now we'll help," and the pledges were obtained.

### ● ETHICAL CONSIDERATIONS

It seems Bishop Pike views religious commitment and faith in terms of wide-scaled ethical considerations. He preaches understanding of sociology and psychology in correlation to personal values, toward development of well-rounded value judgments which are applicable

to conflicting social situations.

Faith derives from the personal experience of making decisions involving values in conflict, and gradually building foundations of self-confidence. If a concept of God is sought, it must be found somewhere intertwined with this idea of self-confidence. Bishop Pike won't be pinned-down to absolute definitions.

With all his criticism of the church organization he wondered why he remained within it. Why didn't he just start out on his own, perhaps re-entering his previous career as a lawyer?

This didn't seem to be necessary for Bishop Pike. He said "People will always want to form a committee for something (for they need to share.)" Since the church has been acknowledged as the universal committee for theological thinking and practice, Bishop Pike feels that it suits him better to remain attached to it, attempting to reform and expand his ideas from within.

### ● SELMA INCIDENT

An example of his thinking within the context of church symbolization was his participation in an incident which occurred in Selma, Alabama. In Selma for the recent "freedom march," he had called for a free communion for anyone interested, regardless of race or religious affiliation.

When he was refused by the church which was most suited (in size) for such an occasion, Bishop Pike secured a long table from the Methodist Church and arranged for the communion to be held in the open. Response was overwhelming.

"Here," said the Bishop, "body and blood actually MEANT something, not only in a religious sense, but also in a social, political vein." A violent race riot could have been sparked at any moment during that communion.

The discussion ended all too soon at 4:30, but before



leaving, Bishop Pike had enlisted several students to help him in the typing of his new book, IF THIS BE HERESY. (He is working on it while making his speaking tours.)

Somehow he seems to have "stepped-out on his own" despite any institutional titles or affiliation.

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## ● Chapel Talk Mind-Matter

by the CAMPUS

After listening to and thinking about the mind-matter of Bishop Pike's Chapel talk and his three o'clock discussion of the same day, one is struck by the breadth and depth of coverage that touched upon such a large number of contemporary and immediate thoughts, actions, and attitudes. To speak of all these with a measure of fidelity to their significance would be no small task and would certainly take up more than my allotted space.

Two of them, however, are of special interest to me, and seem to warrant what little space can be given them.

### ● OPEN-NESS WITH GOD

The first concerns the Bishop's views on the "self-encounter," or confrontation that leads to an openness in the relationship between God and man.

It is interesting -- and this will be my main point-- to note the dependence of said topic on semi-conclusions which are reached in so many other branches of modern thought and action -- philosophical, altruistic, and social.

In stating that falsity and deception -- both internal and external -- must be swept away to clear the air for a telling encounter with the self and with freedom, Pike moves close beside a number of current "existential" philosophers.

The process proceeds in similar fashion in the life of a man named Meursault in the novel THE STRANGER by Albert Camus. Deception and failure to realize the potentials and possibilities of the self eventually give way under pressure of traumatic events, yielding to a radical awareness of one's situation and one's self.

### ● FREEDOM

Freedom is the result -- manifested in a "new openness to the primary facts and forces of one's existence." One supposes it is in this fashion that Bishop Pike conceives of his own position in reality.

From another perspective, the films of Bergman -- especially THROUGH A GLASS DARKLY and WINTER LIGHT -- give visual expression to a number of Pike's ideas.

The forces encapsulated within the plastic arts have also been sympathetic to those same hopes of an "awareness of the freedom of self."

Andy Warhol works with basic and common objects -- events within our culture -- multiplying them and progressively alienating them, so as to cleanse our basic relations to the object-world. He creates an expression of "now" leaving us wide-open to the "feel" and "sight" of those significant facts and forces which



are present in our immediate surroundings.

Still, though Bishop Pike admits to a certain individual freedom, he never goes so far as to negate the "deterministic" aspects of our cultural milieu and so delve into the beauty (and uselessness?) of high level abstraction.

At times I must say that I found talk of "autonomous independent decisions" a little too rich for my present conceptions of human freedom. How in the world does one remain "autonomous and independent" when he is stating explicitly the highly deterministic nature of his own situation.

#### ● VARIETY OF MOVEMENTS

Perhaps I missed the qualification.

Socially, Pike's ideas of the "confrontation" can be seen in a number of current movements -- ranging from civil rights to the anti-establishment voices raised on campuses across the nation.

All raise hopes, while attempting their realization through action-philosophies which are directed toward the future elimination of many kinds of fettering preconceptions and codified views of man's condition -- with their basis on the "real."

Though usually implicitly stated, the purpose behind such actions is the paving of the way for a confrontation of oneself and one's fellows in immediate circumstances.

#### ● 'IDOLATROUS THINGS'

The second main point touched upon by Bishop Pike concerns the Church-present and the Church-future. Like Kierkegaard, Pike freely penetrates today's church -- labeling it "an idolatrous thing that sets itself up as absolute before God." It (the Church) has led "great numbers of people to believe in perfection and absoluteness of man-made, and therefore fallible, structures."

Perhaps the most interesting aspect of this second point is Dr. Pike's conception of the Church-future. Of course, he maintains that the present form of Church organization is destined, by its very internalities, to collapse and disintegrate under the promptings of people like himself. These men "see its basic fakeness" and idolatrous nature glaringly revealed against a backdrop provided by the contemporary situation.

All this effort, hopes Pike, will result in a new type of church, an organized religion whose fundamental purpose shall be bound-up in "freeing" of individuals from the mire of pre-occupations in which they are now imbedded.

#### ● DESTRUCTIVE

Although by present standards this process will seem radically destructive, through it both individual and collective Man shall at last become "open." At last he will be aware of the presence of God and his fellow humans, maintains Dr. Pike.

Thus, Man shall have embarked on a "trip" that perhaps will lead him into proximity with the teachings of Christ and the California "diggers" of Haight-Asbury. "Love" and "giving" may be the final answer.

A final optimistic note for those of a strong religious bent (or "bend," as case may be) is the Bishop's proclamation that "God is not dead, as certain people maintain, but is alive and well within the confusion and sincerity and doubt of an honest search for the religion of NOW!

What else could arouse such a stir?



### ● Fundamentalist Challenge

by Bob Matthews '69

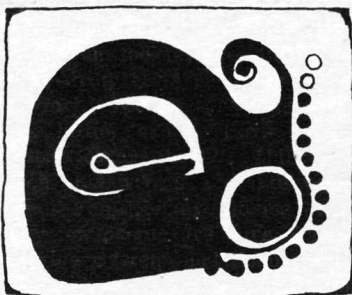
Bishop James Pike, speaking on the New Morality in the fieldhouse, was given an opportunity to demonstrate the articulation of belief in the face of conflict, when questioned by the Rev. Reuben A. Houseal, a Reformed Episcopal minister from Mercer, Pennsylvania.

Rev. Houseal, after being recognized by Dr. Pike, questioned his "burlesquing of the Lord Jesus Christ" and certain other statements concerning the "true word of God" and the Trinity.

Dr. Pike, handling the matter with a very calm and considerate manner, first attempted to clarify his position on the matters of Jesus, and finally entered into a dialogue with Mr. Houseal concerning the various books of the Bible and their collective inspiration by the word of God.

After approximately twenty minutes of mutual discussion with Mr. Houseal, Dr. Pike moved on to accept other questions.

We spoke with Mr. Houseal after termination of the question and answer session. We discovered that he adheres to the "fundamentalist" doctrine within the Reformed Episcopal Church, an early break-away from the Protestant Episcopal Church. Mr. Houseal, as he stated during his discussion with Dr. Pike, believes



every word in all 66 books of the Bible--believes them literally.

It seems that he also has a firm belief in the doctrine of predestination. When we questioned Mr. Houseal about Dr. Pike's address, he pointed out that "like many other Christians, Dr. Pike believes that the early followers of Christ were illiterate, while the contrary is true."

Many of the disciples, he asserted, were the most learned men of their time. In answer to my question about Dr. Pike's probable destination after death, he replied that based on the Bible, there was only one place for such a man, that being an undefined hell.

He said he felt "truly sorry for the man" because if Dr. Pike could only have the rewarding experience of a true confrontation with the Lord Jesus Christ he would be a very wonderful and valuable man in the Christian world.

### ● Debunking 'Empirical God'

by Bill Kamman '69

The appearance of Bishop Pike on the Allegheny Campus has exhumed what many people thought to be a dead question:

How much of God is left when the scientific method has exploded all the myth and mystery which surrounds Him?

Those who heard the Bishop may have thought that there is still a place for God even in the "New Theology," but a closer look gives evidence to the contrary.

Bishop Pike presented three major points which he still purports to believe (anyway, three is certainly a celestial number!) Where does "God" fit in, here?

The highest truths Man can discover are those revealed by the empirical method.

There is an "after-life" for which there is empirical evidence.

The "ideal man" emerges victorious from his situation, divested of all his "hang-ups." He is what Bonhoeffer calls "the man for others."

#### ● 'EMPIRICAL AFTER-LIFE'

Therefore, according to Bishop Pike, IF God exists there MUST be empirical evidence for His existence. This is the problem posed by the first belief.

Belief in an "empirical after-life" is an interesting position, to say the least. Bishop Pike tries to justify his contentions about "the eternal nature of man" by citing the results of experimentation in (among other things) ESP, visions, spirits (as in "ghosts," and not Trinities!) clairvoyances, and psychedelic experiences.

All of these experiments, according to Dr. Pike, seem to "verify a continuing consciousness after death." There is even "growth through encounter" in this realm, he states.

Palmistry, ouija boards and UFO's seem the next candidates for providing such "evidence." Mediums may well replace ministers, and ... yes, even bishops!

#### ● BLACK ART

It seems a bit ironic that the "new theology" should supply its dash of immortality from what had been thought during the Medieval period as a black art or a witches' cult.

It seems, too, that God is one of these "spirits," periodically importuned by ministers playing at being mediums. He is better than the best of His companions and no worse than the worst of them. That is, He must be "God-in-process."

He enjoys the dubious distinction of having existed longer than any other spirits -- in fact, He started it all! Perhaps he was lonesome...

So far, however, God hasn't been assigned any duty other than that of Creator. If He is to be of any use whatsoever to Man, there must be some interaction -- and hence, the need for "belief number three."

Bishop Pike maintains that God is either male or female, although the fact that He is non-corporeal complicates discovering which. Perhaps gender is really only a state of mind anyway...

This might complicate the "new morality" considerably.

Thus, God must be a spirit. But He is a spirit capable of "interaction with men." And He DOES interact with them frequently! It is a well-known fact that certain other spirits may be contacted by mediums who are "tuned-in."

#### ● 'REQUIREMENTS'

God's advantage is that he can get in touch with anyone, anytime, anywhere! However, there ARE certain requirements which must be met before God can get to work fully in you, as Bishop Pike would probably observe.

First, you must rid yourself of all idols (particularly those enshrined within the profane mysticism of "traditional religion") as well as any other "hang-ups" which

stand between you and God.

When this is accomplished, "God breaks through BIG." You become an active, vital, "man for others." As we divest ourselves of these blocks, we approach closer to the power of God as embodied in Jesus, Mohammed, and Buddha.

This sounds wonderful, but is God REALLY necessary here? Couldn't the theory get along just as well without him? If we break-down the prejudices which separate man from man, the result is still the same.

The addition of "God" is almost parenthetical. Remember, God is not "omni-"anything! So He might even forget who you are. But at least there isn't the threat of a celestial peeping-Tom.

#### ● GOD CAN'T FORGIVE . . .

God remains as a vestigial organ of Pike's theology. He owns none of the richness and purposiveness which are supplied by faith in traditional articles of dogma.

God can't forgive anyone if he can't remember who anyone is, or is he can't hear anyone's prayers of supplication.

The "empirical God" is NOT A GOD AT ALL, SINCE WE CAN DO WITHOUT HIM in our empirical thinking. God is only real through faith. And it is only to the faithful that He is useful.

And faith simply isn't empirical.

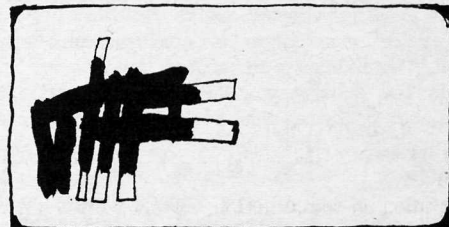
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### ● 'Say It Like It Is'

by Bill Petropolos '70

"Say it like it is" seemed to be the keynote of Bishop Pike's Monday evening lecture in the fieldhouse. Entitled "The Conflict Between Science and Religion," Pike's talk quickly developed the proposition that the conflict is one between amateur scientist-- "Genesis is not a very good scientific textbook" and "amateurs in moral theology."

When a group of scientists opt for the peaceful employment of atomic power, it is not a scientific position but an "ethical affirmation," Pike emphasized that "facts always help," but cautioned "never derive an 'ought' from an 'is.'"



"The Church by and large has grounded its affirmations on authority, sometimes on a mixture of authorities. This is not the way it is going in our culture today...In the physics lab it is facts first, generics, conclusions and affirmations second."

The empirical method has come to direct much of our thinking; it is overthrowing the "prefab" authority of many church positions.

"Credibility gaps" that once cropped up have become "relevancy gaps" and the church is losing many bright young people, who employ more and more in education the empirical method and historical approach to ideas and institutions.

#### ● NOT AUTHENTIC

One example the Bishop used was the Holy Scriptures. Throughout history, books have been added or deleted or ignored on the basis of majority votes at various Councils.

"You can't look at these books and say it's the authentic thing. As one lady said, 'If the King James version was good enough for St. Paul, it's good enough for me!'"

"What supports that which is in the Bible?" you might ask. "Well, it's inspired," comes the reply. "How do you know?" "It's in the Scriptures..."

It is a circle which goes on and on, according to Dr. Pike, and no authority can be established for any statements made.

#### ● AUTHORITY CRISIS

These attempts (at councils, in conventions) to freeze for good the thought patterns is "prefab" and it doesn't work anymore. The efficacy of such methods has declined even as the "authority crisis" that now exists in our culture has grown proportionately.

As Pike pointed-out, there was a time when what a father or college president said was considered right. Now, the students' esteem for these individuals "goes up or down, depending upon what they say."

#### ● PAPAL INFALLIBILITY

Even the "august" Supreme Court of the United States, a body which has some of the best "choreography" going for it ("it is High Mass") is praised by people when they agree with its decision, and inspires "Impeach Earl Warren" bill boards when they disagree with it.

Bishop Pike pointed out that within the Roman Catholic Church the doctrine of Papal Infallibility is a declining influence. Enumerating examples of Councils that have circumvented Papal directions, in which Dutch and French hierarchy have "ignored" instructions, Pike came up with several provocative interpretations and suggested the likelihood of "possible future events."

First in one of the better-received "gripes" of the



night, he called Canon Law "the bad side of the good news."

He explained "Immaculate Conception" by dismissing "original sin" and then granted Mary ascension into Heaven by virtue of the fact that, since he, too, hopes to go--he sees no reason to deny HER going.

"She's nice, and if anyone should be (admitted) SHE should be."

#### ● 'SUPPORT THE PILL'

On BIRTH CONTROL, Pike suggested the Church might "come around to supporting the pill." The "pill" regulated the menstrual cycle so that the rhythm method works "more reliably."

The Bishop concluded with his repudiation of the definition of God as the "Omnia," saying "I don't know." There is not enough evidence to warrant the prefix. It is "over-sell."

Dr. Pike maintained that though he has come to believe in fewer things than he formerly did, he has only traded "quantity for quality."



He summed-up with three affirmations.

First, that "in the universe there is a unison." Second, his belief in, and the possibility of, immortality.

And third, "the affirmation of a style of life"--the life of Christ, Who was "the man for others."

In the question period which followed his address, Bishop Pike was asked to comment on "organized religion." He likened it to earthen jars.

"It is the substance within the jars that matters," he said, but conceded that he had "a liking for earthen jars himself."



## ● Sunday Evening Lecture

by The Campus Staff

"We are called to responsible living and responsible decision-making," said the Right Reverend James A. Pike, retired Episcopal Bishop of California, in a speech on "The New Morality," given Sunday evening, April 2, in David Mead Field House.

The witty and controversial bishop stressed the "changing attitudes" which are prevalent in today's morality and built his code of ethics upon a situational approach.

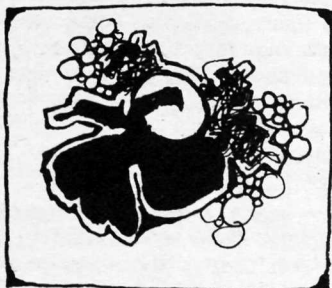
"Most people think that the new morality is about sex," Bishop Pike pointed out. He refuted this opinion by citing other concerns such as "standing silent in the face of racial discrimination" or "obeying one's government if it is slaying people cruelly," as was done in Nazi Germany.

#### ● AMERICAN AUTROCITIES

The incisive clergyman expressed his view that the United States practice of killing thousands of non-military persons in Vietnam could be considered in the same light as the Nazi autrocities committed upon the Jews in World War II.

Although he stressed that "questions of conscience can be given no pre-fab answer," Bishop Pike has observed "a rising tide of conscience about whether Vietnam is Murder" on the college campuses which he has visited in the past year.

In discussing his idea of the "new morality," the bishop explained three other views and his rejection of them as inapplicable ethics for our time.



First, he refuted "the PLAYBOY philosophy" of Hugh Hefner which he termed "the recreational view of sex (and life)." This philosophy "against law" is called "antinomianism" and is expressed in the statement, "I do what I do and therefore it is right for me."

Such a view places no responsibility on either party in a relationship, Bishop Pike believes. He said that Mr. Hefner had modified his position to the point

that "If there is love, sex is better; but sex without love is better than no sex."

The second ethical belief which the clergyman cited was "Consensual Ethics." This incorporates the attitude that "what people do is what they ought to do," as a kind of justification of the Kinsey reports. The Episcopal prelate again mentioned Nazi Germany's slaughter of the Jews as an example of the possible result of such ethics.

#### ● ABSOLUTES

"Code ethics are a hierarchy of absolutes covering human existence and mostly pre-fabricated," the bishop stated. He objected to this code of ethics because "it does not cover many areas of human conduct."

Pike believes that any decision which affects people is a moral decision, whether it be a question of which student to admit to a "selective" educational institution or a decision as to the morality of waging war.

These and other topics, he feels, are not and cannot be covered by a set of absolute rules of conduct.

In Bishop Pike's opinion, all ethics are situational; that is, they are relative to the circumstances surrounding the situation.

#### ● NO UNCHANGING LAW

"There is no such thing as 'unchanging moral law,'" the clergyman believes. He pointed out that even Christ had been wrong about sex at one point in His ministry. . . and the Episcopalian criticized the Christian Church for its historical contention that sex, even in marriage, is wrong.

Concerning sex apart from marriage, Bishop Pike said that each case must be judged within its individual context. In appraising the situation one must not accept such over-simplified norms as "What is the loving thing to do?" (Joseph Fletcher, Roman Catholic Bishop, uses such a standard in his treatment of sexual mores, according to Pike.)

#### ● CLAIMS ON OTHERS

Sex apart from marriage involves claims on others in terms of time and responsibility, Dr. Pike believes. The acceptance of the consequences for one's acts in this situation is absolutely necessary to ethical action. He noted that "there is room for parity of commitment between two people where the sexual act is concerned."

He accepts the sacramental view of sex which has recently been adopted by many churches. In such a context, "sexual intimacy is a symbol of love, an act which should fuel a relationship and possibly even create something," Dr. Pike said.

Since the sexual act is causative as well as the effect of emotions, a person can be seriously hurt as a result of an impurity of emotional involvement and responsible commitment before the act.

If a person is hurt, the clergyman believes, this makes the act unethical. Thus, as he states in his book TEENAGERS AND SEX, Dr. Pike "starts out liberal and ends up conservative" when talking about pre-marital sex.

#### ● ST. THOMAS

Expressing agreement with St. Thomas Aquinas' statement that "A negative particular destroys an affirmative universal," Pike tendered the same explanation he has elaborated upon in DOING THE TRUTH, a recently-published paperback.

He believes that any time a person's action in a situation is inconsistent with his ethics, those "ethics" are no longer valuable or relevant as a way of life.

#### ● SITUATIONAL ETHICS

For this reason, he advocates situational ethics. This system is more of an attitude toward life rather than a code for conduct, he explained. It involves weighing carefully the responsibilities and consequences inherent in the situation at hand, making a decision "as free as possible from rationalizations," and acting on one's decision "in a 100% way."



This "activist" approach is based on individual responsibility. Bishop Pike's ethical attitude may cover any area of human relationships, and decisions will vary from situation to situation.

In his opinion "every choice of the use of time, talent or means" is a "marvelous challenge" to the responsible person. Only through confrontation with moral decision can growth occur. This "growth through encounter" helps one to "mature through decision-making."

"Don't take reward and punishment into account in making decisions," Bishop Pike warned. He explained that goodness itself has an eternal meaning. "It is sufficient that I'm becoming more whole and well 'through right decisions,'" he said.

When asked about the hereafter, the theologian asserted his belief that encounters will continue after death.

"If God is natural," he stated, "He is made up of that which transcends time and space." The Episcopalian went on that man "in God's image" must also

transcend time and space." In fact, he asserted, when men practice "becoming, not just being," they act in "a transcendental way."

According to the bishop, "if we're going to have a kingdom, we have to make it. What the world shall be is in our hands."

## ● Watts And Taylor Disagree

by Suzi Kindervatter '69

The two principal symposium speakers on "The Ivory Tower: Myth or Reality" expressed both complementary and differing views of American colleges and universities in their respective speeches last weekend. Dr. Chalmers H. Watts, President of Bucknell University, and Dr. Harold Taylor, former President of Sarah Lawrence College, challenged Alleghenians to really think about the meaning of education today.

Both men advocated a revamping and revitalizing of college curricula, but each had his own reasons and methods for accomplishing this. Dr. Watts believes in changing the curricula to meet the demands of a technically-oriented society, while Dr. Taylor argues for "no required courses, few lectures, and courses taught by students."

#### ● SKEPTICISM

Dr. Watts expressed skepticism concerning the effectiveness of independent study programs at the college freshman level. On the other hand, Dr. Taylor favored very loosely structured, seminar-type courses for all grade levels. These would employ a central topic and text from which each student could depart as he wished. The group would meet once a week for discussions with a professor. There would be no grades or examinations.



Dr. Taylor believes that "competition for grades is the dominant attitude in the competitive community of the college." He contends that the student is not aware of the stupidity of his "mass culture," so he "accepts the entire miserable apparatus as it if were valid in our society."

Both men see youth taking a more active role in the issues of their times. Dr. Taylor cited civil rights demonstrators and volunteer workers in the Peace Corps and Vista as "youth using talents and education to achieve something. . . without the prejudices and cultural inhibitions of the older generation."

Dr. Watts advocated more student responsibility and participation in the running of colleges and universities.

In view of the contrasting opinions of these two erudite educators, one does not wonder that the confuses student of the liberal arts college sometimes may try to hide in the citadel of the "Ivory tower."

Faced by the conflicting values of success and sacrifice, responsibility and radicalism, militancy and humanity, and tradition and self-dependence, he must eke out some meaning for his own existence and try to become "an educated man."

Dr. Taylor deplors the "overemphasis on scientific components of the curriculum" because he believes the "creative" arts, humanities, and social sciences are being neglected.

He also believes that the NDEA loans to develop foreign language and science programs are unnecessary because of the amount of money the federal government is already supplying through National Science Foundation grants.

"The educational system," said Dr. Taylor, "is plagued by the influence (of the federal government.) It is used to produce the manpower which American foreign policy demands."

#### ● SOCIAL MOBILITY

Both educators agree that higher education is an instrument of social mobility. Nevertheless, while Dr. Watts praises its departure from being strictly a privilege of the wealthy, Dr. Taylor condemns it for providing "social and economic gain for particular people."

According to Allegheny's Dr. Hutcheson, Dr. Watts seemed to be advocating "a middle-class elite" in his discussion of the liberal arts institution. It is also widely known that the majority of "highly select" students at Sarah Lawrence College are from upper middle class backgrounds.

Dr. Watts called homogeneity on the small-college campus "the wrong kind of artificiality," but suggested no remedies to the situation, except attending a larger, state-supported university. Dr. Taylor concurred with this view, citing municipal universities like California's San Francisco State as having more varied, progressive student bodies.

Unlike the President of Bucknell, Dr. Taylor believes that a liberal arts administration should not act in loco parentis. "It is no business of the college what the students do with private time," he said. The former



## ● Two Hours - Hundred Films

BY TOM KEENE '67

From Tuesday through Saturday the last week Kent University in Kent, Ohio, had their 3rd Annual Film Festival. Organized by film-maker Richard Myers, an art instructor, the program offered a double program each night of "underground," "New wave," "psychedelic," etc. films. I saw the complete everything and my eyeballs ached.

The first two nights were of films from the Ann Arbor film-makers. Many of these films had periodic hisses from the audience, which many of them deserved. But these films were not screened for entertainment; they were for instruction of the literary hang-ups that unaware film-makers, because of our heritage, may fall into. A moving film should move. I became frustrated with the many merely beautiful still shots that were projected for unending stretches. Many of the cutting techniques of these same films were literary. This can only be explained by seeing the film itself. There will be a number of the better films from the Kent Festival here at Allegheny in a couple of weeks.

The third and fourth nights were made up principally of films from France and England. Though slick, they had an entertainment value that was filmatically interesting. There were also portions of older movies from the Museum of Modern Art shown. I enjoyed this second group more than the younger films of the first of two nights. But as a filmatic thinker, I was also stimulated by what I saw the first two nights, especially by what was NOT accomplished. I could not merely sit back and rest, as an audience tends to do in a polished film.

The fifth night some of the award-winning films were screened. There was also a light show with slides by a New York group, who also presented their weird film PARAPHENALIA, advertising a dress shop in New York, which is more of an idea than a shop itself.

On Wednesday afternoon there was a panel discussion on THE NEW NOVEL and THE NEW FILM, which went as follows since I had known of the arguments already. My enjoyment of this came through "transcribing the literary narrative," as some panel speaker said someplace...



Inroads to writing expositions, for a return to something else. To start out I must disagree since the Film is a new art form borrowing from all else. The artist as such behind the camera does a lot of non writing through the medium of the motion picture by visual

to form a correlation. That is to say, the visual image disintegrates and has deserted the working skeleton in order to manipulate the puppets for a recreation of the obvious film. The winter film, in examining the powerful images, is the ideal of the empty canvas to return the right parts to the individual owners.

What do you say, sir? The literary themes are concerned with the aware Broadway musical to recommend the Bible of fact to keep the film-makers over the parasitic barrel.

The unconstructed audience responses to the source of the screen image....But a minute about the debt of commercial films in their influence of the individual directions. To see the 20's are dogs of absurd. He has borrowed and will continue to borrow the breadth of conscious streams. To make great strides forward. The character looks like an experience, to oversimplify, and some of complexity gets left out in the novel parallel to time and motion of the filmatic image.

I was introduced in the beginning to comment on the supplementary film of a wide screen and not much else. What film can add to the initial image is a twenty year premise of a fast film piano played. To read a book was specifically writing (sic) before a film is the main collective cause of disaster. Yak, yak. Running the showed people is a breath of consequences.

Starting with an edited flush of the beginning implications, the Chinese theory of film making is that the image is worth a thousand words....

(Good point.) A series of beautiful series of pictures may lack movement. The flashback of Jake Barnes is an absence of the Chandler which, too obvious, does not function in the novel's one entire life when it attempted to be a Hemingway movie. To amplify the point, the sense of this type of thing is most effective in the least amount of time. To have the worn our typewriter is cheap: to have a worn-out cine-camera is (lousy) and no good. Thusly writing is cheap, filming technically expensive, they said...

Jean Cocteau has said that film making will only become an artform when it costs no more than pencil and paper. This is one of the everpresent problems that the independent film-maker faces.

Kent's atmosphere is in many ways tied down to academic solutions. The film festival comes to Kent. I go to Kent and have an interesting time. There will soon be a film festival at Allegheny.

## ● Watts, CONTINUED FROM PAGE 15...

dealing with the situation." He hinted at a change in Pennsylvania law, possible in June. The educator seemed doubtful that "students can be made to live responsibly within the law."

Speaking of the "explosion of knowledge" in our century, Dr. Watts listed several effects which it has had on our colleges and universities. He mentioned the proliferation of academic disciplines and increasing requirements for specialized training from our undergraduate schools.

### ● NO UNITY

"Education, government, and industry have become thoroughly mixed and interdependent," the President of Bucknell said. "Mobility of a populace tends to destroy its sense of unity," he pointed out. Therefore, it is difficult to inculcate mores within the family structure. The responsibility naturally falls upon the colleges and universities, Dr. Watts believes.

Dr. Watts stated that for the first time in our history, "a vast number of people must be highly educated." Dealing with the stated topic of his speech, "The Liberal Arts College - Is It Worth the Cost?" he cited

the enormous federal budget for aid to public institutions. "Sixty-six percent of private institutions' operating funds come from students," he stated.

"Within ten years more than 80% of the people will take higher education in public institutions," Dr. Watts remarked. This change creates new pressures on the private liberal arts colleges, he observed.

### ● CLARIFICATION

These institutions must undergo "a process of clarification (of purpose); they must have more than homogeneity or intimacy for its own sake," he said.

Liberal arts institutions must "create a really hospitable environment for their students in terms of (1) a place of contemplation and (2) a basis for meaningful action in the modern world." Dr. Watts asserted. He advocated a "sensible sharing of responsibility between faculty, students, and administrators in the college community."

### ● FLEXIBILITY

However, he warned, institutions cannot be "anarchistic", i. e. they must preserve the past while looking to the future. The students should structure their own regulations, but he believes there must be some regulations "to keep the police out."



## ● The Return of Crazy Jane

(WITH APOLOGIES TO W.B. YEATS)

Crazy Jane Returns, or The Nascent Great Whore of the Western World Encounters the Unitarian Professor of Scholarship (Necessarily Abstract ●)

● Abstraction is the death of poetry -- mayhaps also of prose? also of men? also God? CERTAINLY of love!



The tragedy of our present condition, apart from any threat of perdition, or other wanton debauchery, lays (not lies) in the fact that so many have first the poetic spirit and secondarily the religious appreciation -- yet own neither the poetic skills nor the humility necessary to surrender their ALL to a God Whose existence must be taken on faith, alone.

He laughed, and picked his nose (elegantly, of course) with a cambric kerchief.

REALLY? he asked.

Of course. It seems that way to me, at least. The challenge seems to lie, not in a remembrance of things past -- for they are all barren and ought to be forgotten -- but in a recollection of one's presence, grounded solely upon faith in a Divinity.

He laughed, and made voluminous notes in triplicate, and analyzed her delicately-crossed legs and all that they revealed.

REALLY? he asked.

It seems so to me, at least, she smiled. And delicately she pulled her skirts down a little, in a seductive gesture of "modesty."

But what of me, and my condition, then? Have I, in my position, become the heir-apparent of raw perdition? he smiled. Nervously she crossed and uncrossed her legs. (If she had been within a Catholic Church, doubtless she would have taken holy water: for hers was a sacred quest -- to contest an abstract profession of Honor -- with the contingent uppercase "H" of course.)

You have not fallen, if you have once accepted on faith, and have subsequently built upon it, she replied.

I cannot say that I deny the truth of what you say, he smiled, but my problem is of another order -- a separate logical (or illogical) type, if you will.

I don't think I understand, said she.

Perhaps I don't either, said he.

She nervously crossed her legs, demurely somehow, with a modest synthetic swish of nylon.

He calmly folded his cambric.

Then he continued: But I think it must consist in this, that I am content with what I now believe. I admit to having sometime made my quota of tacit value judgments-- which one who is in my position necessarily must make. However, I am perfectly satisfied to make them, and to be bound, contained, restrained -- if you like, even "chained" by them.

He smiled.

But ... is that enough? said she.

My poor child, said he, what else can there be?

He smiled an eloquent, abstract, faceless smile.

Nervously she uncrossed and then recrossed her legs.

What of the Absolute? she asked.

He laughed.

What of it? he said. The question of whether such a thing does or does not exist concerns me not at all. I am bothered by it not in the least.

I have made my assumptions, I have cited my biases and posited my primitive concepts; I have taken my role and functioned within my

set, and now I proceed to play my game.

-- Is it not written:

THOU SHALT NOT APPROACH ME, TO PUT ME DOWN UPON MY OWN GROUNDS, WITH MY OWN WEAPONS?

He laughed after saying this.

He laughed, to soften his sarcasm.

She recrossed her legs demurely, but this time made no pretense at modesty. The hem of her garment -- which he might not touch worthily -- rose slightly higher above her knee.

How can you be satisfied with that? she asked. How can you be satisfied without the Absolute? How can you be so resolute in your pursuit of barren scholarship?

(How boring this all is, he thought; how very boring, how very much indeed the "tedium" has been subsumed by "vitae.")

And even while he was thinking this, observing anew the slight swell of her handsome thighs, he made eloquent, witty, polite, bawdy jokes for his own consumption, as men of letters are often wont to do.)

The resumption of his argument affrighted him.

Ho-hum! I think it silly, to talk like that, he blurted.

(Then he her worried eyes averted, in accord with the truest of Pope's conventions.)

It is so tedious to speak of Absolutes, when all is relative, he explained.

But I cannot be content with relations, she shwhispered, miming herself with her nylon leg passed over nylon leg. I am enamoured of The Word Becoming Flesh -- or soon so, to become.

Hmmmm, he said. Hmmmm, Hmmmm (ho-hum!) Hmmmm, he said, pretending to be interested. Her quivering knees enticed him, though her naive comments iced him.

It is so pedantic! he thought. Not even romantic, as seductions ought to be!

He fixed his gaze upon her upper knee.

I greatly admire such a desire, he said; but for my own part, I find it insubstantial. I do not think that I expressly wish it. I am quite content in my present position, thank you! (though it may have been born of indecision.) And I am convinced that, should I spend the rest of my life in a sustained attempt to master even that small field of knowledge within my immediate purview, I shall have more than enough to keep me occupied.

Why must it reduce to this? she shwhispered.

He laughed. Why shouldn't it? Where, after all, does scholarship -- here using your own terms -- lead, if not to an essentially barren maintenance of one's position, grounded on assumptions?

One ought accept this at the outset, and content himself with his limitations. We are all finite. Why should we even pretend that we are not? And more, upon your own admission, even this -- so subtle a perdition as faith -- requires the use of intellection.

Fie! fie! the black art of intellection! she exclaimed, and then laughed, recrossing her legs. My faith is in the Absolute, and yours in the Relative, she mocked. And what relations can exist between these two are -- are all -- profane.



The sudden utterance of this sentiment, put in these words, seemed a revelation.

All ... profane, she shwhispered, softly. All comments are innane, all exactitude insane.

He smiled. She was a very sincere child, in her nascent seduction. It was a pity she could not complete the reduction to pure faith -- in the manner of a religious Husserl, perhaps.

He mused: perhaps, in time, with more studies, and more discipline ... in time ...

The atmosphere seemed unbearable to her. She believed her arguments to have been demolished. Even faith was dependent upon reason! The autocrats of university chairs banished faulty epistemology to wastebaskets already crammed to bursting with the incompetent (though terribly, terribly sincere -- tragically sincere!) compositions of sophomore undergraduates.



And the atmosphere WAS unbearable! because it seemed unbearable to her -- and this was enough. (She was at root a quite introspective and subjectivistic young idealistic!)

Restricted over-much by the professor's office, at last all she could do against his intimidation was to uncross and recross repeatedly her shapely legs.

(It must be admitted that her gams were quite, almost too-too shapely!)

Oh, the shame of it! oh fie! fie! she thought. She must do something to recoup, and quickly.

Here is a poem I have written, she said, producing a series of scented sheets covered with a neat, precise script in turquoise ink.

(She was, of course, trying desperately to regain some of that ground which she correctly assumed herself to have lost somewhere in the course of her conversation.)

Oh, she shwhispered, delicately recrossing her nylons, DO let me read it! Oh, do not make-out the battleground of my soul to be a Polish Corridor, she implored, waxing diplomatically eloquent ...

He found her arguments, so mixed-metaphored, something much to be abhorred. It was pedantic, not at all romantic; melodramatic and, most distressing of all, INSUFFERABLY static!

(She, on her part, knew full well that her poem might be considered as one continued mass of verbal phallic symbolism -- for she was a proper young lady of her times, knowing full well her tabular dots and colons and periods to perfection.)

Moreover, she had read Freud, and practiced voodoo intellection: oh, she knew full well it was a phallic image!

However, he gave her leave to read it.

But, he cautioned, mind your text is neat ... and that the words you use are never indiscreet!

Thus, she proceeded, reading rapidly and smoothly in a clear, innocent, sustained tone:

The neat,  
precise  
and delicate  
poetry;  
The neat,  
precise, and delicate prose  
of my discovery  
lies in my awakening  
to meters sprung, and springs springing.

Of bartered articles,  
nondescript,  
say I write a meaningless script --  
hagridden,  
hackneyed,  
bartered on creaking, rusted bedsprings  
sprung and springing.



No larks singing,  
not in poetry! Say it!  
Try deny it.  
I dare you.  
I implore you.

I BEG you,  
with your iambs trochaed, spondaed --  
deny it!  
Oh, for a neat,  
precise definition!  
You opt an indeterminate  
perdition.

Evening:  
shriving and leaving;  
dust and rust flaking;  
gerundives faulty, failing --  
Baudelaire  
drunk, and  
Sade  
flailing --

Say my beauty fast is failing,  
say my blood,  
fresh-spilled,  
is paling!

Say it! say it! say it!  
Say I write in indecision,  
say I right undue derision,  
say it -- screaming, keening --

say the ill-bred man,  
well-meaning,  
is keening,  
rusting,  
undecided:

say the past shall be derided,  
say the ruptured womb,  
unbridled,  
mates your flesh intervening;  
say the sheet, the bed  
is keening -- say it!  
Say the bartered fragments marge,  
cluster near the verge  
of indecision!

Heap your dung of sad derision  
upon my bedstead's pregnant vision:  
SAY IT! SAY IT!  
Deny, descry, and albeit  
Your neat,  
precise  
and delicate prose  
never once a God arose! say it!  
Deny, descry, and fie, fie, FIE it!



(These bartered rendings,  
non-descript,  
deposited in an unmarked crypt;  
in this ill-timed open season  
kill this ill-rimed maid of Reason:)  
Say it!  
obey it --  
crave, enslave, pickle, prick --  
only, do not weight it!  
I beg your fulminates of reason  
to bring to an end this wartime  
season: SAY it!

My bartered symbols,  
non-descript,  
must be sealed  
in a silent crypt  
apart from larks  
and iambs trochaed --  
cover me deep,  
bury me Spayed:

Evening:  
shriving and leaving,  
dust and rust and lust flaking;  
gerundives, arts of reason failing --  
say my heart's in need of flailing;  
say my mind's an unturned  
field ...  
SAY IT!  
I yield!  
I yield.  
I ...  
yield ...



Is that ALL? he asked, sarcastically snuffing  
a great, healthy blow of his nose into the folded  
monogrammed cambric.  
Yes, she shwhispered.  
I do too, he mumbled into the cloth.  
What? she asked.

Nothing, said the professor.  
I merely noted that I, too, yield,  
my dear!  
She blushed and brought her knees  
primly close together, casting her eyes  
upon the floor at his feet.  
Of course, you realize that it is very  
bad poetry? he said.  
-- AND that it says, when analyzed,  
very little?  
Of course, said his student. But it  
IS sincere, and deeply-meant, she was  
hasty to add.  
Doubtless, said he, doubtless. At  
least, it IS well-meaning.  
Yes, said the nascent great whore of the  
western world. She crossed her legs,  
again shwhispering (which he found so irk-  
some.)

But it IS sincere ... well-meaning, he said.  
Is there a difference between the two?  
she asked.  
Perhaps. A great difference, he replied,  
smiling.  
Then he became quite sober, and asked  
her abruptly would she please stop re-  
crossing her legs, as he found it QUITE  
distracting.  
And she promptly blushed again, and  
promptly did so.

Now the professor knew  
full well that he had reached  
an impasse, with nowhere to go  
but either to bed with her or home  
to dinner with his wife -- as the  
professor realized full well. It may  
be bothersome to our readers to observe  
the nascent great artistic whore of the  
western world in such a circumstance  
of imprecision ...

...when it is, as she herself has many  
times confessed, merely a degree of cer-  
tainty that she desires in life. And since  
it is upon the careers of this and similar  
artistic or pseudo-artistic intellectual  
whores -- both male and female -- who  
give themselves rather indiscriminately  
into casual marriages with an art born  
of bastardy ...  
...since it is upon them that any future  
victories in battles against the menacing  
cult of the black art of intellection depends,  
I must propose an alternative ending to  
our tale.

It is entirely probable -- while not at all  
favorable to the young, shy, woodland  
creature's purpose -- that her interview  
might end as follows ...  
At least, this alternative  
ending has a kind of certainty, an  
"exactitude," which alone should  
make it manifestly more satisfactory:)

Evening:  
shriving and leaving,  
dust and rust and lust flaking;  
gerundives, arts of reason failing --  
say my heart's in need of flailing;  
say my mind's an unturned  
field ...  
SAY IT!  
I yield!  
I yield.  
I ...  
yield ...

I DO, murmured the professor; I DO!  
Oh, she gasped, uncrossing her legs  
and modestly shielding the tops of her  
hosiery from his eyes (that never,  
NEVER might be compared to pearls,  
Shakespeare to the contrary!)  
And ... do you? she asked, in a husky  
voice.  
He would have and could have and maybe  
(God knows!) should have, but ...  
I have other appointments, he said briskly.  
Yes, she shwhispered, I've taken up  
enough of your time as it is.  
She stood up, smoothing flat her shift  
across her waist and thighs.  
You have, he said, eyeing her intensely;  
and I have freshman compositions to read.

Yes, she shwhispered, passing leg on leg,  
I've taken too much of your time.  
You have, he agreed again. (He was  
a most agreeable kind of gentleman!)  
Perhaps another, better time, he said.  
No, said Crazy Jane; and she left him there,  
coldly perusing his graphemic relics of  
sophomoric composition in his private office  
of intellection.  
Humbly! she thought.

He did not notice her leaving, but busied  
himself amid that kind trash of his vocation.  
After a short time, his wastepaper basket  
overflowing onto the floor with compositions  
he had one by one demolished in blue pencil --  
he had occasion to pick it up and carry it out  
into the corridor, to empty it.  
Only then did he realize that she was  
Gone Forever, and that there was SOMETHING  
Strangely Absent Which He Had Come to  
Appreciate Much, the very recollection  
of which set his hair on end with anticipation  
or fear, or some equally-strong emotion  
he was unable to qualify by reference to  
any number of novels or poems or books  
of criticism, or any philosophical critiques  
or "standard" mathematics texts:  
-- ditto for those of formal logic, and those  
of the "social" sciences.

It was the quaint "shwhispering" he  
missed: the seductive personified  
scepticism walking about on fine-shaped  
female legs sheathed in glowing russet  
nylon (made possible by the latest  
breakthroughs in scientific technology)  
and sheathed (or disguised) in the  
gossamer garment of Faith.  
Crazy Jane's faith is a Faith Peculiar,  
Permissive and Promiscuously-Enticing,  
which clings to her with the persistence  
of nasal mucous upon my lips, thought  
the professor, as he tried to imagine How  
It Would Be to Kiss Her ...  
... and in so doing, missed  
the point entirely!

● ● ●





## by DAVID CALDWELL

Now move them to the street  
For the leaf-men to take.  
Look over the lawn  
Stretch out a muscle ache  
Then go back in for coffee  
There are still leaves enough  
To wait to see  
Which way the wind will blow

## by DAVID CALDWELL

With raw-boned face whipped by the sun,  
He spoke of the blood of human being  
That the settlers' sons must make flow again.  
He walked among us for a time, then flew  
To mix brown earth with rain and sun.



Caldwell is now completing work for his Master's Degree in philosophy at the State University of New York at Buffalo. In addition to phenomenology seminars, he has found time to audit a contemporary poetry course taught by the young and exciting Robert Creeley.





### There's a man

a man  
a man  
a woman ...  
no, a man ...  
what?  
A MAN!  
A WOMAN!  
(NO!?)  
(YES?!?—???) ... (blush)

NO.  
YES? NO?  
MAYBE.  
... A MAN  
... a man  
... a  
... WOMAN?

NO!  
WHAT?  
A MAN!

the rains that fell  
upon my eyelids  
today were like  
the velvet catpaws  
of sated Tabbies  
pouncing upon grounded  
birds. They pressed in  
upon me,  
Darling,  
until I thought that I  
should die ...

But then I thought of  
you, dearest, and the  
sun opened up the fogs ...  
cleared  
my  
mind

and -oh-mý-God-how-I-do-lie-to-the-one-I-ooooo-ahahahah-oooooo-LOVE.

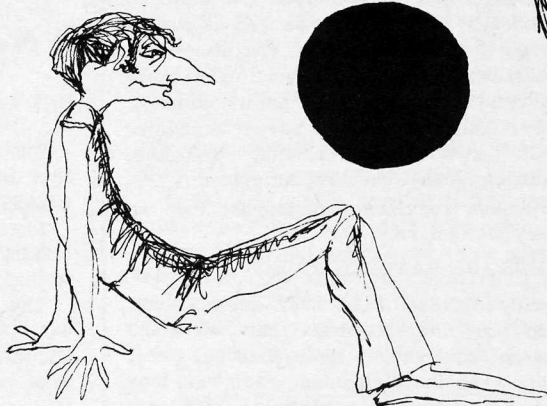
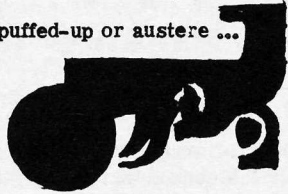
love ought not be  
put behind a wall, to be held in, or  
in any way constrained; love  
should be approachable  
(culpable? do lovers make mistakes?)  
should be amenable, agreeable ... should not be puffed-up or austere ...  
(Thank you, St. Paul!)

I think love should be open,  
not consigned to crypts; foolish  
to mourn a lover lost and turned  
to dust  
in silence ...  
in stone ...  
in a crusted crypt --  
blackened by the shadows of my tears.

I mean, sire, that ... that love ought to be OPEN!  
unashamed, unfrightened ... hands held in clear sunlight;  
not lovers taking loves for money  
in shadowed alleyways  
or on the doorsteps of brothels.

I mean, my king ... my liege-lord ... that love ...  
love should be kept in the fields;  
a stallion in rut is not constrained,  
not chained; nothing  
would hold him. You know that, my lord.

Then how might a man be held  
when that man is in love.  
The above is not a question, sire, but  
a statement ... and it begs no response.





## ● Of Vietnam and Butter . . .

by Howard Moffett, CPS

The Viet Nam war has hit our generation like a knife cutting through butter.

It is complex and we want fast, easy answers. It is years old and we are young. It is many little confusing concrete things, and we like to speak in sweeping generalities. It will go on for years--one way or another--and we are already tired of thinking about it.

The war landed on top of the other problems our fathers hadn't solved (we may be more sensitive than any previous generation to the faults of our forebears). Our hero, John Kennedy, had been taken from us, and an anti-hero, Lyndon Johnson, left in his place. We never did assimilate the fact that Kennedy did more to shape U. S. policy in Viet Nam in his three years than Johnson has in the years since.

### ● STUDENT ACTIVISM

The war came in the wake of the greatest student activism since the '30's--the civil rights movement. It came as the Cold War was being exposed as a myth perpetuated by vulgar politicians with a vested interest in ignorance. The world was being remade, and we had discovered it almost before anyone else.

These things turned Viet Nam into the most explosive campus issue in a generation. The question neatly divided informed, active students into two camps: belligerent supporters and bitter opponents of U. S. policy. If there was any middle ground, it was held not by moderates but by those who weren't interested. It was, after all, a dirty little war in a country nobody knew where, and why should I care?

### ● 'INNOCENCE OF THE CONCERNED'

Those who have better things to do than worry about Viet Nam don't need to justify themselves. More disturbing is the Innocence of the Concerned.

Those of us who are emotionally committed to one side or the other are probably more anguished by this war than we have been over any other public issue--because there seems to be nothing we can do about it. BY CHOICE OR CIRCUMSTANCE, WE ARE SPECTATORS, AND POORLY INFORMED ONES AT THAT. Because we look at the war from far away, and because we understand very little of the complicated reactions of the Vietnamese themselves, our anguish is closer to that of the teenager seeking to justify his moral indignation than to the adult forced to deal with suffering. To many of us, it is more important that our position be vindicated than that the suffering should stop.

### ● CIVIL RIGHTS HERITAGE

Part of this innocence is the heritage of the civil rights movement. Many of us stood up and were counted on behalf of human rights at Albany or Selma. We marched and fought against clear-cut evil, and some of us even went to jail to demonstrate our convictions. We won some significant victories, or helped others to. They were victories of courage, justice and morality--but they were innocent victories.

### ● NON-SPECTATORS

YOU DON'T LOSE YOUR INNOCENCE BY FIGHTING EVIL. THE END OF INNOCENCE COMES WHEN YOU REALIZE THAT YOU ARE CAUGHT--if only by association--in a struggle that is not black and white; in which there is morality on both sides as well as power; and in which decent people with names, caught between the two sides, must bear the brunt of the suffering while you are free to return to your books and a cold beer.

Those who are not spectators in this war--Vietnamese soldiers, Viet Cong guerrillas, peasants, refugees, mothers and children, young teachers, American G.I.'s, and North Vietnamese regulars--are tougher than we are, like Secretary McNamara.

### ● HOMES ARE BATTLEFIELDS

War is all many of them have ever known. When Americans go to war, they go where their wives and children will not be disturbed by it--to Europe, Cuba, Korea, Viet Nam. When the Vietnamese go to war, they turn their cities and farms into battlefields, and their wives and daughters are often the first victims. "Les petits, ils n'ont jamais connus la paix," my landlord's uncle said the other day.

## ● Selective Service Rehashed

by Larry Choate, CPS

### ● MYSTERIOUS ORGANIZATION

The Selective Service System has until recently been regarded by many Americans as a mysterious but necessary organization which insured that there would always be a sufficient number of men in the Armed Forces. The little that was known of the workings of the system seemed to imply that it was as universal and democratic as its spokesmen claimed. After all, everyone was required to register and everyone's case was handled by a local board. Besides, if someone were drafted, it was probably the best thing for him. He wasn't in school, wasn't married and probably wasn't making much money. A stretch in the Army would do him good. He would serve his country and become a real man in the process. Few doubted the validity of the system.

### ● DYING 'OVER THERE'

But now, in the midst of the Viet Nam war, with increased draft calls resulting from escalation of the "war effort," people are beginning to wonder. The draft is hitting home. Boys from the neighborhood are dying "over there". Marriages are rushed or postponed. Educations are interrupted or senselessly prolonged. Families are losing husbands and fathers. And very few people are sure exactly why. The Selective Service System and its operations, national and local, have become a matter of concern to parents, students, employers, employees, husbands, wives, and almost every young fellow on the street. Some are reacting. The government has set up face-saving commissions and investigations; universities have held conferences; students have held demonstrations. Condemnations are frequent, solutions numerous and action only sporadic and limited.

### ● BABY BOOM

This debate has prompted Mr. Chapman to write his book. His main thesis is that America's draft policies are "antiquated, inefficient, and uneconomical" and that the system itself is "inherently unfree and coincidentally undemocratic." In 143 pages he undertakes to criticize the present Selective Service System, analyze and condemn various attitudes and individuals supporting it and offer his own solution to the present situation.

The post-war "baby-boom" has come of age and has flooded the draft pool. The present draft system, organized fifteen years ago, is incapable of dealing with this mass of registrants. In its attempts to control the size of the 1-A pool through locally administered disqualifications and deferments, the Selective Service System has effectively managed to abolish any remnant universality or fairness in its operations. Deferments are granted solely at the discretion of the local board and norms are arbitrarily changed according to board members' attitudes and the board's need to meet a monthly quota.

### ● PROFESSIONAL SOLDIERS

MR. CHAPMAN'S SOLUTION TO THE DRAFT SITUATION MERITS ATTENTION. HE CALLS FOR A THREE-TO-FIVE YEAR TRANSITIONAL DRAFT WHILE A PLAN OF COMPLETELY VOLUNTARY MILITARY SERVICE IS SET UP. THOSE CHOOSING TO ENLIST WOULD BE PAID A SALARY SOMEWHAT LESS THAN THE AVERAGE AMERICAN INCOME. It would be designed to attract professional soldiers through improved living conditions and training. The establishment of such a force would cut down the Army's massive turnover in men, and the consequently huge burden of training. It would also provide specialists to replace civilians now employed by the military. Meanwhile, transitional draft would fill up the gaps left by men (mostly former draftees) leaving the Army. These new draftees would be chosen from a completely universal pool of all eighteen-year-olds, drafted before they entered college or married.

### ● CONTRIBUTION

This solution appears to be sound. In any case, the book is on the whole a valuable contribution to current debate. Mr. Chapman's well-substantiated presentation of facts, together with his suggested solution, can serve to give everyone involved some of the knowledge and much of the stimulus necessary to begin a serious, effective movement toward reforming or abolishing our blatantly inefficient and undemocratic Selective Service System.

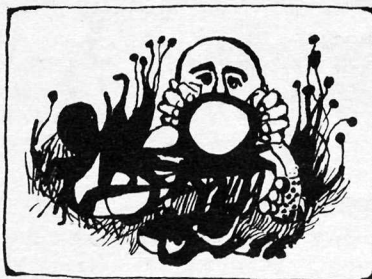
## ● No Class Rankings to Boards

by CPS

The President of REED COLLEGE has announced that in the fall the school will NO LONGER PROVIDE CLASS RANKINGS TO LOCAL DRAFT BOARDS.

President Byron Youtz said that a student who is making satisfactory progress will have a statement to that effect sent to his draft board.

The college feels, Youtz said, that CLASS RANK TO ESTABLISH STUDENT DEFERMENTS IS EDUCATIONALLY UNSOUND AND UNDESIRABLE. Reed will work with other institutions to have the ranking system changed.



## ● FARCE Study's Results Told

by Roger Rapoport CPS

Considerable attention is being focused on President Johnson's new plan to draft 19 year-olds first on a "Fair and Impartial Random system of selection (FAIR)." Unfortunately everyone is ignoring any new plan to change the draft based on a "Fair and Reasonable Classification Evaluation (FARCE)."



The FARCE study, which included extensive consultation with Selective Service Director Hershey, students, draftees, college administrators, and parents includes that 10 year-olds should be drafted first.

The average 10 year-old would make a great soldier. UNLIKE HIS SOFT OLDER BROTHER, THE AVERAGE 10 YEAR-OLD IS IN TOP PHYSICAL CONDITION. Since he hasn't been corrupted by SDS and New York Times anti-war propaganda he'll lack mental reservations about fighting. AND FRESH FROM HOURS OF TV VIEWING AND MODEL BUILDING HE'LL BE THOROUGHLY VERSED IN MODERN COMBAT TECHNIQUES.

### ● WAR TACTICS

Training 10 year-olds at Fort Dix would be simple. For example search-and-destroy techniques could be taught under the code name of "hide and go seek." And the young soldier would need minimal training in how to handle a spiked yo-yo or napalm-filled squirt gun.

The government could save money equipping the new troops: smaller soldiers obviously need smaller uniforms.

Taking the 10 year-olds away from their homes and sending them to Vietnam would provoke less hardship than it does for today's soldier. There would be far less disruption of family and professional life.

With their sharp reflexes 10 year-olds would make good pilots. Certainly the young fliers with their acute sense of timing would be less apt to bomb civilian targets than today's pilots.

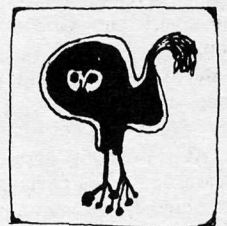
Even if there were occasional misfires, 10 year-olds would still be the best men for the job. From a public relations standpoint it would be much better to blame a child for bombing a school than a grizzled Air Force reservist. Besides who ever heard of a 10 year-old imperialist.

### ● INNOVATIONS

In the field the new soldiers could develop worthwhile innovations. Besides tin can walkie-talkies the young fighters might use kites instead of smoke bombs to point out targets to pilots.

The new soldiers would greatly reduce discipline problems in the service. One of the most frequent complaints from Saigon is that American soldiers have turned the city into a brothel. Not only would 10 year-olds end this but they would curb the social disease rate.

Also there would be no need to fly soldiers out of Hong Kong or Hawaii for "rest and relaxation" trips. The 10 year-olds would be satisfied with a show by Soupy Sales and Batman.



The new troops would also help curtail black market activities. Many PX items like razor blades and shaving cream would not be sold any longer. Besides, who would want to buy hot copies of Mad Magazine and Superman?

Bubble gum, incidentally, would of course replace beer, although the 10 year-olds would have to be careful not to chew in the field. The pops could give them away to the enemy.

### ● BOY SCOUT BADGE

Many choice incentives could be offered to the new soldiers. For example an Eagle boy scout badge could be promised on return to civilian life for any boy who kills 10 Viet Cong.

While this plan does have its defects--Bob Hope would have to stay home during Christmas, and junior high school enrollment might drop--overall it is in the national interest.

Not only does it aid the military but it helps the colleges. What could be better than a 5,000-man VFW chapter on the Berkeley campus to keep student revolts down?





## Kennedy on Draft

by CPS

Sen. Edward M. Kennedy told the closing session of the 22nd annual conference of the Association for Higher Education this last month that in the present situation of limited war, "serious questions can be raised about the continuation of any deferment policy" for undergraduates.

### PRESIDENT HAS AUTHORITY

Speaking on a PANEL ON THE DRAFT, Kennedy told over 2,000 educators that college students should be allowed to pursue their studies uninterrupted in times of peace, but that the President has the authority to decide when a threat to national security makes necessary an end to deferments.

### GRADUATE STUDENTS NOT DEFERRED

While stating that the US is presently in a war situation in which deferments are of dubious value, Kennedy said "it would be difficult to prescribe any specific criteria" the President should use in making a decision on deferments. President Johnson has not made a final proposal on college deferments, but has announced that graduate students will no longer be deferred.

While the system of random selection among draft-eligible men, as proposed by President Johnson in his message to Congress March 6, would be a step towards "a more just society," Groves said, "STUDENTS WANT A FULLY FREE SOCIETY. THIS CAN BEST BE ACHIEVED WITH A VOLUNTEER ARMY."

While he conceded that a voluntary army would cost more than the present system in order to offer adequate incentive to join, Groves stressed, "whatever the cost, students feel that freedom of choice is worth it."

Also speaking on the AHE panel was W. Eugene Groves, president of the National Student Association (NSA), who urged further action toward eventually eliminating military conscription entirely.

## Temple Draft Board

by CPS

Several members of the FACULTY at TEMPLE UNIVERSITY have created a COUNSELING BOARD to supply conscientious objectors with DRAFT ADVICE.

The group, called the FACULTY DRAFT COUNSELING BOARD, will provide information about the rights of draft-eligible men who object to military service on the basis of conscience.

### NO ONE TO GUIDE

Dr. Robert Edenbaum, chairman of the board, said that the percentage of conscientious objectors had increased since World War II. "This makes it necessary," he said, "for the faculty to provide help because many students have no one to guide them."

Edenbaum said that the 15-member board does not take a stand on the Viet Nam war. The faculty counselors, he added, know the penalties for helping someone evade the draft and each will act according to his own discretion.

Edenbaum said there are about 60 faculty sponsors supporting the board.

Similar groups are being founded at a number of other universities. At Chicago's Roosevelt University, the Selective Service Counseling Organization is recognized by the Dean of Students' Office as an official agency of the school.

Selective Service Information is also offered by the offices of the American Friends Service Committee, located in most major cities.

Additionally, information for those who believe themselves to be conscientious objectors is available from Philadelphia Central Committee for Conscientious Objectors.

## Inside CIA Troubles

by CPS

### CIA LINKS

A CONFEDERATION OF MORE THAN 30 NATIONAL STUDENT ORGANIZATIONS, USYC HAS BEEN LINKED TO THE INTELLIGENCE BODY THROUGH THE FOUNDATION FOR YOUTH AND STUDENT AFFAIRS OF NEW YORK (FYSA), reportedly a CIA conduit. The Council obtains over 90 per cent of its finances from FYSA.

USYC officers questioned whether it had been proven that FYSA is involved with CIA-originated funds. National Student Association (NSA) officials stated that they had negotiated directly with the CIA for funds subsequently received through FYSA.

### GROUPS REMAIN IN COUNCIL

Delegations from NSA and the United States Student Press Association withdrew from the weekend meeting following the defeat of a motion which would have named FYSA as a CIA-conduit and frozen all FYSA funds in the Council's possession.

Both groups said, however, that they would remain members of the Council pending the report of the investigatory committee. The report is to be made in six weeks.



## Amherst Public Referendum

by CPS

In an effort to arouse public opinion against the war in Viet Nam, students and faculty from Amherst, Mount Holyoke, and Smith colleges have organized a public referendum on the war for residents of the town of Amherst.

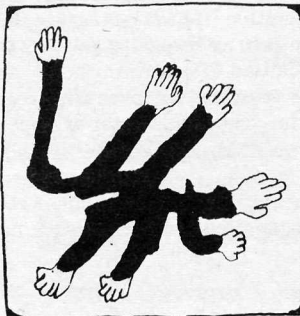
### BOMBING REFERENDUM

A group of one hundred faculty and students met with fifty residents of Amherst on March 13 to draft a referendum calling for the cessation of bombing and for the U. S. government's recognition of the National Liberation Front (Viet Cong).

### NOTORIZED VOTING TALLY

Students from the three colleges, as well as local residents, have been asked to help canvas "every registered voter" in the town during the week of April 21 to 28. A notarized tally of the community's vote will be made public.

Organizers of the referendum say the action is MEANT TO INFLUENCE POLICY MAKERS AND PUBLIC OPINION IN AROUSING DISCUSSION ON AMERICAN FOREIGN POLICY. The organizers claim their statement provides localities with an instrument for positive political influence.



## Canadian RCMP Contacts

by CPS

United States student organizations aren't the only ones on this continent that have had contact with intelligence organizations, according to the head of CANADIAN UNION OF STUDENTS (CUS).

CUS President Doug Ward has admitted that for the past 15 years leaders of his association have had annual interviews with the Royal Canadian Mounted Police (RCMP). Canadian University Press reports that no money was offered in exchange for information gained from CUS.

### ENGLISH-SPEAKING CANADIANS

Ward's revelation came in reaction to the current controversy involving the U. S. National Student Association (NSA) and the Central Intelligence Agency (CIA). CUS, Canada's largest student organization, represents the student associations of most English-speaking Canadian universities.

### DISTURBED AT APPROACH

Stated Ward, "I am DISTURBED AT THE APPROACH THE RCMP USES -- seeking interviews on a personal basis with people who are obviously selected for the positions they hold."

The Canadian student leader described as "friendly" an interview he had last summer with an RCMP official at CUS headquarters. A request from Ward that the talk be "considered public and non-confidential" was met by the RCMP.

"In addition to expressing interest in receiving information on the traditional topic -- Eastern European student politics -- the officer mentioned that he was particularly interested in knowing about subversion in Canada," Ward said.

### REFUSED TO INVOLVE HIMSELF

The CUS president stated he "refused to involve myself or CUS in such activities. Since then there has been no further communication from the RCMP."

Grants from the CIA-linked Foundation for Youth and Student Affairs of New York (FYSA) have been received by CUS. Ward said the funds amounted to only \$3,000, and that no CUS official had any knowledge of FYSA's alleged connection with the U. S. INTELLIGENCE ORGANIZATION.

In relation to the FYSA grant, CUS has asked Canadian Prime Minister Lester Pearson to "strongly protest the covert intrusion of the CIA" into Canadian student affairs. CUS HAS ALSO REQUESTED THE PRIME MINISTER TO PROVIDE "ASSURANCE

THAT THE RCMP IS NOT ENGAGED IN ANY SIMILAR OPERATIONS."

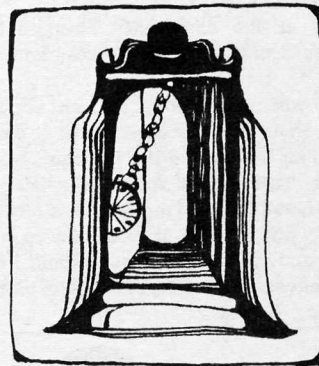
The message to Pearson said CUS was "deeply distressed...by the disclosure that ostensible private philanthropic agencies are actually tools of the U.S. intelligence network." CUS commented, "The problem lies in the growing influence which could be exerted especially in youth and student affairs where finances are seriously limited, by an organization with much available cash and hidden purposes."

### GOVERNMENT RELUCTANT TO COMPLAIN

Prime Minister Pearson told the House of Commons that the Canadian government is reluctant to register a formal complaint with the United States over CIA involvement in Canadian organizations.

PEARSON SAID THE SMALL AMOUNT CUS HAD RECEIVED FROM FYSA, AND THE LACK OF INFLUENCE BY FYSA ON CUS ACTIVITIES, MADE THE SITUATION SUCH THAT FURTHER ACTION WOULDN'T BE WARRANTED.

The Prime Minister said that, outside of the FYSA grant to CUS, he had "no knowledge" of any CIA-related funding of Canadian groups. He also said there was no evidence of money given to Canadian organizations by "any other foreign power."



## Canadian Tension Grows

by CPS

Tensions between Canada's French-speaking students and their English-language counterparts have flared again.

Second Century Week, Canada's major student centennial project, opened amid a barrage of complaints about its UNILINGUAL SLANT. Only 35 of the 1,100 delegates attending the event are French-speaking, and the French-language Union Generale des Etudiants du Quebec (UGEQ) has refused to send an official delegation to the \$260,000 event.

With UGEQ's refusal to participate in the centennial project, the Quebec government decided not to contribute money to the event, which had received funds from the Alberta provincial government and the Canadian federal government's Centennial Commission.

### BILINGUAL CANADA THEME

Dennis Thomas, the seminar chairman, said a "conscious effort" was made to invite articulate Quebec spokesmen to participate in discussions where a "bilingual Canada was the whole basic underlying theme." He said that simultaneous translation facilities were available "to anyone who wants to listen" to the week's dialogues in French.

Thomas described as "unacceptable" UGEQ's demands for two-nation representation at the seminar, but one French-speaking University of Ottawa delegate called the stand "hypocritical."

Daniel LaTouche, former UGEQ executive member, said Second Century Week is "scandalous and an insult" to French-speaking students. "We are not against Confederation," he said, "but against celebrating Confederation." LATOUCHE CALLED THE CENTENNIAL EVENT ANOTHER PRODUCT OF THE ATTITUDE OF ANGLO-SAXON GENEROSITY AND PATERNALISM.



## Duke: FBI Witch-hunt

by CPS

Three students at Duke University have charged that the Federal Bureau of Investigation (FBI) is using Duke students and officials secretly to OBTAIN INFORMATION ABOUT CAMPUS POLITICAL ACTIVITIES.

The three students, Joe Harris, Doug Adams, and Clint Wilson, refused to disclose the names of contacts with the FBI for fear of a "witch hunt."

They asserted, however, that "more than one"



individual, "connected with the University in various capacities," was collecting and relaying information about other students.

A junior at the university Tommy Taft, admitted passing information to the FBI. Taft said that during 1964-65, he had been disturbed by "a good deal of anti-war literature on campus that described such things as American advisors torturing Vietnamese women."

#### ● GAVE INFORMATION

Taft added that he gathered several of the "less than patriotic" flyers and handouts and "mailed them to FBI headquarters in Washington."

In early spring of 1965, Taft said an FBI special agent in Durham contacted Taft and questioned him on why he sent the material and where it had been posted. Taft said he later furnished the agent with "more complete information and answered certain questions concerning what I knew of the University Liberal Action Committee and gave him some general information concerning several individuals."

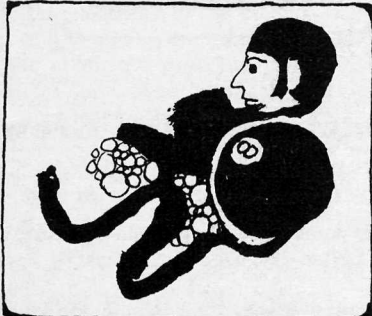
#### ● FEELS STRONGLY ...

Taft said he passed no information to the FBI during 1965-66, but added, "I feel very strongly that I acted properly in sending the non-campus originated literature to the FBI, but I think I erred in giving any information concerning individuals."

Two students at the university charged that Taft's account had been a whitewash of the role he had actually played.

Doug Adams, who first spoke to Taft about his connection with the FBI, said that after the first conversation about the FBI, Taft had called the Bureau. Subsequently, Adams charged, Taft denied much of what he had told Adams and "refused to tell the whole story" publicly.

According to Taft, "I felt it would be wise for me to contact the FBI and clarify some questions. I did this by phone and the agent said it would probably be better for me not to say anything further."



According to Adams, Taft is "under pressure from the FBI to disentangle himself and the other personnel he has implicated." Adams added that Taft had said that he "hoped to go to work for the State Department and that he could not afford to come into conflict with the FBI by involving other of their personnel."

Adams said that Taft had admitted passing on comments which he and others had heard in classroom discussions.

According to another student, Barb Wilnot, the chairman of the campus YWCA, Taft passed to the FBI information which he admitted was mistaken. "He reported that one fellow was 'a hard core Marxist,'" and admitted to us that he did not even know personally the student he stigmatized as 'a hard core Marxist,' but that he had relied upon second and third-hand information," Wilnot said.

#### ● SILENCE

UNIVERSITY OFFICIALS MADE NO OFFICIAL STATEMENT ON THE CONTROVERSY. According to the student newspaper, The DUKE CHRONICLE, neither the provost nor the assistant to the provost have expressed concern about the nature or extent of FBI activity on campus.

#### ● LEGALITY

Provost R. Taylor Cole met with students last week, and according to the CHRONICLE, "was primarily concerned with establishing the legality of certain FBI activity on campus."

Members of the student government, however, have announced plans to introduce a resolution calling for the cessation of providing information to the FBI. FBI officials in Washington declined to comment on the Duke situation.



A similar controversy has erupted at the BERKELEY CAMPUS OF THE UNIVERSITY OF CALIFORNIA, where students charged that INFORMATION IS RELEASED TO GOVERNMENT AGENCIES WITHOUT PERMISSION FROM THE INDIVIDUALS INVOLVED.

The charge was CONFIRMED BY A REGISTRAR ON CAMPUS, Clinton Gilliam, who said that agencies like the FBI and the CIA are allowed access to records of students' grades and other information without specific permission.

But VICE CHANCELLOR EARL CHEIT DENIED THE

CHARGES. "University records on individual students," Cheit said, "are not available to persons or agencies outside the university unless individual students give specific authorization."

Gilliam stated, however, that the university gives out information on students ONLY "IN CASES WHERE STUDENTS OR FORMER STUDENTS ARE APPLYING FOR FEDERAL JOBS THAT REQUIRE SECURITY CLEARANCES." He said that in other than security cases only public information is given out.

When asked how he knows when these cases are only for security clearances, Gilliam said, "WE TRUST THEM."

#### ● SECURITY CLEARANCES

Berkeley chancellor Roger Heyns said that in 5 out of 7 cases, the university releases files at the request of individual students. The vast majority of deviations from this rule, Heyns said, are in cases where present and past students need security clearances.

Because of criticism from students and faculty the policy has been discontinued in the admissions office. The registrar's office, however, has not announced a change in its procedures.

### ● Student Govt. Dissolved

by CPS

In a protest against powerlessness, the students of Middlebury College have VOTED TO DISSOLVE THEIR STUDENT GOVERNMENT.

A campus referendum on the issue saw the Middlebury Student Association abolished by a 407-70 tally. Student Association president John Rogers said he "had expected that sort of a vote."

#### ● NO TANGIBLE POWERS

Rogers said he considered the referendum results "a positive act, calling for A REDEFINITION OF THE WHOLE CONCEPT OF STUDENT GOVERNMENT AT MIDDLEBURY."

The editor of the school's paper, THE MIDDLEBURY CAMPUS, stated that the referendum came about because the Student Association "felt it had no tangible powers."

Campus editor Jeffrey Dworking said that the governing body had been limited to determining the distribution of student activities fees, and that even this process involved possible veto by the school's director of student activities.

According to Dworking, the Middlebury administration is considering holding an election to reconstitute the student governing group. Meanwhile, the Freshman Class Council is contemplating self-dissolution because of its lack of power.

#### ● A 'NEUTRAL ACT'

Middlebury Dean of Men Dennis O'Brien said he considered the referendum a "neutral act" which "can be interpreted in many different ways."

Commented O'Brien, "Either (the results) mean that the students consider student government trivial and it should be gotten rid of, or they feel that student government is very important and it should be strengthened."

#### ● PRACTICAL INCONVENIENCES

The Vermont school's director of student activities, Lynn Hinman, said he was "not sure that the students understand the practical inconveniences that this is going to mean." Hinman stated that there were "certain housekeeping functions that must be performed," and that it was unclear as to how these tasks would be handled.

At HOFSTRA UNIVERSITY in HEMPSTEAD, N. Y., the Student Council has been dissolved in favor of A NEW STUDENT GOVERNMENT STRUCTURE. Under the new Hofstra system, a FIFTY-MEMBER STUDENT SENATE has been established.

Under the previous system, Student Council delegates had been selected in an at-large election. Student Senate members will run in four particular constituent areas.

Council President Greg Fredericks said the new system was necessary because the STUDENT GOVERNMENT HAD DETERIORATED INTO A SYSTEM OF INDEPENDENT AGENCIES.

### ● South African Psychedelia

by CPS

Even South Africa is not immune from the influence of AMERICAN CAMPUS CULTURE.

The University of Capetown (UCT), reacting to the "happenings" at schools in the United States, is staging an event calculated to "vaporize the mind by blowing the senses."

Raul Katovsky, a leader of the South African project, stated, "There will be A GENERAL MILD DIS-ORIENTATION AND A FORM OF INDUCED PSYCHIC ECSTASY SHOULD TAKE HOLD OF THOSE PRESENT. Your subconscious takes control and makes you a less inhibited person. Madness becomes compulsive. The setting and sound partially hypnotizes."

According to South African National Student Press Association reports, semi-hypnotized girls in tattered garments will play into vats of paint and fling themselves at a large canvas. Pulsing, shifting lights and throbbing noises will be used to create the effect of LSD."

### ● 'Infighting Expert' Hired

by CPS

In a new variety of educational reform, PURDUE UNIVERSITY has assigned AN EXPERT ON ACADEMIC INFIGHTING to improve the state of the academy.

Reece McGee, author of THE ACADEMIC MARKET-PLACE, a study of the intricacies of hiring and firing at institutions of higher learning, will become the first "master teacher" in Purdue's sociology department.

The well-known sociologist, who has also authored a text on SOCIAL DISORGANIZATION IN AMERICA, will train graduate students for teaching sociology and will do research on improving the level of instruction of the topic.

As a "master teacher," McGee will have full responsibility for Purdue's introductory sociology course in addition to his other duties.

The head of the school's sociology department, E. William Noland, stated, "Most Ph.D.'s in their first jobs have an inadequate amount of experience in teaching; many have none. Most have had no close supervision by an experienced person." McGee's appointment to change this situation is seen by Noland as the fulfillment of what is a "dream goal" for most universities.



### ● St. John's Spy Talks

by CPS

A St. John's University coed has revealed that local police authorities asked her to REPORT ON THE ACTIVITIES OF DELEGATES TO LAST SUMMER'S NATIONAL STUDENT CONGRESS.

Gloria Kuzmyak, St. John's coordinator for the National Student Association (NSA), said she was asked by the police to relay information on the organization's "far left students."

Last July, Kuzmyak was contacted and informed that the "police wanted to keep a check on demonstrations that were going to take place" in New York City. She was asked to give the police a list of all New York area representatives to the Congress, which is NSA's major meeting, who were "associated with the liberal caucus."

#### ● REFUSED POLICE REQUEST

After returning from the meeting, held at the university of Illinois, the St. John's coed said she was contacted again, but "refused any and all cooperation along the lines of the police request."

Kuzmyak said that no attempt was made to force her to disclose the requested information. The NSA coordinator said that police officials were particularly interested in the names of delegates to the Congress who were affiliated with Students for a Democratic Society (SDS) and the W.E.B. DuBois Clubs.

SHE STATED SHE WAS TOLD TO "FORGET ALL ABOUT" THE POLICE REQUEST when contacted again in January. NSA's national office was not informed of the incidents, Kuzmyak commented, because she felt such a revelation would foster distrust.

The St. John's student refused to comment on how the contact was made.

### ● State Govt. Spanks UW

by CPS

The Wisconsin state legislature has threatened BUDGETARY PUNISHMENT OF THE UNIVERSITY OF WISCONSIN unless the school's administration exerts more control over the "moral climate" of the university.

Reacting to a violent student demonstration coupled with three "immoral" articles printed in the student newspaper, legislators have passed a resolution calling for University President Fred H. Harrington to conduct a study of the school.

J. Curtis McKay, majority floor leader of the Assembly, said that state legislators feel that Wisconsin administrators have no real authority or control over students and faculty on the Madison campus.

#### ● BUDGET CUT

He said that if "some broad guidelines set up by the legislature" to regulate and define university policy are not made, "the university operating budget will be cut."

The state assembly's resolution was seen as a reaction to articles printed in the student newspaper, THE DAILY CARDINAL, which caused one state assemblyman to comment, "From what I've been reading they have no moral standards."

#### ● FOUR-LETTER WORD

THE CARDINAL printed a movie review which used a four-letter word several times. According to a former staffer on THE CARDINAL, the review was "lousy"



but the editor decided that the word was necessary for the critique.

Several legislators complained about an article reviewing the book, HUMAN SEXUAL RESPONSE, by Dr. William Masters. One student said that the article was "very frank" in telling "exactly" what Dr. Masters wrote. This article, COUPLED WITH AN EDITORIAL ADVOCATING THE LEGALIZATION OF MARIJUANA, triggered the Assembly to threaten a university budget cut.



Said state Assemblyman Paul Alfonsi, "WE DON'T FEEL THE KIND OF TRIPE THEY PRINTED WAS THE KIND OF TRIPE STUDENTS SHOULD READ."

Alfonsi stated that recent student demonstrations protesting Dow Chemical Company recruiters on campus were "just too much for the cooks to stomach." The demonstration caused a state-wide uproar when 17 students were arrested for occupying a building where the Dow recruiters were interviewing students.

The Wisconsin chapter of Students for a Democratic Society (SDS) which organized the demonstration, was subsequently banned from campus by the Student Life and Interests Committee (SLIC), composed of students and faculty.

Action by SLIC has been challenged by the Student Court which claims that it has final authority in ruling on student organizations. A formal hearing by the Court will be held on March 18.

#### ● BERKELEY NOT WANTED!

Reaction from several students and legislators has centered around a fear of provoking "another Berkeley" at the Wisconsin campus. A "We Want No Berkeley Here Committee" was organized by Stephen Field, who has also organized debates with members of SDS.

During the discussion in the Assembly on the Wisconsin resolution, ONE LEGISLATOR PROPOSED THAT A COPY OF THE STATEMENT BE SENT TO GOV. RONALD REAGAN OF CALIFORNIA. The Assemblyman then proceeded to sing "California Here We Come" from the floor of the legislature.

### ● Peace Corps 'Clean'

by CPS

The Agency for International Development (AID) has been used as a "cover," and every ambassador has his tales of woe brought on by the adventures of CIA operatives.

Even the Pentagon is known for its "CIA generals." But there is one governmental agency which wants no part of America's intelligence apparatus, and that is the Peace Corps. Since its creation by President Kennedy in 1961, the Peace Corps has been extremely sensitive to the issue of possible CIA infiltration. THE THEN-VICE PRESIDENT, LYNDON JOHNSON, IS REPORTED TO HAVE ADVISED PEACE CORPS FOUNDING DIRECTOR R. SARGENT SHRIVER TO "BEWARE OF THE THREE C'S--COMMUNISM, CUTIES, AND THE CIA."

#### ● NO CIA TAINT

Shriver, realizing that any CIA "taint" would destroy the effectiveness of volunteers, issued orders which are still given to everyone associated with the Peace Corps.

The Handbook for volunteers simply comments, "under no circumstances are you to have anything whatever to do with any intelligence operations." Regulations for staff members are more explicit. They note that "no persons are eligible for Peace Corps employment or volunteer service who have previously been employed by intelligence agencies or who otherwise have done intelligence or related work."

#### ● NO INTELLIGENCE JOBS

And no staff member or volunteer is allowed to be employed by an intelligence operation "for at least several years after the completion of their Peace Corps service."

A Peace Corps spokesman notes that "we have turned away dozens of people who we wanted who had intelligence backgrounds." Continued the Peace Corps official, "We have gone to great lengths, as far as is humanly possible," to see that there is no CIA influence in the Peace Corps.

Every prospective volunteer and staff member is asked, on his application form, whether he has "ever been employed by any intelligence organization or otherwise engaged in or connected with intelligence or related activities."

Background checks made for the Peace Corps by the Civil Service Commission are also utilized to determine any prior intelligence connections.

Despite charges frequently made by several foreign governments, there is no information on the record to prove that the Peace Corps has been used by any intelligence apparatus.

The Peace Corps also tries to keep its volunteers out of the politics of the host country, and as separate as possible from identification with foreign policy.

#### ● NOT POLICY INSTRUMENT

Secretary of State Dean Rusk has stated, "The Peace Corps is not an instrument of foreign policy because to make it so would rob it of its contribution to foreign policy."

Volunteers are advised to "keep in mind... the very real differences between the Peace Corps' purposes and those of other United States agencies abroad."

#### ● AVOID INVOLVEMENT

In a directive circulated in 1966, Rusk commented, "Volunteers and staff must at all times avoid any public or private involvement or association by word or act with political meetings, movements or ideologies." There are cases on record of volunteers being sent home after becoming too involved in the political activities of a host country.

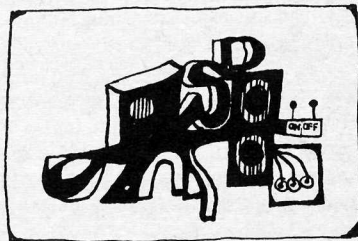
Peace Corps people were also advised by Rusk to "not become embroiled in or identified with contentious political issues," although there is "no objection to personal conversation which provides information about or examines the issues in a particular problem."

### ● Busting Gentle Folk

by CPS

They're busting the gentle people again. It's no surprise, really. Mankind has never been very tolerant of its misfits. There was a time, in Rome, when they tossed them to lions before degenerate thrill seekers because they refused to offer incense to Jupiter or Mithras.

Then the self-same misfits triumphed. No longer considered proper appetizers for wild beasts they promptly began to destroy their own misfits with inquisitions and auto-da-fes.



Then the new misfits gained power of their own and, embittered by their struggles, hurled torture and death at all those different from them. It's a grim story, filled with the vicious monotony of human stupidity.

But though human persecution has had many varied forms through history, one aspect never changes--it's the gentle people who catch the most hell.

Maybe it's because they can't fight back. Maybe it's because of an innate sadistic streak in homo sapiens. Maybe it is the overpowering terror of the unknown. Or maybe it's because they offer a quiet and disturbing challenge to our own inner convictions so we must hide out doubts in outrage and atrocity.

#### ● AMERICA HAS PROGRESSED (?)

But always, it's the gentle people we bust. America has progressed and we don't bust them any more for religion (well, not most religions anyway) or for politics (well, not most politics anyway). We bust them for grass though.

Grass. Cannabis Sativa. The Evil Weed. Pot. Tea. Mary Jane. Panama Red. Acapulco Gold. In short--marijuana. Exactly why we bust them it's hard to say. They haven't hurt us. Their weed only makes them gentler.

They only want to bang around their own minds and hunt for what they can find in the dusty corners of sensory experience. Since when is that skin off of our nose?

#### ● LONG HAIR

So they grow their hair long. Big Deal! No long-haired hippie ever ordered workers murdered for trying to organize a union--which is a lot more than we can say for a lot of eminently "respectable" business executives that this country honors in memory when it should spit on their graves.

We scream at the gentle people that their marijuana rots their minds. Then we go home and take our daily pint of fuel oil, eat the olive, snap at our wife, vomit on the rug and feel self-righteous as all getout because we're not potheads.

#### ● NOT STUPID

These kids aren't stupid you know. They've read the La Guardia report, the definitive study on "The Marijuana Problem in the City of New York." It says bluntly that marijuana isn't a problem and should be legalized! Just about all competent studies by scientists, as opposed to opinionated "moralists" yield the same conclusion. Marijuana should be legal in the United States as it once was. It can be regulated and controlled as liquor--a drug to which it is often compared and to which it is superior on every point.

But we never learn. We outlaw marijuana and drive the gentle people underground, alienate them from society and force them into an alien subculture which is infinitely more incompatible with our dream of a standardized homogenized 2 per cent butterfat American Way of Life than they would ever be if we left them alone.

We tell them marijuana is the epitome of evil. They find out otherwise and smoke the stuff. Then we try to warn them about LSD or the real destroyers of morphine and heroin. They may listen to us but we doubt it for we've wrecked our credibility by crying "Wolf, Wolf, Wolf!" about a drug which more closely resembles a puppy dog.

#### ● EDUCATION AND TEMPERANCE

Like John Barleycorn, Mary Jane has her dangers to the user. But they are best met by education and temperance, not by a felony rap.

We wonder how many more thousands of young and promising lives will be smashed in the mincing machine of our superstitious and antiquated drug laws before the public wakes up. But our hopes are low. There can be no salvation for the hippies, for they are gentle folk.

If they'd riot and burn and loot and kill and plunder and let the streets run red with blood we'd notice them. We'd respect them and we'd immediately begin a dialogue. But they're not. They're gentle people asking only the freedom to explore their own inner consciousness and to harm no one. And in human society as we dialogue. But they're not. THEY'RE GENTLE PEOPLE ASKING ONLY THE FREEDOM TO EXPLORE THEIR OWN INNER CONSCIOUSNESS AND TO HARM NO ONE. AND IN HUMAN SOCIETY AS WE KNOW IT, THE MEEK ALWAYS INHERIT THE EARTH.

SIX FEET OF IT.

### ● Don't Legalize 'Pot!'

by CPS

Your devoted servant was forcefully reminded during spring vacation that James I of England may have been partially correct when he characterized the populace (or at least certain segments of it) as the "headless multitude." At the State University of New York's Buffalo campus a new "action group" has managed to create an atmosphere of near-hysteria in the surrounding area.

This group, which calls itself "Lemar," has one clearly-stated objective in life: the legalization of the possession and use of marijuana, the narcotic which has led countless numbers of individuals to lives of misery and crime. Perhaps legalizing this odious drug would deprive the crime kingpins of one important source of income; certainly it would not diminish the misery, as the Chinese experience with drug addiction clearly illustrates.

#### ● NUTTY OBJECTIVES

Groups like "Lemar" are certainly not SUNYAB's problem alone: Other campuses have witnessed the formation of similar clubs with the same, or equally nutty, objectives. To date the nation has withstood the onslaught of the Filthy Speech Movement, the Sexual Freedom League, the "Legalize Pot" elements and other "protest groups" who in their buffoonery would make America safe for her own destruction.

"Lemar" will undoubtedly slip into oblivion in due time; the problem which so vitally concerns its membership will not. Drug addiction, whether it is a criminal offense or not, has plagued mankind for centuries.

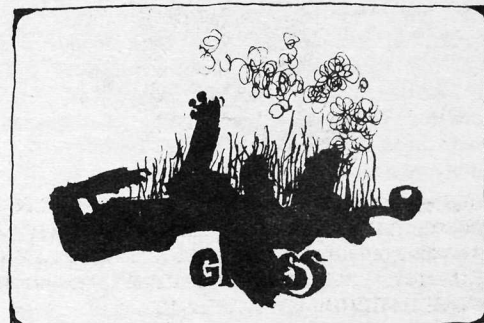
#### ● NOT EASILY GIVEN-UP

Only the Utopians may have the pleasure of dreaming that this moral cancer can be stamped out overnight.

Taking marijuana and other narcotics is not akin to smoking or drinking. Nicotine and alcohol can be habit-forming and dangerous to the user, but they can also be cast aside with a minimum degree of suffering.

Narcotics, on the other hand, cannot just be given up. By providing the addict with a sense of pleasure and security they increasingly captivate his entire body and reduce him to an animalistic existence in which he becomes totally obsessed by the thought of getting the next "fix."

Withdrawal from the drugs is a slow and labored process, bought at the price of pain and mental anguish or the person who must go through this Hell on Earth.



Medical statistics confirm that only two to five per cent of those who are hooked on junk can kick the habit, even with the most competent and extensive treatment. For the addict life becomes an endless



journey down a lonely, twisted road that leads him nowhere.

Yet, "Lemar" and its many alter-egos throughout the country are totally prepared to commit us to accepting the use of narcotics as some kind of enjoyable sport. Just how many members of the group are users is not known and is not that important.

#### ● 'BE CAUTIOUS'

What does matter is that anyone allegedly possessed with intelligence would advocate such a measure in the face of time-tested medical knowledge, not to mention the tear-evoking case-histories of individuals who thought that they had obtained paradise on earth. Even a physician who must administer pain-killing narcotics to his patient does so in the most cautious manner and with much hesitation and reservation. People who have been treated in this matter have become addicts.

#### ● NARCOTICS SMUGGLERS

The members of "Lemar" are quite dedicated to their objective: A SUNYAB student, reported by police to be a member of the group, and a Cornell accomplice were arrested last month for attempting to smuggle a large quantity of narcotics obtained from a Canadian source to Cornell.

One might at this point suggest that these people be taken on a tour of one of the centers where drug addicts are treated for their sickness. Perhaps then they will realize that physical pain, however unpleasant, cannot be neatly removed by drugs which, when not used at regular intervals, can expose the addict to the cruelest physical and mental torture ever known to man.



### ● U. of Illinois Reverse

by CPS

Students at the University of Illinois staged MASSIVE DEMONSTRATIONS recently to protest the state legislature's control over student organizations at the school.

#### ● ILLINOIS AGAINST COMMIES

The protests center around the 1947 Clabaugh Act which prohibits the university from extending "to any subversive, seditious, and un-American organization" the use of university facilities.

The bill was originally intended to douse the activities of the Communist-influenced American Youth for Democracy, which died within two years of the bill's passage. Other student groups, most recently the DuBois Club, have come under the bill's pressure when applying to establish an organization on the Illinois campus.

#### ● STUDENT PROTESTS

Student protests were originally organized by the campus chapter of Students for a Democratic Society (SDS). However, the Student Senate, the Interfraternity Council and many faculty members have endorsed the campaign.

UNIVERSITY PRESIDENT DAVID DODDS HENRY HAS MADE NO STATEMENT ON THE ISSUE except to propose that school officials meet with 20 students protesting the Act.

Henry issued a PRESS RELEASE saying that HE "WOULD BE PLEASED TO MEET WITH STUDENTS OPENLY BUT NOT IN A MASS MEETING SETTING ORGANIZED AS A DEMONSTRATION."

Students have accused the administration of ignoring the issue. One student said, "The university keeps nodding its many heads on one body and mumbling, 'yes, massa, yes, massa.'"



The BOARD OF TRUSTEES at the University of Illinois has REVERSED ITS DECISION to allow recognition of the campus W.E.B. DuBois Club.

By a vote of 8-2, the board acted on the basis of a report from its General Policy Committee stating that "informal connections have been found to exist between the local and the national DuBois Clubs." The committee report said the Board had cleared the club for recognition last month "on the assumption that there is no link, formal or informal," between the two groups.

#### ● LOCAL GROUP SUBVERSIVE

The key to its final decision, the committee stated was information from Dean of Students Stanton Millet. Millet said that the local club "is ADMITTEDLY AFFILIATED OR CONNECTED WITH THE NATIONAL ORGANIZATION, taking these terms to mean A COOPERATIVE, INFORMAL, BUT CLEARLY ESTABLISHED RELATIONSHIP."

Wayne A. Johnson, chairman of the General Policy Committee, said Millet's evidence showed THE LOCAL GROUP IS "SUBVERSIVE AND COMMUNIST." University President David D. Henry said he would

abide by the Board's ruling. "It would be unwise for the university to recognize the DuBois Club at this time," Henry said. "Such action would be widely misunderstood and misinterpreted by the general public and THE UNIVERSITY PROGRAM WOULD SIGNIFICANTLY SUFFER AS A CONSEQUENCE."

The Illinois campus has been under pressure of A STATE LAW, THE CLABAUGH ACT, which FORBIDS USE OF UNIVERSITY FACILITIES BY "SEDITIONARY, SUBVERSIVE AND UN-AMERICAN" groups.

After the Illinois trustees' first decision to recognize the club, the State Senate voted to urge the university to ban the group in compliance with the Clabaugh Act.



### ● London School Suspension

by CPS

An American at the London School of Economics (LSE) has been suspended for leading an illegal demonstration, and at least 200 LSE students are boycotting classes as a result.

Marshall Bloom, an Amherst College graduate, was found guilty of violating school orders by LSE's disciplinary board, and was ordered not to return to classes until September.

#### ● STUDENT UNION HEAD

Also suspended from classes was David Adelstein, a South African who headed the school's undergraduate Student Union.

Bloom, who is president of the LSE Graduate Students Association, was involved with Adelstein in organizing protests against the appointment of the former principal of Rhodesia's Salisbury College as the new director of LSE.

#### ● LACK OF RESISTANCE

Alfred Friendly of the Washington POST reports that the Salisbury College principal was charged with failing to be resistant to Rhodesia's white supremacy policies.

LSE administrators said the boycott of classes was only about 10 per cent effective, while demonstrators claimed that 50 to 75 per cent of the student body was respecting the boycott.

Administrators suggested that the 350 American students who are among a total of 900 graduate students at the school were instrumental in staging the demonstrations on March 15.

A former editor of the Amherst STUDENT, Bloom had been involved in the activities of the all-Britain Radical Student Alliance (RSA). The RSA led demonstrations against the trebling of tuition for foreign students which will go into effect in England next fall.



### ● God is Dead Festival

by CPS

A GOD IS DEAD FESTIVAL is being planned by students at the UNIVERSITY OF TORONTO eager to replace traditional homecoming activities with issue-oriented entertainment.

Other planned events, designed to make money for the student council, include a PORNOGRAPHY AND HATE LITERATURE FESTIVAL, a BLUES FESTIVAL, a fashion festival and a FESTIVAL OF THE ARTS.

In addition, the students are scheduling a series of student "scrambles," where two opposing campus clubs, such as the liberal and conservative organizations, get together socially.



The idea for the festivals and scrambles came out of a recent psychedelic festival at Toronto which featured lectures and movies on LSD and other hallucinogens.

According to a spokesman for the festival organizers, "students on this campus want to be ENTERTAINED, INFORMED AND INVOLVED IN THE EVENTS THEY ATTEND. They're no longer satisfied to be passively entertained."



### ● Teaching Evaluation

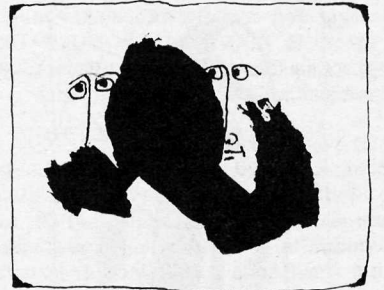
by CPS

Evaluating faculty teaching is one special area in which students can participate in their universities, said panelists at sessions of the Association for Higher Education (AHE) conference here.

Philip Werdell, editor of the student-published MODERATOR magazine, commented that the "traditional approach" in which students compile responses to questionnaires on opinions of individual faculty mem-

bers, is "slow and ineffective at best in reforming higher education."

A more effective technique, he suggested, is student operation of "free universities" and experimental colleges, which offer new types of curriculum, the opportunity to build new ways of learning for the students themselves, and can help them "have the confidence and experience to ask their regular faculty members better and bolder questions."



The most effective strategy in the long run, Werdell said, is THE "ACTION CURRICULUM, INTEGRATING ACADEMIC AND PRACTICAL PURSUITS," SUCH WORK-STUDY PROGRAMS AS THOSE AT FRANCONIA AND ANTIOCH COLLEGES HELP THE STUDENT "DEVELOP THE UNDERSTANDING THAT IDEAS HAVE CONSEQUENCES."

A start at "involving the student in every course" would be to at least "begin a dialogue" about the course, in which a teacher and his students would "sit down for a week or so and discuss how valuable the course has been" while the course was still in progress.

#### ● TEACHER SELF-IMPROVEMENT

STUDENT EVALUATION OF FACULTY can be especially helpful for the purpose of self-improvement of teachers, suggested Louis Long, chairman of the department of student services at City College of New York (CCNY).

AT CCNY, HE SAID, A STUDENT GOVERNMENT-INITIATED QUESTIONNAIRE PROJECT IS HANDLED BY A JOINT STUDENT-FACULTY COMMITTEE. FACULTY PARTICIPATE IN A PROJECT VOLUNTARILY AND RECEIVE CONFIDENTIAL REPORTS ON THEIR OWN TEACHING.

Are "experimental colleges" an answer to the past neglect of students?

That was a topic of considerable discussion in a session of the Association for Higher Education's 22nd National Conference on Higher Education in Chicago.

Opening a session on student-initiated courses and curricula, Edward J. Shoben, Jr., director of the American Council on Education's committee on academic affairs, warned that "American higher education has yet to face up to the price it may be paying" for neglecting students.

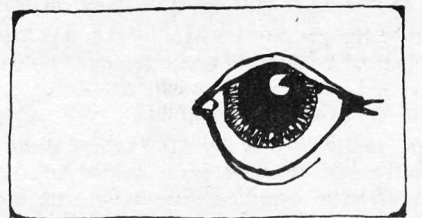
Students' demands for a larger share in curriculum planning are justified, Shoben said, but, "for the most part, student initiation is devoted MORE TO PROCESSES THAN TO CURRICULUM."



### ● Mormon 'Spy Ring'

by CPS

Brigham Young University (BYU) is in the calm of a hurricane's eye after being rocked by STUDENT CHARGES OF AN ADMINISTRATION-INSTIGATED STUDENT SPY RING.



Two BYU political science students described the "spy ring" to the school's student body during a university "free forum." The students, Ronald Hankin and Colleen Stone, claim they were asked by a political science professor to "check up" on faculty reaction to a speech by BYU president Ernest Wilkinson, made last April 21.

Wilkinson's address was described as "a conservative view of totalitarianism, federal aid, capitalism, and socialism." According to Hankin, 15 STUDENTS WERE OFFERED THE "SPY TASK," which was reportedly authorized by BYU vice-president Joseph T. Bentley. The students were to report on the reactions of eight teachers who are of "liberal, leftist leanings," Hankin stated.

#### ● STUDENTS 'MISINFORMED'

BYU chapter of the American Association of University Professors (AAUP) has asked the school's Board of Trustees to investigate the allegations. University President Wilkinson said that the students were "misinformed" and that he had no knowledge of the spy ring.

Hankin charged that six of the eight professors were forced to resign from the faculty of the Mormon school for political reasons. The student said that following the Wilkinson speech, he had "recriminations and realized what was wrong." A former John Birch Society member, Hankin said he then "began passing information from both sides around."



## ● 'Colleges Shackled . . .

by CPS

Ambivalence, demands of expediency, and a too narrow view of the purposes of education shackle today's colleges and universities, according to a noted Stanford University educator.

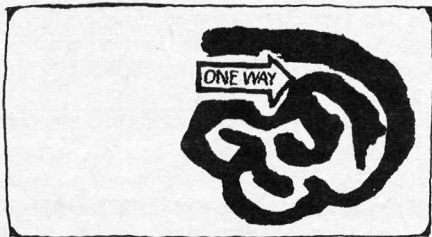
Speaking to the national conference of the Association for Higher Education, Nevitt Sanford, director of Stanford's Institute for the Study of Human Problems, suggested that HUMANISTIC LEADERSHIP and GREATER CONCERN FOR STUDENT-ORIENTED INSTITUTIONS should be the goals of America's institutions of higher learning.

### ● LACK OF DIRECTION

Sanford lamented the lack of direction given by present administrators and faculty to the student. "There is seldom a suggestion that college might help to change the individual himself, to broaden his horizons, to liberate him from dogma and prejudices, or to give him a new sense of identity," he stated.

He described the problem of administrative leadership of presidents of American universities as an over-concern with organization and image.

"The responsible individual is vanishing into a tangle of organized social roles and group memberships. . . . Instead of good or bad decisions by responsible officials, we now have the consensus of anonymous committees," he commented.



According to Sanford, the humanistic president who encourages honest communication, investigation, and cooperative participation between himself, faculty, and students is a rare being.

The Stanford educator was equally disturbed with the lack of teaching involvement and commitment to students by many of the instructors and professors in American colleges and universities. He said that, "Professors hide behind the claim that the university should not be dragged into the arena of present-day concerns. . . . They are too busy, or afraid, or too tied up in their own brand of image-slavery and idea-slavery to do it. They are amoral, apathetic, and slothful."

## ● Games People Play

by Issam Safady, CPS

Detached observation of the games people play is sometimes much more interesting (what a meaningful epithet!) than active participation in them. Such an interest gains additional overtones when the participants are native on one side and foreigners on the other.

When a foreigner is introduced to the host society, he is duly given the extraordinary response he anxiously expects. Thus the game starts and goes on. The extraordinary response and the anxious expectations are of great variety and stem from complex motivations: a claim to open-mindedness, a high-brow intellectual facade, mutual suspense, and the list can be carried on to undesirable frankness and length.

### ● RELATIONSHIP AND COMMUNICATION

Both of the parties involved admit that there exists a problem of relationship and communications between natives and foreigners. Each party leans on their side of the dividing line and thinks of a way out of what they call an unnatural situation. As long as they lean on that dividing line, their thinking will not lead anywhere.

This article, written from a position of detached observation, claims that the disturbing situation is quite natural, and that the dividing line is dangerous because it exists only in the minds of the participating parties. This is not an attempt to destroy the line, but to demonstrate that it does not exist at all.

### ● ADMINISTRATIVE SPHERES

The only justified usage of "foreigners" is that which limits it to the administrative sphere, that is, to the purpose of regulating the relationship of the non-native to the host State. This usage is necessary and profitable for both. But if transferred to the area of relationships between non-natives and natives as individuals, the term would become inhuman.

When the host State uses the designation "foreign" its primary concern is with the non-native as a physical entity, a product of some "other country". This concern is useful as a basis for the regulatory relationship of the non-native to the host State; but it cannot possibly be a basis for the relationship between individuals.

### ● RULES OF CLASSIFICATION

It is practical and useful for a host State to classify an Indian and a Frenchman in the same category. But applying the same rule of classification to individual relationships would result in ignoring both the individual personality of the non-native and whatever characteristics he might have in common with his compatriots.

THE ENCOUNTER OF PEOPLE WHO BELONG TO

DIFFERENT CULTURES IS A POTENTIALLY RICH EXPERIENCE. The potential richness is due solely to the possibility of unfolding unfamiliar cultural elements involved in the making of a human personality. This unfolding is stipulated: it cannot take place if we insist on following the sacred rules of the social game. Conventional rules require the non-native to expect an extraordinary response and the native to be extraordinarily civil.

### ● DIVIDING LINES

A good social game is, to be sure, enjoyable; but the only place it can be played is on the dividing line. The real significance and delight of a genuine relationship between a native and a foreigner lies in realizing the nature of the fanciful dividing line and the conventions which lead to its establishment.

BOTH PARTIES SHOULD BE AWARE OF THEIR DIFFERENCE; BUT THE DIFFERENCE IS JUST A SPRINGBOARD FOR FULFILLING THE PROMISE, NOT A RIGID LINE WHICH STIFLES THE POTENTIAL. It is a pity to see people go astray on both sides of a dividing line of artificial categorization which exists only in their fancy.

### ● WHAT MAKES A NATIVE?

This is just one side of the coin; on the other is written "native." Examining this word and its significance would be more complicated than examining "foreign." Yet there is no need for any apprehension: I do not intend to double the length of this editorial. All I want to do is ask you, in all seriousness, "What is it that makes a person a native of this or that country?"

## ● Profitable Idealism: USA

by Steven A. Bookshester, CPS

Few young Americans have ever mentioned idealism and earning a good living in the same breath. But in a Washington slum store-front office, Warren W. Wiggins is working to make social change an economically viable career choice.

Formerly deputy director of the Peace Corps, Wiggins is the founder and moving force of TransCentury Corporation, where the "concern is transition" and the "business is people--anywhere in the world."

### ● REBUILDING, REDEVELOPMENT

The Harvard-trained economist has designed TransCentury to "offer services blending management, training and manpower for clients who are engaged in the business of the last third of this century: rebuilding cities, assisting developing nations, expanding the opportunities for elimination of poverty."

WIGGINS PLANS LARGELY TO USE FORMER PEACE CORPS AND VISTA VOLUNTEERS AS TRANSCENTURY "ASSOCIATES," BUT HE NOTES THAT THE CORPORATION IS ALSO INTERESTED IN UTILIZING THE SKILLS OF STUDENTS WHO HAVE WORKED IN CIVIL RIGHTS AND TUTORIAL PROJECTS.

As long as they are people who have "proven themselves outside the classroom," TransCentury's office staff will be "the last people to be dogmatic on education or experience," he states.

### ● NO SHORTAGE

There appears to be no shortage of these potential staffers. Several hundred young people have already indicated their desire to serve with TransCentury, and the organization is only three weeks old.

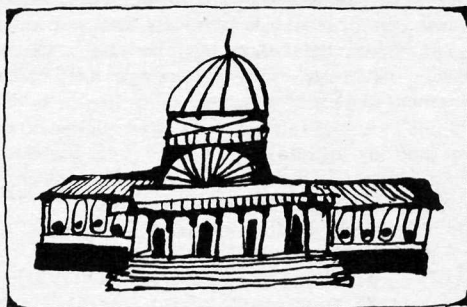
By the end of the year, Wiggins hopes to have on file the names of thousands of skilled individuals able to fill TransCentury contracts. While this information is being compiled, the search for clients is growing.

On a recent day, representatives of both a major metals corporation and a controversial Southern anti-poverty project were at lunch in Wiggins' headquarters at 1520 Seventh Street, N. W.

### ● POSSIBLE USERS

The presence of such diverse guests indicates Wiggins' desire to join forces with any group involved in "organized, planned, directed social and economic change." Possible users of TransCentury "associates" are seen as "American cities, local and state governments, agencies of the United States, foreign governments, private corporations, universities and foundations."

As Wiggins sees it, TransCentury will "guarantee to young people that the project has a reasonable chance of success" and "guarantee to the employer that the person knows his business."



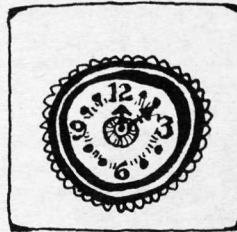
Clients will not be accepted if the projects involved do not fit into the value system of TransCentury's young employees. Currently, discussions are underway for jobs ranging from participation in the redevelopment of Brooklyn's predominantly Negro Bedford-Stuyvesant

slum area--involving the "reorganization of a whole community"--to the training of secretaries, accountants, clerks, and mechanics for mining concerns in northern Nigeria.

### ● US CLIENTS

Wiggins hopes that his business will eventually be evenly divided between domestic and foreign contracts. In its initial phase, however, the greatest effort is being put into finding clients in the United States.

In the South, TransCentury may participate in an on-the-job training program operated by an association of manufacturers; and discussions are also underway for a program which would aid farmers in the transition from cotton to vegetable crops.



Other potential Southern projects include the design of a Job Corps center in cooperation with an electronics firm and a large university, and the development of several community action and Head Start programs.

All of these projects are seen as a way to utilize the "real availability of people who want to earn good pay and maintain involvement in social change," Wiggins says.

### ● ZEALOTS UNWELCOME

In a recent speech to a campus audience, Wiggins commented, "Our society is not comfortable with zealots. We are embarrassed by the deeply committed and involved. Emotion is not in vogue. . . . especially if involved in raising questions about values. But we need more people willing to commit those sins."

Now, with the advent of TransCentury, Wiggins is trying to find a place within society for those who "venture outside" the "context of the majority."

### ● SOCIAL CHANGE EXPENDITURE

Wiggins hopes that, "having the resources and the income, America will increasingly be able to spend more in the area of social change." He believes that, as the nature of the society is increasingly debated, the opportunities for TransCentury will grow.

"WE ARE BEGINNING TO PAY ATTENTION TO THOSE WHO ARE, ALMOST IN A HERETICAL SENSE, RAISING ISSUES ABOUT VALUE SYSTEMS," Wiggins said in an interview this week. This concern with dissent, he stated, "is a tribute to the enjoined dissenter."

### ● COMMUNITY OF INTERESTS

For some of those Americans who disagree with the status quo, Wiggins thinks TransCentury might serve as a vehicle to "build a community of interests that can be a very viable entity." It is a community that might include "A Berkeley professor, a returned Peace Corps volunteer from East Pakistan, a student who has been working on tutorials, a VISTA volunteer."

Sargent Shriver, the Peace Corps' former director, once stated, "More than any other man, Warren W. Wiggins is responsible for the miracle of planning and organization that has brought the Peace Corps into being."

In 1962, Wiggins was a recipient of the Arthur S. Fleming Award as one of the "Ten Outstanding Young Men" in Federal government. He is a Harvard-trained economist and served as a foreign aid administrator.

### ● "READY ... FOR ANYTHING"

Interested in "the design process" with which he was involved in the Peace Corps, Wiggins noted that the creation of an innovating organization like TransCentury was the "finest opportunity I had" in "seeking out another thing to try and do."

His one-room office receives a steady stream of former Peace Corps volunteers and staffers who are, in the words of one Peace Corps employee, "ready to do anything to work with Wiggins."

### ● HOW FAR?

Wiggins started TransCentury "knowing it's a problem of how far you can go and still be wanted." There are governmental bodies, he noted, which will be unwilling to work with the kind of young people who are interested in associating themselves with the new corporation.

And his impressive record of government service is no guarantee that the contracts TransCentury needs to survive will present themselves. But there is also a statement he made to a group of college students:

### ● NEW LEADERSHIP

"There are those, who with the receipt of honor, grow in strength and independence and provide a new leadership--a leadership respected in part because it was honored--a new leadership that dares to risk past honor in the hope of future gains for society."

For such individuals, Wiggins told the students, the reward, ". . . at home and abroad--will be a world more fit to live in. Their monument will be children who love instead of fear. Their honor will be found in the lives of human beings who have learned how not to fight and how not to starve. Their followers will be legion."



## ● Student Power Analysis

by Tim Haight, CPS

One can only elaborate the problem for so long and then some solutions have to come. Here are some wild guesses on how we might bring human values back into the conduct of affairs in America. All of this is hopelessly idealistic, but for us that is nothing new.

REMEMBER HOW IT ALL STARTED. Civil Rights. Lunch-counter sit-ins and kids getting pelted with rocks trying to go to school. Jim Crow. Folk songs--an awakening of middle class youth to lives they hadn't known. Joan Baez saying at the demonstration, "Smile, this is a labor of love."



REMEMBER WHAT IT AIMED AT. Martin Luther King wanted to arouse the conscience of America. We called the demonstrations the war "teach-ins." The purpose was to appeal to America at large.

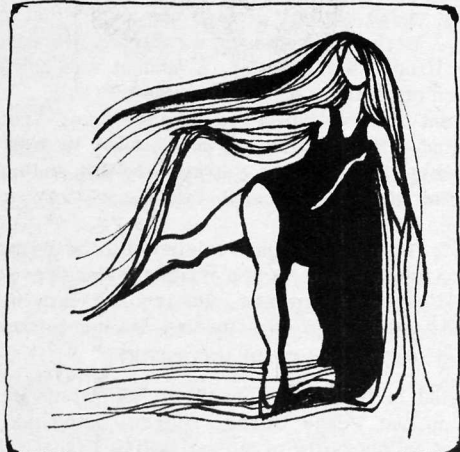
REMEMBER WHAT HAPPENED. Some laws. The war goes on. White backlash. Frustration. America turned out not to have such a beautiful conscience to be awakened, after all. North was a racist as South.

REMEMBER WHERE WE ARE AT. We feel beaten-up, disillusioned. Some of us take LSD, more or less frequently. That gives a wonderment, good or bad. It is not an escape, for we learn about our minds. But it does not solve the big social problems, and the presence of the Godhead doesn't necessarily tell us how to live when we're down. But the LSD culture stresses love and peace and beauty. Amen to that.

### ● HUMAN NEEDS

Now, what can we learn from this? First, we cannot forget the human needs. When the Movement started, it was a gut thing. With whatever fantasy we adolescents of the WASP middle class could muster we did empathize with the Negro. We did feel the magic of their love of the freedom they never had had.

WE MADE A MISTAKE. WE WERE TOO OTHER-DIRECTED. WE LET OUT HOPE FOR AWAKENING AMERICA BECOME TOO IMPORTANT. WE SHOULD HAVE BEEN PREPARED FOR THE POSSIBILITY THAT PROBLEMS OF WAR AND PEACE, OF FREEDOM AND SLAVERY, WERE TOO DEEPLY ROOTED ALL OVER THIS COUNTRY TO BE SOLVED WITH A PICKET SIGN ON A WEEKEND.



We made another mistake. We let our desire for press coverage change what we were. When the press covered our image badly, we adopted clichés to fit a simple pattern, rather than forcing them to be complex. Then came the mania for novelty. Each demonstration had to be new, different.

We felt the old values of love and freedom were hackneyed. When we realized the "is" was complicated, we responded by complicating our "ought". We launched Yellow Submarines instead of saying the verities that are older than the Gospel. We had to be "in".

When we had to summon strength to deal with complex problems, we became ritualists. We did not have the breadth of mind to remember the emotional drive that got us started. The need for that emotional commitment was shunned off so much that when it broke loose again with the beauty of the hippies in psychedelic new dress, we did not recognize it as part of where we had been.

### ● DILEMMA

SO WE PERCEIVED IT AS A DILEMMA. WE SAID LOVE OR ACTIVISM. BUT LOVE IS ACTIVISM, THE ANGRY YOUNG ZEALOTS NOTWITHSTANDING. THE HIPPIES ARE ACTIVISTS. They are building a community, one that is integrated and hates war and is fighting the demon of the work ethic.

And, in our own world, we can see again how working for human change--for an end to war and poverty and discrimination--can be emotionally satisfying. All we need are means that do not get us where we were before.

We have one thing going for us: we are older and

wiser. We can keep our "ought" and ravel through the labyrinthian "is." Perhaps we start by showing that love at home and in Vietnam and in the South is all part of the same fabric.

### ● FOR PEACE

Perhaps, with the vigor and freshness of our youth, we offer the country hope. We remain ourselves and INVITE OUR TROUBLED COUNTRYMEN TO COME JOIN IN PEACE. We don't go after their conscience, but their desire for peace. We say it plain--you are tearing yourselves by clawing up and pushing people down. Take it easy.

A new kind of demonstration, one which gives as it demands. Not "cute" like Kesey and his mushrooms for the Mayor. Something that just says, "COME, LET US BUILD A NEW WORLD." WE WILL RUN INTO A LOT OF SLOBS, BUT WE CAN ENJOY IT TOO. THE JOY IS IN GIVING.

## ● On Rewriting History . . .

by CPS Staff

One of the reasons that American wars have always been so glorious is that traditionally they have come at thirty year intervals and have lasted just long enough to provide each generation with a set of heroes. Except for the Civil War, our social fabric was never seriously threatened by them. In between wars life went on. Developments in the arts and sciences, agriculture, industry and leisure rounded out a history for which war provided primarily the color.

### ● RECORD OF DESTRUCTION

By contrast, Vietnamese history is largely a record of what has been destroyed or saved rather than what has been built. One of the country's biggest problems today is that much of its top young talent has never had the opportunity to experiment with constructive programs in any field.

In this Confucian society--which recognizes four ranks among the populace: scholars, farmers, artisans and merchants--soldiers have traditionally been disdained. Yet they have written the bulk of their country's history and they are continuing to do so despite lack of inspiration in the script and lack of enthusiasm among the audience.



From most on-scene accounts, apathy and war-weariness have been a problem to the Viet Cong as much as to the army. The fact that both Army and Viet Cong are still unwilling to stop killing--and the fact that many Vietnamese are not really sympathetic to either side (I realize this contradicts several popular stereotypes, but it is increasingly clear to anyone who has spent some time in Viet Nam and talked with several classes of people)--should give us pause who insist that this is a simple war, black and white, and that solving it calls mostly for moral indignation.

## ● 'Greater Cooperation'

by CPS

The President of the American Association of Junior Colleges (AAJC) has called for GREATER INTER-INSTITUTIONAL COOPERATION BETWEEN MEN'S AND WOMAN'S COLLEGES, and several universities have already begun plans for closer relations with nearby schools.

Donald Eldridge, president of the AAJC, told members of his organization that "to meet expanding educational needs, all colleges...must respond with a philosophy and a system of co-operation and coordination never before conceived, let alone practiced."

Administrators from Johns Hopkins University and Goucher, a woman's college near Baltimore, have begun to confer formally about sharing facilities and faculty members.

Goucher president Otto F. Krausar said, however, that a merger of the two schools was not foreseen because of their difference in size and orientation. Yale University and Vassar College are already several steps ahead of Goucher and Hopkins. Plans to move the woman's college to New Haven are now being studied by officials from the two institutions.

Although neither school has urged a "merger" of the two colleges, a joint committee is considering COOPERATION IN SCHEDULING CLASSES, HONORS PROGRAMS, INTERDEPARTMENTAL PROGRAMS, LIBRARY AND LABORATORY FACILITIES, AND FACULTY ORGANIZATION AND TENURE POLICIES.

Students at the all-male Princeton University may find women on campus. A faculty committee at the university the past week recommended that the school become coeducational.

The committee said that the lack of women on or near the campus was creating problems in student life.

## ● Environmental Studies

by Steven A. Bookshester, CPS

Urban areas throughout the world will benefit from the work of a new CENTRE FOR ENVIRONMENTAL STUDIES, to be established in London with the aid of America's FORD FOUNDATION.

The Centre, which will also receive financial assistance from the British government and private British sources, is expected to serve as a focus of information about urban research and will facilitate a flow of researchers between Britain and other countries.

### ● URBAN RESEARCH

Britain's new project will finance research studies to consider practical approaches to the solution of urban problems, with particular emphasis on those problems which might be solved in the next 10 to 15 years.

Commenting on its grant of \$750,000 to the new London Centre, the Ford Foundation noted that BRITAIN IS FACED WITH "A MASSIVE PROBLEM OF URBAN RENEWAL, including relocation of a million people in Southeastern England and large-scale reconstruction of the industrial cities of the North and Midlands."

### ● COLUMBIA'S FORD GRANT

In New York, Columbia University's Institute of Urban Environment is the recipient of a \$400,000 Ford grant to "conduct selected research and training projects in housing and urban development." Among the projects to be undertaken at Columbia is the creation of "a handbook of building and planning techniques for use in the less-developed countries, a worldwide study of land-development policies, and a book on the planning techniques of small European countries."

## ● Educational Leadership

by David L. Alken

Educators gathered in Chicago March 10 for the annual get-together sponsored by the Association for Higher Education (AHE) did not quite have students on the top of the list of items for discussion, but various proposals for finding a place for students--or for keeping them in their place--did keep popping up.

Over 2,000 deans, administrators, and faculty members--and even a healthy sprinkling of graduate students who are "associate members" of the AHE--came to town to hear talks about "Leadership and Change."

### ● SUGGESTED CHANGES

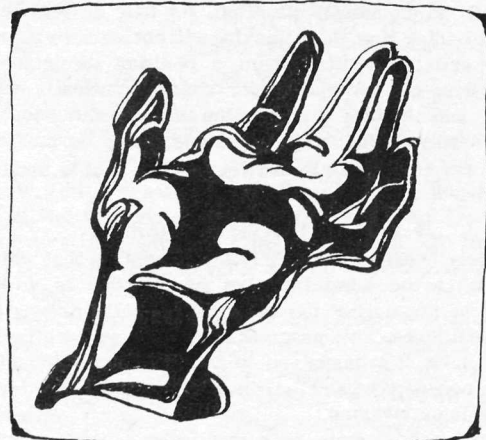
The greater part of the program was designed to offer advice on how to find leaders--or just plain teachers--and how to bring about any number of changes, from using the latest educational media to revising the whole curriculum.

A significant chunk of the four-day proceedings, however, was taken up with discussions of a topic that seemed to worry many of the conferees--how to deal with demands for more influence by both students and faculty.

### ● BERKELEY RESEARCHER

Perhaps one of the most forceful advocates of students' place in decision-making was a researcher from Berkeley. Warren B. Martin, research educator with the Center for Research and Development in Higher Education, URGED THAT STUDENTS BE FULL MEMBERS OF TRI-PARTITE COUNCIL TO GOVERN UNITS OF UNIVERSITIES.

Students, faculty and administration should work together equally on these boards, he urged, which should be set up for units of no more than about 1,000 students if a university is particularly large. An all-university council with students as members should co-ordinate general policy.



Replying to some of the arguments usually made against student participation, Martin commented that faculty members as well as students are noted for mobility, and "FACULTY LOYALTY TODAY IS MORE TO THEIR PROFESSIONAL GUILD THAN TO THEIR COLLEGE. STUDENTS MAY IDENTIFY WITH A COLLEGE IN A WAY FACULTY NEVER WILL."

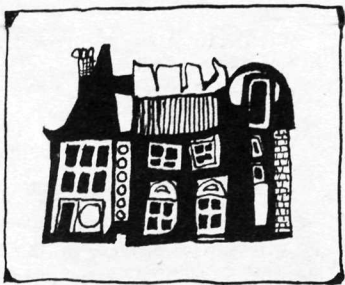
Even college and university presidents have an average tenure of "about four years, hardly longer than the period spent by students likely to participate in a college's governance," Martin said.

Even Martin's remarks, however, were designed to offer administrators a middle path, between defending the status quo of rule by administrators with faculty, and according to the demands of "radical students for



co-government by students and faculty alone."

THE MOST FREQUENTLY MENTIONED MODEL OF FULL-COOPERATION AMONG STUDENTS, FACULTY, AND ADMINISTRATION WAS ANTIOCH COLLEGE IN YELLOW SPRINGS, OHIO. Indeed, it was about the only place anybody could think of where all three groups had equal status on bodies with final decision-making authority.



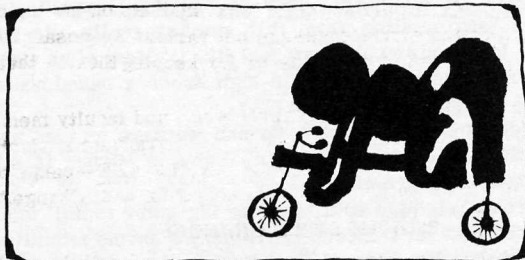
Antioch was represented by, among others, student Danny Albert, Community Moderator of the college's community government, and Algo D. Henderson, former dean and president of Antioch, now a colleague of Martin's at the Higher Education Center at Berkeley.

Henderson said that the traditional business-like model of a university as a bureaucratic hierarchy might be applied to the supervision of janitors, but not of teachers and students. Likewise, he said, although the university may be a set of sub-groups which deal with each other through negotiations, use of such "confrontation tactics" as strikes lessens unity and emphasis on educational goals.

#### ● OVERLAPPING CIRCLES

"Group participation" Antioch-style was the model Henderson recommended. Viewing the university as "overlapping circles" of governing board, administrative staff, faculty, and students, Henderson urged an effort toward "consensus" and full participation of all groups in decision-making.

Student governments, those popular mechanisms for letting students think they have some influence in the university, came in for hard lumps from just about everybody.



Henderson noted that MOST STUDENT GOVERNMENTS "FUNCTION ON A PATERNALISTIC BASIS DEALING WITH SOMEWHAT PERIPHERAL MATTERS," AND ARE USUALLY CALLED "MICKEY MOUSE" GOVERNMENTS.

Roland Liebert, former Environmental Studies Director of the U. S. National Student Association, now back at the University of Wisconsin as a graduate teaching assistant, also doubted the effectiveness of student governments.

#### ● ILLEGITIMATE LEADERS

While such governments could "experiment usefully with their own educational reform visions," if given more resources, there would still remain "a significant number of non-legitimate leaders, trouble-makers, and the like," to pester the deans, Liebert commented.

SUCH NON-ESTABLISHMENT LEADERS DO NOT FIT INTO THE USUAL BUREAUCRATIC STRUCTURE, LIEBERT POINTED OUT, BUT ARE NEVERTHELESS NEEDED TO REMIND THE COLLEGE THAT IT "HAS LOST ITS SOUL."

A faculty member, too, was concerned, with these "disaffiliated and uncommitted" students who are not part of the usual communication process involving student governments and newspapers.

#### ● NEVER IN CONTACT

Robert S. Fogarty, professor of American Thought and Language at Michigan State University, reminded the educators that such STUDENTS MAY NOT EXPRESS THEIR UNREST IN FULLY ARTICULATE TERMS, BUT THEY NEVERTHELESS SEEK A "SOMETHING" WHICH THEY CANNOT DEFINE "BECAUSE THEY HAVE NEVER COME IN CONTACT WITH THE REAL UNIVERSITY OF THEIR DREAMS."

To establish communication among faculty, students, and administrators, Fogarty urged "that all three groups stop lying to one another and the general public." ADMINISTRATORS, FOR EXAMPLE, SHOULD "CEASE THE PUBLICATION OF 'SLICK' MAGAZINES WHICH SIMPLY PRESENT THE UNIVERSITY AS A PARAGON OF VIRTUE," Fogarty said.

#### ● NO TIME TO TALK

He also struck at "faculty who profess an interest in education yet do not have the time to talk to students," and at students who do not admit "that they find the university a good place to be simply because they have no place to go."

While others were pointing out that some student leaders do not fit into "the system," E. G. Williamson, the University of Minnesota's Dean of Students, described a successful program to "train" student leaders with the help of the "machine."

## Opposed to Draft Conscription

by CPS

Proponents of voluntary national service have attacked the reports of two government panels studying the draft for their failure to consider voluntary work as an alternative to conscription.

Eighteen leaders of student organizations have informed the President by telegram that they are "appalled that the two advisory groups make no provision in their recommendations for a move toward voluntary national service."

The youth group leaders, representing political and religious organizations, had called for abolition of the draft at A FEBRUARY MEETING SPONSORED BY MODERATOR MAGAZINE.

In their statement to the President, the students commented, "It seems incredible to us that (the two investigating bodies) fail to pose any realistic programs for significantly extending voluntary service in either the armed forces or in non-military, humanitarian programs."

Heavy criticism was directed at the report of the President's National Advisory Commission on Selective Service, headed by former Assistant Attorney General Burke Marshall. The students charged that the Marshall Commission's recommendations "are a grab-bag of stop-gap measures designed to alleviate certain inequities at the cost of further entrenching and exacerbating the impact of conscription."

Stated the youth leaders, "The Commission recommendations, if implemented, mean the perpetuation of a system which debases human dignity and deprives young Americans of their freedom."

Signers of the statement included officers of the College Young Democrats, the Young Republican National Federation, the Y. M. C. A. Student Council, and the University Christian Movement.

ONE OF THE RECOMMENDATIONS OF THE MARSHALL COMMISSION WAS THE ABOLITION OF STUDENT DEFERMENTS. In a statement to Congress released two weeks ago the President announced that he was partially implementing that suggestion.

An executive order to be issued in the near future will abolish deferments for graduate students, unless those students are attending medical or dental school. The President stated that "student deferments have resulted in inequities because many of those deferments have pyramided into exemptions from military service."

#### ● INDUCTION AT 19

Other major points in the President's message include the INDUCTION OF MEN BEGINNING AT AGE 19, "reversing the present order of calling the oldest first, so that uncertainties now generated in the lives of young men will be reduced;" uniform rules for determining non-student deferments; and the establishment of a lottery system of "fair and impartial random" (FAIR) to determine the order of call for eligible men.

Additionally, the President called for IMMEDIATE IMPROVEMENT OF THE SELECTIVE SERVICE SYSTEM "to assure better service to the registrant both in counseling and appeals, better information to the public regarding the System's operation and broader representation on local boards of the communities they serve."



Johnson's recommendations also include the continuation of the Marshall Commission for another year, "to provide a continuing review of the system that touches the lives of so many young Americans and their families."

In his message on the draft, the President also suggested that "enlistment procedures for our National Guard and Reserve units be strengthened to remove inequities and to ensure a high state of readiness for those units."

#### ● 'CHANGING THE WORLD'

The President praised the work of young Americans who, through service in such programs as VISTA and the Peace Corps, "have touched, and perhaps even changed, the life of our country and our world."

But he said that both the Marshall Commission report and the statement of a special panel reporting to the House Armed Services Committee found that the United States cannot "establish, through these programs and others like them, a practical system of non-military alternatives to the draft without harming our national security."

Johnson said, however, that he hopes "the spirit

of voluntary service in socially useful enterprises will . . . continue to grow until that good day when all service will be voluntary, when all young people can and will choose the kind of service best fitted to their own needs and their nation's."

The President stated that "because of the conditions of the world we live in now, we must continue to ask one form of service--military duty--of our young men. We would be an irresponsible nation if we did not--and perhaps even an extinct one."

#### ● FAIR SYSTEM

He said he believes the proposals he has sent to Congress will help create the fairest system that can be devised for choosing who shall serve in the military.

Officials of the major education associations had no immediate comment on the President's proposals. Several members of Congress whose committees deal with educational proposals also said they would have no immediate statements.

#### ● GROVES 'DISAPPOINTED'

W. Eugene Groves, president of the National Student Association (NSA), said he was disappointed that both the Marshall Commission and the President had "never given due consideration to the rights of citizens to as free a choice as possible."

Groves said he believes the President's proposals "will create a fairer system than now exists, and remove a lot of the abuses of the present system." But the student organization's chief officer said he regretted that there was "no expanded definition of service to allow work in groups such as the Peace Corps to be recognized in this society as the equivalent of serving society in the military."

## Big Mao Flash

by David Smith, CPS

PHILADELPHIA, Pa. (CPS) -- Chairman Mao Tse-tung has received the ultimate insult from the West. He has become the latest fad. He is heir to the loyal admirers of hoola hoops, skate-boards, and miniskirts.

And he is taken just about as seriously. QUOTATIONS FROM CHAIRMAN MAO TSE-TUNG has become a runaway best-seller, first in France and now in Britain and America. TIME magazine reports that it is the hottest item at Columbia since Henry Miller, and that even Brentano's at the Pentagon has quickly unloaded a thousand copies.



Mao's works have always been available to Western readers but he never came near the best seller list before. There is nothing intrinsically popular about Mao's thought. The public is obviously not buying the book to read seriously, for it is a collection of utterly dry and unquotable quotes from Mao's speeches.

They are not pithy aphorisms, but rather dull and long-winded paragraphs, sometimes running more than a page. They could never fit into fortune cookies. A sample: "It is dogmatism to approach Marxism from a metaphysical point of view and to regard it as something rigid. It is revisionism to negate the basic principles of Marxism and to negate its universal truth. Revisionism is one form of bourgeois ideology. The revisionists deny . . ."

#### ● MISGUIDED IDEAS

Mao's ideas are often misguided and unrealistic but they certainly don't deserve the label "camp." But the Mao fad can only be explained by the fact that the Western public regards him and the Cultural Revolution as the PUREST camp.

The millions of Red Guards madly waving their little red books was a camp tableau. So the West bought the book and imitated the spectacle. Likewise, the poster craze sweeping the US is in part attributable to the influence of the Red Guards' poster mania.

#### ● JOHNSON PORTRAITS

The portraits of Mao blooming at smart suburban cocktail parties are mimicking the adulant Chinese masses. (It would be much more original to have a Johnson portrait at one's party.)

Despite the fact that the United States and China are battling each other indirectly in a fierce and potentially catastrophic war in Asia, the western public still sees China as a silly, hopeless, backward, impossibly unreal land on the other side of the globe. China seems so ridiculous that the true threat she poses is all but overlooked.

If this is not true, how then account for the east acceptance of the latest fashion from Carnaby Street, the Red Guard uniform? The London hippies wouldn't have dared to deck themselves on in HITLERJUGEND KHAKI THIRTY YEARS AGO.

Or can you imagine a smart alec of the 1930's



standing up in class, whipping out his pocket edition of MEIN KAMPF, and smirkingly replying to the teacher with, "Der Fuehrer says . . ." The teacher would not have laughed.

Fifteen years ago you certainly would not have been invited to a Manhattan cocktail party in honor of Comrade Stalin.

#### ● DISTORTED IMAGE

Why is Mao's image so dangerously distorted in the Western mind? The blame rests with the popular press. The Cultural Revolution spawned a carnival of exciting front page news but there was little or no attempt to analyze and explain the Chinese turmoil to Western readers. To report nothing at all would have been preferable to making the Cultural Revolution look like the Mad Hatter's tea party.

If a foreign correspondent were to report only about Fort Lauderdale, pop art, Boy Scout jamborees and Ev Dirksen without an attempted explanation, America might look every bit as silly and contemptible as China does to us.

As it is, our misunderstanding mockery of Mao adds yet another ironic twist to America's Asian involvement.

### ● Russians Take Credit

by David Shear, CPS

PHILADELPHIA, Pa. (CPS)--When George Murphy became a United States Senator and Ronald Reagan the governor of California, Americans in their despair or joy exclaimed, "Only in America."

We Americans seemed to think that such peculiar events were limited to the shores of this country. How naive of us! We should have realized that the Russians, who invented television, radio and the hot dog, would have followed suit.

#### ● SINGER ELECTED

According to a recent story in the New York TIMES, Nina Sergeyevna Isakova, a well-known mezzo soprano, was nominated and therefore elected, to the Supreme Soviet of the Russian Republic, the parliament governing four-fifths of the country.

She also is serving her second term on the Moscow City Council, so it may very well be that she was on the job before Murphy was elected senator, and therefore we may be copying the Russians.

Robert Welch was right all along! But the broader implications are even more disturbing.

Most Americans, when Reagan and Murphy were elected while acknowledging the limited political experience of the pair, conceded that perhaps their acting and dancing abilities were experience enough. However, the election of a singer is another question entirely.

#### ● ACTING AND DANCING

While many declaim their respective acting and dancing acumen, everyone believes himself to be a singer of the first magnitude. With Madame Isakova's election, aspiring musicians may be promoted to think themselves qualified for public office.

In the United States they would have to form their own political parties, for the Democrats and Republicans would never consent to back them. Picture, if you will, a future time.

#### ● DYLAN vs. L. WELK

The Folk-Rock Party's ticket with Bob Dylan and Joan Baez, and the Grand Old Fogies' "Lawrence Welk for President" campaign are both in trouble. The Democratic Party, now a minority, has chosen a candidate acceptable to all musical persuasions: Leonard Bernstein.

The two established parties are faced with the same dilemma that faced the Populists in 1896: whether to join forces with the Democrats or face certain defeat. They capitulate, and the Bernstein dynasty is brought into being.



Who can forget the miserable, woebegone look of George Wallace, confined to his hotel room while his wife cavorted with the President? The reason she was elected was because she sang "Dixie" so badly that all Alabama identified with her.

So remember George Wallace, and keep singers out of politics. After Mrs. Isakova is through with Russia, that country will be a pushover for good, old-fashioned, quiet-mouthed capitalism.

And, if we continue to follow the Russians, as we did with the hot-dog, we might be a pushover for socialism.

### ● Ketcham's Sermon Wants 'Clarification' - M. Epstein

by Mel Epstein '68

Several weeks ago, the mass media pried open our campus for a long enough time to enable Dr. Ketcham to speak to the Society.

His topic was familiar to all who have read other pieces written by Dr. Ketcham. It assembled itself around the concept of a new morality (and its ground -- a new theology.)

Rather than traveling parallel to his Sunday morning chapel sermon, our course will entail raising several questions and then attending to several perplexities encountered in his presentation.

First, a summation.

Professor Ketcham cited at the beginning the (by now obvious) tumult in the commitment of Western man. He called it "a crisis in meaning and values."

#### ● 'INESCAPABLE SAMENESS'

It is, he contends, a theological response to the inescapable sameness, the "meaningless, paceless, expression" of an age of technical materialism.

The purpose of this revolt is to establish authenticity. Such authenticity, according to Ketcham, is marked by life in the subjective reality, elaborated in freedom and creativity, and enacted through one incognito with the world. The whole is expressed in terms of "integrity."

It is being-in-the-world-here-and-now. It is the articulation of self.



As an affirmative movement born from the womb of historic atrocity, this search has transferred the absurd from ontological to sociological terms. (That is, from having the unalterable to having that which can be humanly reconstituted.) Paradoxically, however, Ketcham reads this search as aiming at the fundamental basis of both meaningful events and new values.

The affirmation is construed to entail that which is of "some transcendental, universal significance" -- i.e., God.

It is this paradox which bares what I take as the basic dilemma of Ketcham's argument.

Commencing in social (that is, non-metaphysical) TERMS, Professor Ketcham nonetheless proceeds to treat the movement with richly metaphysical semantics.

#### ● 'DEFORMING LIFE'

He held, on the one hand, that the "acceptance of absolute ends tends to deform rather than inform" one's life. Further, he held that the point of the search was to affirm "life here-and-now as significant."

But he then went on to talk in a manner indicative of theological necessity.

For example, he spoke of the search for the "ultimate forever affirmation." Again, he sketched the object of the search as that which informs the whole of life.

#### ● THEOLOGICAL SHIFT

He might be rescued by a hint given early in his paper, wherein a theological shift is taken to entail "the emergence of a new way to look at life."

Since attitudes are of this world, theology understood as existentially attitudinal could be conflated with contingent (non-metaphysical) analysis -- such as that offered in the text of the lecture.

However, Ketcham closes the path by taking the search to be for the fundamental basis of meaningful events and new values. This is to say that he is culling the demands for substance, rather than for perspective, from the advocacy of the new morality.

#### ● DESTROYING LIMITS

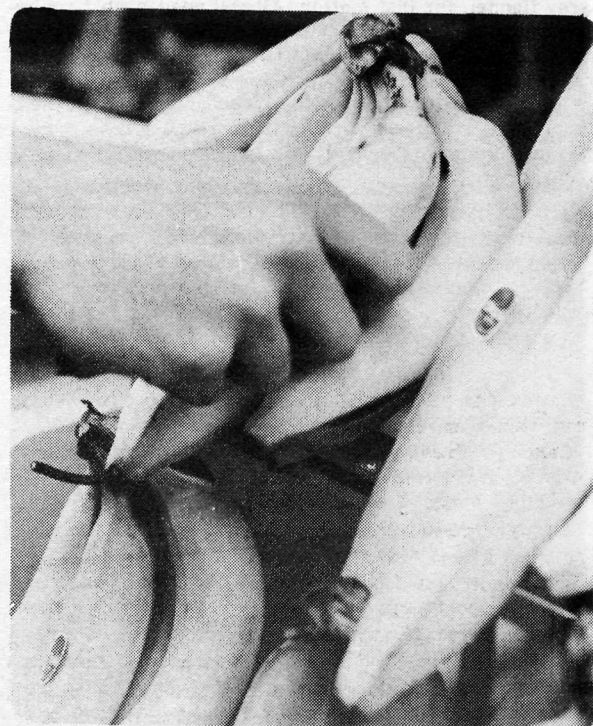
This touches on the other problems. Simply put, they are the difficulties of destroying all limits in the effort to ensure moral earnestness, thus instituting anarchy and tyranny. (For example, we have his rejection of a cultural code of conduct which stands as "objective propriety" against "subjective reality.")

#### ● UNQUESTIONED ASSUMPTIONS

We are presented with the unquestioned assumption that who we are differs (radically) from what we know and/or what we have done. Similarly, it is contended that there is some reality "beyond, beneath and within" the world of fact. And we are witnesses to a failure to clarify how freedom, justice and love can be equally predicated of the same effort without contradiction.

#### ● CLARIFY, PLEASE!

My comments represent, I suppose, a demand to clarify theology. And I hope, moreover, that Professor Ketcham will offer such a response to this assay of his position.



### ● 'The Big Banana Flash'

Not to be outdone by the flurry of "psychedelic" stimulants which fill the columns of every college newspaper, enterprising Alleghenians pull off "The Big Banana Flash."

### ● 'Top Banana Acid-Head'

contributed by P. W., Allegheny

The following is an open letter received from an ex-Alleghenian, now practicing acid-head in a Great American Metropolis.



Don't be afraid to "turn-on," Baby. I mean, like when jazz melting from that speaker really hits you, then lose your cool if you feel like it. Most of us aren't hip and can't tell an acid-high from a baked banana skin, anyway.

We know what booze'll do and we have an idea what popping pills feels like...but, Baby, a "trip" is still a linguistic convention.

'Yeah, we play at it, but the big game is still in the jungle. And let's face it: Allegheny's in the foothills... and that alligator's in the Buffalo zoo. So why fight it? When in Rome, wear a toga.

#### ● DIG THE SCENE

But you're HERE, so dig the scene in grey flannel if you have to. You'll be doin' a lot better than that cat they nailed for wearing pontoons for sandals.

But then, getting nailed isn't that bad -- like Christ, man -- he had "soul." And YOU got it, too! Only you ain't letting it out. It starts bubbling and boiling and just when you're finding a real groove...out comes that itchy grey.

You don't blow your cool. No sirree, Baby! you haven't GOT it any more! In fact, you're so UNcool, so OUT of that groove, that...well, Baby, you're like a broken record.

You play the same song so long that you get good at it; and then, Baby, you got a big mask on. So you put a toga on to make it Cool ... and man, like you AIN'T in Rome! You out-did yourself and landed in Greece; and yes, Baby, it IS a tragedy ...

'Cause you don't need a toga or a mask -- or even



Care must be taken when choosing one's bananas. What will the pair of psychedelic whiz-kids do with these next? For what evil purposes do their pinkies clutch the fruit stalks?



grey flannel, for that matter. All you need is what you've got already. Only nobody's ever seen it and you ain't about to take off your clothes for NOBODY. You'd be NAKED. And nudity is uncool, right?

So you keep putting masks and make-up all over your "soul" until you're saturated with all that goopy mess. You just can't see straight no more.

Then, when you see a REALLY naked person -- you think they're cold. And THAT'S about as smart as outlawing mini-skirts for fear they'll cause knee cancer.

I mean, you GOT to take off your mask and quit playing that corny role. Run naked for a while! It's a GROOVE!

**● NUDISTS**

People are all nudists when it comes to "soul" and grey flannel can't hide them.

Carnaby street is just that, you know what I mean? And didn't I tell you you're at ALLEGHENY? Sure, everybody loves a lover -- but then, John Doe ain't Casanova. To be "in" can be really "out," since, Baby, life is a one-way street.

And if you ain't REALLY got the equipment that stripe on your toga indicates ... then, Baby, you'll be buckin' the traffic the rest of your life.

So play it cool, and be sure you get one before you worry too hard about losing it. 'Cause, Baby, you gotta wear that make-up as long as you live, when you're too used to it, and can't bear washing it off.



Senior Don Speicher and sophomore Ken Dominick proudly show-off their trophies, and then. . .

Like I said, that's a LOT of goopy stuff to put on every day. And, Baby, you WORRY so hard about it that you can't worry about anything else. And Baby, it ain't all that great a thing to BE worried about. I worry about you. All of us naked people do.

We think that you just might get up some morning and put too much of that grease on ... and suffocate. So relax; turn yourself on; and THEN you'll have a cool to blow!

But it won't matter, any more.

**● Once Upon A Banana**

by L. B., Allegheny

Being involved in a College Court case can have its advantages, you know. When you leave that hallowed board of review and your crime and punishment have been printed in the CAMPUS, a new way of life opens up to the accused and convicted.

In my case, the sentence was a hard one to adjust to -- no contact of the feet, and hence, the rest of the body with fraternity property.

If my date found it necessary to retire to the fraternity house to change his SOX, I had to stand on a square of sidewalk ADJACENT to the square of sidewalk belonging to the fraternity. Far be it from me to say that I was treated unfairly by the Court, but how do you explain to a date that you would much rather stand out in the snow and look at the cold and brittle stars than sit in the cozy privacy of a fraternity house?

And so I found it necessary to be introduced to THAT Allegheny College phenomenon, the College Union Listening Rooms. And I thank the Court for providing me with the chance to view this phenomenon first hand.

**● DORM-DATING ARTICLES**

Yes, of course I had read all the CAMPUS articles about dorm-dating and I had heard all of the complaints of several Independent men about their "no privacy" plight.

But the articles and the complaints had all vanished in the smoke of a fire burning brightly in a fraternity house fireplace. Now, however, I was sitting in a CU listening room, paying for my evil past. Indeed, where else on the Allegheny campus COULD I have been?

Well, I mean it wasn't that bad. I kept telling myself that at least we weren't standing out in the snow or, a worse fate, in the lobby of Brooks Hall.

The records were soft and romantic, even though the needle of the record player hadn't been changed since 1947.

We were sitting on a lumpy, anachronous wicker sofa. The floor lamp smacked grossly of Montgomery Ward's.

Just gazing about the room (somewhat in disbelief since I could hardly get it through the old gray matter that many people on this campus have to come here every weekend for a little privacy) my eyes glanced

up to the ceiling and, lo and behold, right next to the overhead light was a BANANA. Yes, a realistically drawn banana, complete with black spots. I burst into hysterical laughter.

What else could I do? How did it get there? Perhaps a distraught couple had put it up there as a bag on the entire system of listening room dating.

For me it represented the ridiculousness of the entire concept of dating in a room where, in another five minutes you have to leave and another couple gets to hold hands for another two hours until they have to leave and another couple comes in to hold hands for another two hours, ad infinitum...



I'm not going to propose a solution for the dorm dating problem here. I'll gladly leave that task to the administration, ASG, and the various and sundry other experimenters of this college.

I'm only trying to bring to light an aspect of the social life here at Allegheny. And if you're ever in the CU, stop in and see that banana. It's really amazing.

But go to view it during the early afternoon. In the evening you might meet the curses of an irate Allegheny couple in love.

**● Peace Corps Frustrations**

by Sue Fry '68

"Very frustrating, in everything from the amount you get paid to the amount you get out of it," was Mr. Dwayne Johnson's summary comment on his two years with the Peace Corps in Gabon, Africa. The 28-year-old Penn State graduate described his Peace Corps experiences in his recent Wednesday Chapel appearance.

Mr. Johnson mentioned the phenomenon of "cultural shock" which has affected him as well as many other PC volunteers. He explained the mental strain involved in moving from the bustling civilization of New York City to the "slow-moving, easy-going people and climate" of equatorial Africa.

**● SHOCK!**

The Franklin, Pa., native felt the same type of shock upon his return home. This was one of the many things about the Peace Corps experience which he found frustrating.

Mr. Johnson described his two years in French-speaking Gabon through a series of brief anecdotes. He arrived in the capital city of Liberville in an ancient bi-winged plane full of chickens, goats, pigeons and people, all in the same compartment.

As part of the 27-man team Mr. Johnson was assigned to build schoolhouses for and teach English to the French-speaking natives. He mentioned the frustration of trying to maintain discipline in a classroom when one cannot understand what one's pupils are saying and they in turn do not understand what their teacher is saying. He also had trouble explaining the problem of "whites hitting blacks" in Birmingham, Alabama.

**● HUMOROUS NOTE**

One humorous note in Mr. Johnson's speech concerned the practice of "wife-buying" in Gabon. After paying for what he thought were the services of a "laundry lady", Mr. Johnson discovered that he had bought a wife for \$80. The Gabonese have a polygamous marriage system, run on the basis of how much dowry a father can get for his daughter. Luckily for Mr. Johnson, refunds were reluctantly given.

**● MEDICAL CORPSMAN**

When he signed up for the Peace Corps, Mr. Johnson had emphasized his experience as a medical corpsman in the U.S. Navy for four years. The Peace Corps assigned him to run a bush dispensary, 200 miles from the nearest white man, for the last four months of his stay in Gabon.

**● SCHWEITZER STUDENT**

He was trained to deal with such tropical diseases as cholera, yaws, leprosy, and malaria at Albert Schweitzer's hospital. Here he talked to his patients through a native "infimiere" who could speak their "language of clicks."

A few nights before he was to leave the dispensary, Mr. Johnson began caring for a boy in a coma. He believed that the boy was suffering from meningitis, a dangerously contagious disease. After running some tests, Mr. Johnson decided to give the boy a vermifuge just to ease a "secondary physical disorder" (worms).

The following morning the boy was recovering. About 18 foot-long worms were eventually expelled from his body. The diagnosis of meningitis had been wrong. As Mr. Johnson put it, "one of the rewarding experiences he had in the Corps was watching that little boy wave good-bye to me, wearing the Mickey Mouse wrist watch I had given him."

After Chapel, Mr. Johnson talked to several students,

including Allegheny exchange student Dave Karanja of Kenya. He explained that Gabon had no university as Kenya does. "The Gabonese must go to Paris for higher education," Mr. Johnson said. "There is only one high school in the country; and it is in Liberville."

Gabon was a French territory for many years. Karanja believes that "the French have made Frenchmen of the Africans under their control." Mr. Johnson agreed with this statement and pointed out that the French colonists differed considerably from the British in Africa.

**● EXPLOITERS**

"The French came to Africa for money," he explained. "They are still exploiting the Gabonese. Ninety per cent of French plywood comes from Gabon."

The former PC Volunteer also noted that French troops had interfered in a power struggle within the Gabonese government in 1964. Mr. Johnson believes that De Gaulle was "unjustified in ordering such interference in the affairs of a supposedly independent country."

Mr. Johnson remarked that the Gabonese like to own "Western radios and bicycles as sort of status symbols." He said the native's love of bright colors had led to the building of brightly-painted schoolhouses. Dave Karanja explained the African's passion for "the artificial" by his closeness to nature in everyday life.

**● DISAPPOINTED**

The Peace Corps returnee was disappointed that the Gabonese did not take better care of the schoolhouses which the Volunteers built. He pointed out that disregard for houses, etc. was typical of the people.

When he returned to the States, Mr. Johnson experienced the shock of purposelessness in his new environment and disillusionment in the attitude people had about the Peace Corps.

Now a social caseworker, he has readjusted to American life. Of his PC experience he says, "It was well worthwhile, though I don't want to go back to Gabon."

**● Senate Approves Credit**

Our United States Senate has approved by a 53-26 vote a plan to provide a federal income tax credit of up to \$325 for tuition, books, and fees paid by students in colleges, universities and other post-high school institutions. Final enactment of the plan probably will depend on the decisions made by a Senate-House of Representatives conference committee.

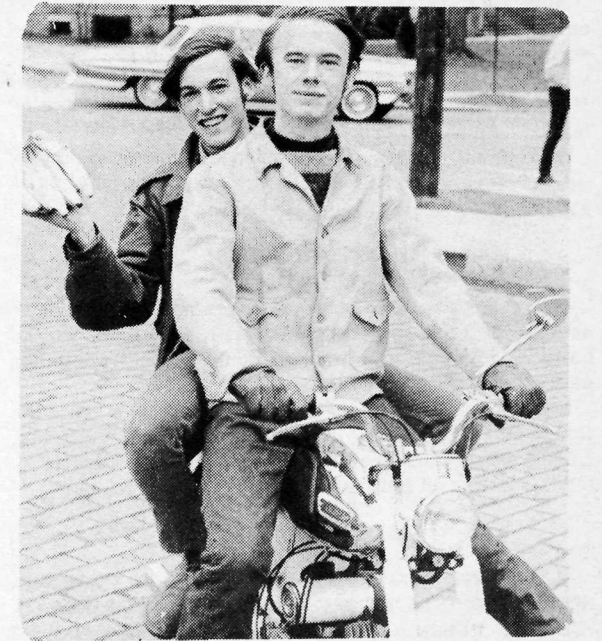
This tax credit plan was proposed Friday, April 14, 1967, by Senator Abraham Ribicoff, D-Conn., as an amendment to a House-passed bill which would restore the investment tax credit to businessmen.

Under the amendment offered by Ribicoff and accepted by the Senate, the tuition and fee credit is 75 per cent of the first \$200 paid, 25 per cent of the next \$300 and 10 per cent of the next \$1,000. The credit is subtracted from the income tax owed the government.

Credit is available to any person who pays the tuition. Thus, it would be available to working students and wives as well as to parents and other relatives. Parents with more than one child in college or graduate school may get a separate credit for each.

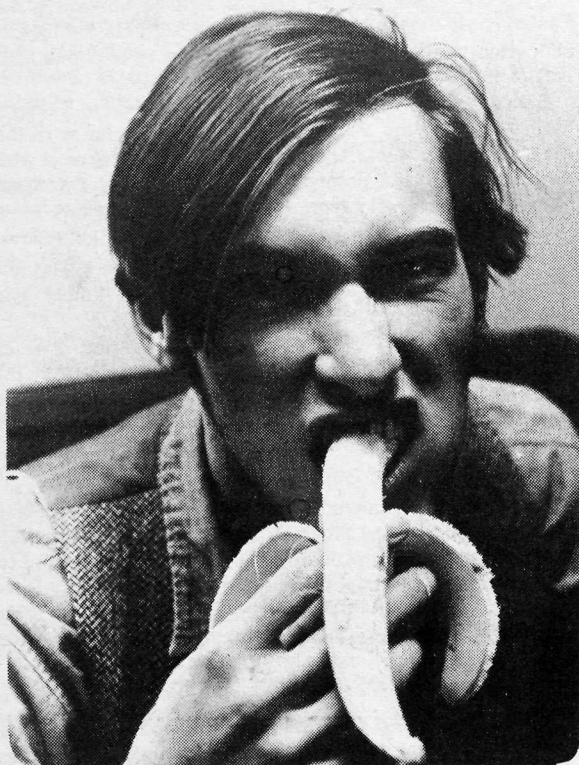
"Over two-thirds of the benefits of this amendment would go to families earning less than \$10,000 a year," Ribicoff said. A formula reduces the amount of the credit available to high bracket taxpayers.

In offering the tuition tax credit amendment, Senator Ribicoff said there is an urgent need for tax relief for persons faced with the increasing costs of higher education. "In the long run," he said, "my amendment would serve all America. For our strength lies not just in the richness of our soil, not just in the wealth of the factories of our vast, complex physical technology -- but in our minds, in our skills, in our ability to use these wisely and well."



...the pair makes haste to return to their den of iniquity (Allegheny's Alpha Chi Rho house.) What foul and dastardly, what "flashy" doings await them at the "Crow" house? WELL, TURN THE PAGE!





-- photos by DINK

## ● Zack On College Admissions

by Jere Gilmore '70

College admission procedure was discussed and explained by Mr. Victor Zack, Director of Admissions, during last week's Wednesday Chapel.

He stated that the job of the admission staff is to attract as many qualified prospective students as possible to Allegheny, and to select from them those whom they feel will offer the most to Allegheny.

Of last year's 1,659 applicants, there was room for about 400 students (235 men, 144 women.) Two thirds of the students accepted by Admissions registered last fall. Other college choices they had listed included Bucknell, Duke, Dickinson, Oberlin, Denison, Yale, Colgate and Grove City.

### ● HOMOGENEOUS STUDENTS

Often it is said that Allegheny students seem very homogeneous -- that they fit the same mold and boast backgrounds. A study made of the present freshman class revealed that 65% graduated from high schools with 100-500 in their senior class and that 329 different high schools were represented from 19 states and the District of Columbia.

Many were class officers, student government leaders and had been active in scouting, social clubs, music, sports and school publications. After a study of family backgrounds it was noted that the number of mothers and fathers holding college and or advanced degrees was about 50% in both cases.

### ● LIMITED FINANCES

Many students attending Allegheny are operating on limited finances and about one third are presently receiving financial assistance. Zack believes it safe to say that Allegheny has "unity through its diversity."

The admissions committee is composed of three faculty members and three members of the admissions staff. Each student credential is read three times.

During the first reading, his academic ability and the chances for the applicant's success at Allegheny are considered. The student's objective test scores, his class rank, and his pattern of college-preparation are reviewed.

Mr. Zack stressed that College Board scores act only as a common denominator, and only the strongest scores are considered.

During the second reading, the applicant is rated from one to five depending on his activities, "commitments" hobbies, personality, and character.

The third reading places each applicant in competition with others of his own sex for a position at Allegheny.

### ● CONTRIBUTORS

It was again stressed that the admissions staff is seeking to find students who will contribute to the college. They do not want to admit anyone who lacks either interest or potential.

Studies have shown that fewer students drop from the fourth class quarter than the third class quarter. Low grades, therefore, do not necessarily predetermine one's success or failure.

### ● 'LEGACIES'

LEGACIES, HOWEVER, ARE HANDLED A BIT DIFFERENTLY, SINCE THEY ARE GIVEN EVERY PREFERENCE POSSIBLE. THE POLICY OF "TAKING CARE OF ONE'S OWN" IS USED BY THE ADMISSIONS STAFF, ZACK SAID.

During the lecture students present reviewed and voted on four hypothetical student applications. THE FINAL ACCEPTANCE CHOICE OF THE STUDENTS DID NOT CORRESPOND WITH THE CHOICE MADE BY THE

ADMISSIONS STAFF, AND MADE ALL PRESENT AWARE OF THE MANY COMPLEXITIES INVOLVED.

Allegheny's Deferred Matriculant Program enables the college to accept more qualified students. Mr. Zack mentioned that one of the biggest snags in the DM program is its "attitude." He said that when the summer students return in January the college is in a slump and "it's a bad time to plug into the college when all is down."

### ● DROP-OUTS

By Commencement Day of 1970 the present freshman class of 430 (DM's included) will probably number about 320. The 80-100 students that leave will do so for health reasons, because of dissatisfaction, because of a change in majors, or because of departmental set-ups, Zack explained.

Today, state colleges and the Ivy League colleges were "attracting many more students than in past years," Zack said. But Allegheny is staying in competition with "its fine programs and its excellent reputation."

## ● Luvaas Postscript

by Paul Gleason '70

A trip to several Civil War battlefields was arranged recently by Dr. Jay Luvaas, professor of history for a group composed of Alleghenians and Meadville residents.

Concentrating on battlefields in the vicinity of Winchester, Virginia, the group travelled there by private car on April 6 and set up headquarters at a Winchester motel.

Madowell, Fischer's Hill, Kernstown, Cedar Creek, Cross Keys and Point Republic were among the war grounds visited. Each represented a conflict encountered by Confederate General Stonewall Jackson dur-

ing his Valley Campaign, as he opposed General Philip Sheridan.

Members of the party explained that "our purpose was not to see the usual tourist attractions -- such as monuments, and so forth -- but to get 'back into the woods' to seldom-visited places ... and find the remaining traces of battles."

Led by Dr. Luvaas, nationally-known authority on the battles of the Civil War, the group carried Civil War battle maps and volumes of reports by field commanders in the war as they searched for -- and FOUND! -- evidence of these battles fought over a hundred years ago.

### ● BATTLE UNIT LOCATIONS

Members of the party were able to determine where different Union and Confederate forces had been located during the various battles, and found this extremely interesting, they told the CAMPUS. Some of the trenches dug by the fighting men and remains of gun emplacements could be seen.

"Minnie balls" (bullets used in muskets of the period) and artillery shell fragments were also plentiful. One member of the party, an Erie doctor, used a mine detector to search for war relics underground.

Returning Sunday, April 9, the participants "found the trip very enjoyable and informative," they told a CAMPUS reporter. An additional factor which "made the trip very interesting" was the diversity of occupations represented by the party. Professors, doctors, a salesman, a graduate student, an auto mechanics dealer, a businessman dealing in petroleum products -- all were represented.

### ● FIFTEEN YEARS

Dr. Luvaas has been going on these trips for roughly fifteen years now. Some people have become so interested in the battlefields that they go with him year after year. Several years ago, a Confederate belt

# Summervacationitis.

(How to spot and get rid of)

**Pallid peepers.**  
There's no sparkle in those baby-blue eyes. It's been knocked out by all those exams. Get that vitality back. See what good is still left in the world. Go to Expo 67, Montreal.

**Lip lingo.**  
They're letters from good buddies away for the summer. The best way to avoid them is not to be there when they arrive. Be in Puerto Rico instead.

**Racquet squad.**  
That's the tennis team in your neighborhood during the summer. You'd find snorkeling or scuba diving in the Bahamas would make playing tennis seem like last summer's bad sport.

**BLT Down.**  
That's all you've known summer after summer. A change of palate would do you good. In Bermuda a few savory morsels of Hopping John with a sauce of Paw-Paw Montes usually does the trick.

**College fatigues.**  
That's the uniform you wore all semester. Get rid of those o.d.'s (olive drabs). Break out the white levis. And throw on a colorful Mexican serape.

**The good books.**  
They have the possibility of being good symptoms. That's if you seek summer scholastics. Say in Mexico City. Or Acapulco.

**Fluorescent fade-out.**  
That's from being cooped up all winter. What you need for that sallow pallor is some sunshine Vitamin D. There's a whole lot of it available at Sunset Beach in Acapulco.



**EASTERN**

We want everyone to fly

Note: If symptoms get worse, see your travel agent or call Eastern.



buckle in good condition was found on a trip.

Molds were made from it, and now each person who accompanies Dr. Luvaas on the battlefield trip three times receives a belt with a fascimile cast from the mold.

Several members of Allegheny's faculty and administration were present on the Winchester excursion. Besides Dr. Luvaas, Mr. Kern, associate professor of English; Dr. Morten Luvaas, professor emeritus of music; Mr. Wycoff of Public Relations, and Mr. Sherman, Assistant to the President, explored the moldering battlegrounds.

Also on the trip were Amour Hillstrom, Allegheny trustee, and several alumni. Also, some Duke University and Canadian Royal Military College faculty

members made their own spring "march to the Southland" with Luvaas.

Alumni present included Dr. Robert Byers, an anaesthesiologist from Erie; Dr. William Armstrong of Butler; Mr. Robert Johnson, Trustee Hillstrom, and Duke graduate student Louis Schultz.

Dr. Luvaas is planning a battlefield trip for students scheduled to leave May 19. Civil War battlefields at Spotsylvania and Harper's Ferry will be visited, as well as the sites of The Wilderness, Cold Harbor, and Antietam.

### ● Stravinsky Lecture Given

Igor Stravinsky's development as a modern composer was outlined by Jon Caldwell '69 at the first Free

University lecture given Tuesday afternoon, April 18, in the CU.

Using records to illustrate certain characteristics of Stravinsky's style, Mr. Caldwell first explained how much Stravinsky had borrowed from "the luminous fog" of 19th century Impressionism. Ravel and Debussy were the leaders of the movement.

He cited strains from Daphnis and Cloe by Ravel for their "smooth, flowing texture" and the development of contemporary chord work within them. Mr. Caldwell also cited as "a strong influence on Stravinsky" the work of his teacher Rimsky-Korsakov.

Stravinsky's "Rite of Spring" represents the culmination of his Russian primitivist and impressionist composition. Starting in 1918, he stated, the influence of early jazz was evident in Stravinsky's "neo-classical" style. "Crisp rhythm" is the key to his well-known neo-classical work, "Story of a Soldier."

The height of Stravinsky's "re-establishment of tonality" is "Symphony of Psalms," written in 1931. Caldwell believes that this return to tonality is the composer's most important contribution to contemporary music.

A sophomore, Caldwell plays oboe in the Allegheny Sinfonietta and has been in several musical productions during his two years here.

A member of the Independent Study Program, the "professor" plans to major in "American Studies."

Dr. Robert Lynn plans to perform one of Caldwell's own organ compositions in Sunday chapel in late May.

W.H. Auden said, 'Music can be made anywhere, is invisible, and does not smell.' Come to the Modern Music Sessions, Tuesdays at 4:00 p.m. in the CU.

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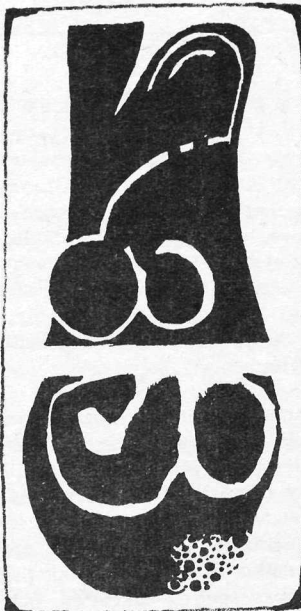


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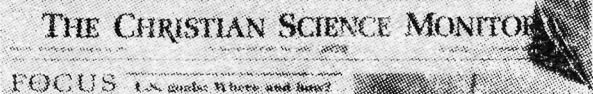
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☐ College student Year of graduation \_\_\_\_\_  
☐ Faculty member



## ● Voluntary Alternative Work

by Pris Dreyman '70

The Student Work Project held in Hough, Cleveland, this past weekend was very successful. "Hope", ("house our people economically"), the agency through which the project worked, is trying to improve the housing situation in the ghetto. It is attempting to help the people improve their own living conditions and standards. Seventeen of us went to help in the house renovation process.



We arrived in Hough at about four o'clock Saturday afternoon and were ushered into an unfurnished apartment recently renovated by "Hope". We were all apprehensive about the possibility of riots, and Mr. Grevatt, the man in charge of "Hope", briefed us on how to act while in the ghetto.

We were told not to "gape". We were not to go anywhere alone, and we were to attract as little attention as possible.

We divided into four groups, two of which were to get the apartment into some semblance of order. The third group went to the Belvedere apartments, another building renovated by Hope within the last year.

### ● HOUSECLEANING

This group cleaned up rubble left behind by the construction workers. The fourth group went to a private home that had been recently vacated by a mother and her eight children.

We were to clean out all the trash, dirt, and old furniture left behind so that reconstruction could be started as soon as possible. We found it difficult to believe that anyone could have lived in the filth that was in that house.

In the noisy process of carting out garbage, we managed to make the whole neighborhood aware that we were there, and before we knew it, the house was crawling with children. We returned to "our" apartment for the evening.

### ● TENSION HIGH

We couldn't go out and work again until the next day for safety's sake. Because the weather was warm, the people had come out of their houses.

Tension is high, and any small incident could explode into a riot. We didn't want to be that "small incident". We had a two-hour bull session with Mr. Grevatt which gave us a deeper insight into the problems of the ghetto.

After a restful night on the floors of the apartment, some of us went to the integrated church where Mr. Grevatt is a minister, and we observed Sunday School classes. The church was very small. Classes were large and had few teachers.



The choir had five members. According to Grevatt, though, the response of the congregation towards improving the situation in Hough has been very good.

Sunday morning the plumbing in the apartment broke down, and we used the facilities of the "Blue Note", a bar now owned by "Hope" and used for office space. The "Blue Note" had been a homosexual hang-out when "Hope" bought and closed it a year ago.

Sunday afternoon part of the group went back to Belvedere. When they finished there, they sorted clothing in a thrift shop connected with "Hope." Everyone else painted the floors and hallway of the apartment. We left Hough before dark.

We all very definitely sensed the tension present in the neighborhood. We saw what, in part, has caused this tension.

But the full impact of the weekend hit us only when we got back to Allegheny and heard that riots had broken out in Hough a few hours after we left...



## ● The Free and Easy Shop

... by Robert Ploehn '68

The following is a CAMPUS correspondent's "essay" (or essay?) of or on the "Odd Fellows Home," and its recent personnel problems encountered... as the writer says. . . "over Spring break." Things were rather unquiet and disquieting at the Home--which adjoins Allegheny's campus up North Main street. But lately, they seem to have settled down. Mr. Ploehn's "resolution" of the problem may not be entirely accurate--but it IS edifying. . .

During Spring Vacation, this writer was embroiled in a controversy between the employees and the Board of Trustees of the Odd Fellows Home.

After many moves and countermoves, all steeped in political intrigue, this reporter and two others were declared expendable by the Board, and the Meadville Tribune so noted it on their front page of March 20.

My name was spelled correctly, but that was about the only fact that correlated with the story as I knew it from the center of the storm.

Lesson #1. No matter how cock-sure you are, never play with fire unless you are wearing an asbestos suit. Little did I dream that when all the employees of the Home asked me to write a letter to the Board putting down our grievances, I would "be refused to be reinstated" by the Board because I was an instigator.

Never volunteer for anything unless you can suffer through the worst possible consequences.

### ● NO TRUST

Lesson #2. Closely related to #1. Unless you must, do not trust another human to take positive action. There are more fair-skinned chickens than feathered chickens on this earth.

I kept telling the employees that it was an individual choice to be involved in the rebellion. I drove the statement into the ground. But needless to say, their "individual choice" was covered by chicken feed.

### ● WHAT PRICE LOVE ?

Lesson #3. People forget about honor and integrity when such things as job security and love are involved. The Meadville Tribune story began with the statement that some of the employees of the Home could not leave because they loved the children too much.

They loved the children, but did they think of the three adults who were "fired" because they stood with the turncoats? Did the employees' love of the children cover up the fact that because they made their grievances known to the Board, the Board had to have three sacrificial lambs?

Does love rule over loyalty, honor, integrity, and friendship? Apparently so.

After all that has been said above, one would probably conclude that I am bitter. Not at all.

The greatest lesson that I learned from the whole affair is that human beings have human faults. One human cannot condemn another for being weak. All men are weak.

...

## ● Birth Control Story

by CPS

SANTA BARBARA, Calif. (CPS) -- The very fact that we must face the abortion issue, to a certain extent reflects a basic subject we have so far avoided: birth control. If students had easy access to birth control devices notably "the pill," one might logically expect the problem of abortion and illegitimate birth would be almost too small to mention.

But as social dictates now stand, most unmarried co-eds who feel they need protection must somehow appear to a doctor either married or over twenty-one. Why must someone lie to a doctor to protect herself from pregnancy?

### ● PERSONAL DECISIONS

Many agree that each must make his own personal decision on all moral issues, yet those who do must contend with an officially disapproving society. (Unofficially, of course, things might be different.)

Modern science has produced an effective sexual liberator. Yet society balks to take advantage of it. Why?

It is often argued that the widespread use of birth control pills would usher in an unprecedented era of

promiscuity and mass debauchery. In countries where birth control is already readily available to anyone, this had not occurred. In Sweden, for example, birth control devices are sold in streetside vending machines.

### ● INCONSISTENCIES

How long are we to tolerate a basic inconsistency with regard to unmarried members of the population? How long must people suffer the embarrassment and the anxiety levied by society?

Slowly, birth control centers offering information, if not actual supplies, are appearing in cities throughout our "progressive" state. High schools are beginning to offer classes in the unmentionable subject in the face of increased pregnancies and disease rates among its students.

Perhaps we should at least feel gratified that SOMETHING is happening. But the "information" alone will not prevent conception.

As students, we must face the problem squarely and forthrightly. And we must begin here. . . with our own community.

For a start, we can focus attention on the policy regarding birth control pills at the Student Health Center. Why are they not allowed to dispense the pill to any student wishing it, as Stanford Health Center does?

Is it perhaps because students are incapable of making their own moral decisions?

...

## ● Revision of Selective Service

Topic at Young Repubs Meeting

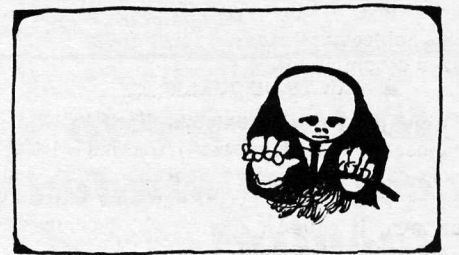
by Phil Langdon '69

Revision of the Selective Service Act was the topic at the Young Republican's April 5 meeting. Former Vice-President of Educational Affairs Peggy McQuade was moderator of the panel discussion held in Quigley faculty lounge.

Panel members were Sgt. Donald Berglund, U.S. Army recruiter for Meadville, Robert Roha, a member of the Meadville draft board; Mr. George Cole of the Political Science Department; Paul Lambert '67, political science major and former Public Events Committee chairman; and former "Campus" editor Donald Speicher '67.

### ● MORAL JUDGMENTS EXCLUDED

The participants restricted the discussion to the draft. Excluded were moral judgments of the Viet Nam war. The program proceeded under the assumption that the United States will continue to need at least the current level of 3.3 million men in the armed forces.



Panel and audience debated the feasibility of an all-volunteer army, the inequalities of local boards, the faults of the present selective service act, and those revisions proposed by President Johnson. The group questioned the status of various war objectors, and the fate of the enlisted man as opposed to the draftee.

Sgt. Berglund labeled an all-volunteer army "impossible" because of the tremendous cost which would have to be incurred to attract more men into the army.

At present, the starting salary is \$90 a month, hardly a strong monetary incentive to enlistment. In wartime patriotism will drive some men to join the service, but in peace these volunteers are scarce.

### ● PAY RATES POOR

Pay rates are better in civilian jobs than in the military, according to the Sergeant. The army offers money for training, overseas assignments, and other incentives to men who will re-enlist, yet most leave after completing their obligation. Its re-enlistment goal of 33% indicates the difficulty of holding men.

A volunteer army could not expand as quickly as might be needed, Sgt. Berglund pointed out. Fast increases in numbers depend largely on increased draft calls. Before the development of the Vietnamese conflict, seven of ten men in the army were enlisted men. Now about 50% are draftees.

### ● PROFESSIONAL ARMY

Sgt. Berglund then discussed the dangers of an all-volunteer, or professional, army. In other countries the military has established too much power over the government. The lack of turnover and the presence of many career soldiers gave the army great political strength.

He also claimed that a decline in quality would result from a professional army. When the United States had a volunteer army before World War II, it was composed of "mercenaries, misfits, gamblers, and crooks," the Sergeant declared. He charged that a professional army was undesirable, calling it a "problem to the maintenance of democracy." If men stayed in the army it would develop into a strong political power. With men entering and leaving in large numbers, the organization remains civilian-controlled.

Mr. Lambert termed the danger of a professional army "an academic question. At \$90 a month, the chances



of establishing a professional army are nil."

He also argued that we need a change from the present selective service system and its inequalities. Who should be deferred and who should serve are decisions that vary from board to board. Lambert proposed setting the draft at a certain age "to eliminate uncertainty in planning one's future and one's education."

Miss Mc Quade commented that a former assistant attorney general had proposed a draft pool, in which 19 year-olds would be the most vulnerable. Sgt. Berglund read an Executive message stating the President's intention to draft 19 year-olds first, reversing current procedure.

Filling the draft quota with 19 year-olds, using a lottery for the selection, and granting graduate school



deferments for only medical and dental students, these three main provisions of the President's proposal will probably not become part of a selective service act passed before June 30, the date the current act expires. According to Mr. Cole, Congress will not have time to make any major changes.

#### ● UNREPRESENTATIVE

Miss McQuade contended that the local draft boards are not representative of society, stating that only 1.3% of the draft board's members are Negroes.

Mr. Roha, of the Meadville board, explained that the members are all low-paid volunteers. On the Meadville board are a dentist, a retired banker, an insurance agent, a plumber, and a real estate salesman. Under the present system, the board grants deferments for men in accredited colleges and to men with certain job classifications. The board also awards farm deferments and sole support of family deferments, among other types. He stated that the board tries to be as fair as possible in making decisions.

The panel next discussed an issue raised by Mr. Spelcher - that of the war-objector. To obtain conscientious objector status, a man must belong to a recognized denomination.

#### ● SECTS DISQUALIFIED

Mr. Cole pointed out that this disqualifies those in sects; those objecting to war on a humanistic basis; those who don't believe in a Supreme Being; and those who object to the Viet Nam war, but not to all war.

These men, if called, are left with a choice of serving or going to jail. Nothing in the President's message or before Congress does anything to change this situation. Mr. Cole reported that this term the Supreme Court will hear the case of David Mitchell, a war objector, and that this issue may be decided.

Sgt. Berglund pointed out the advantage of enlisting, rather than waiting to be drafted. The draftee is put in the "regular army unassigned," from which many infantrymen are drawn. A draftee has only a two-year commitment, and fewer than 10% choose to stay in the army longer, so few of them receive any training of value.

Enlistees also have more choice in assignment. When asked by a member of the audience what assignments college graduates receive, the Sergeant replied, "You are assigned according to the needs of the army at the time you are inducted."

However, he thought that not many college men were serving in the infantry. And he recommended Officers' Candidates School for those who can qualify.



## Honan: Search for Validity

by Sue Fry '68

"Whether religion can find new validity and a new base...and continue to move man effectively" was the question discussed by Rabbi Bernard Honan of Temple Beth Israel, Sharon, Pa., in his chapel speech the morning of Wednesday, April 5.

A former Air Force chaplain in the Far East, the Rabbi spoke about "Oxcart Religion in a Jet-Propelled

Age."

Rabbi Honan compared the so-called Judeo-Christian heritage of the American culture to an oxcart which has "served man's needs for thousands of years." The jet plane image, he feels, expresses the forward-looking trend of our times which tends to reject every form of religion.

#### ● RELATIVISM

As the Jewish clergyman said, "Today's religion faces the question of relativism." The oxcart and the jet symbolize "two conflicting philosophical sources of life. One part of our personalities responds to each aspect," he stated.

He thinks that there is a question of alienation in our culture, alienation both from ourselves and those around us. "We are trying to find self-identification," he believes.

He called different roles of life "composite conjuries" and explained the attempt to make them "all add up to one personality."

#### ● 'STRING OF TIME'

"Life is a series of unrelated acts connected by a string of time," Rabbi Honan said. The human personality has been so completely fragmented that part of us "fails to fall together in any sort of pattern," he explained.

Rabbi Honan believes that the Judeo-Christian is only 50 years old at the most. He stated that Jews and Christians were not trying to understand each other but "we want to know about something together - our culture." He thinks that religion (culture) should be mainly "concerned with life and human problems," while ritual is strictly "a matter of personal conscience."

#### ● STRATIFYING INFLUENCE

"The church has traditionally provided socio-cultural opportunities to its members," he pointed out, "and religion has been a stratifying influence in society."

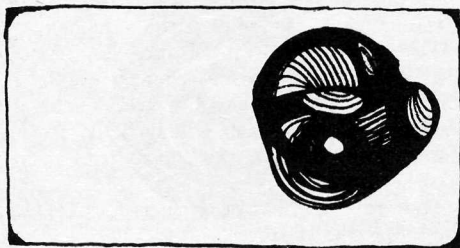
In spite of this "using" of the church as a social tool, some churchmen have come together for serious reasons. He cited a stand against closing schools instead of integrating them taken by the ministerium of the North Carolina town where he used to live and work as an example of what people can accomplish when their "moral fibre is aroused."

#### ● STRANGE WEDDING

The people today who want things changed represent a "wedding of oxcart and jet-propelled plane." Man is concerned with two things, the divine and his fellow men. The Rabbi mentioned the animists of primitive times as men who cried to the gods in the simplest of terms: "Help me!" and "Thank you!"

Since then, life has become so complicated that in the Rabbi's words, "The other fellow is an extension of your consciousness. You can't be convinced that he is real."

The animists believe that everything, including their fellow men "flowed with spirit and life...within one great spirit." Rabbi Honan asked his audience, "Do we really care (about our fellow men)?"



People of today are too busy "thinking in terms of tenths of a cent" to show real concern over their fellows, the clergyman stated. He told of people living in a garbage dump in Japan near exclusive Western-style restaurants and hotels.

#### ● CONCERN

The crux of the religious dilemma today is not so much the struggle of "Genesis versus genetics" as it is a question of one man's concern for another, Rabbi Honan asserted.

He told the story of an escaped ape found reading in the New York Public Library with The Bible in one hand and a skull in the other.

His moral: Am I my brother's keeper or is it the other way around?

Rabbi Honan said that man must find his identity somewhere in the range "between ape and angel." "We must find out what others are worth to us," he said.

#### ● 'REFUSAL TO ACT'

In defense of the organized church, he indicated that "refusal to act characterized the laity rather than the clergy. The irrelevance of religion in our day is the fault of the laity," he stated flatly.

In conclusion, Rabbi Honan suggested that we "align individuals as human beings, putting the old words 'Help me' and 'Thank you' into a new context of service to our fellow men."

In his opinion, we are "the ultimate determiners of what religion will or will not do in our time. The answer to the question of validity of religion today is in our hands."

## The Tragic Situation . . .

by Gibbs Kern '68

It has often been stated that "The first casualty of war is the truth." Not so with Vietnam, for there the first casualty has been the civilian population of a once-beautiful and peaceful countryside of 16,000,000 Asians. For twenty-seven years the people of Vietnam have been the victims of never-ending strife.

It was about these people--more specifically about the children--of Vietnam that Dr. William F. Pepper spoke to the Meadville Friends of the Committee of Responsibility on April 17 at the Stone Methodist Church.

#### INVESTIGATION

Pepper, a professor of political science at Mercy College and the author of the controversial RAMPARTS article "The Children of Vietnam," spent six months in South Vietnam, and recently completed a six-month fact-finding investigation of the war's effects upon the children.

He began his talk with a recitation of a poem about the children of Hiroshima and quickly moved into a discussion of Vietnam and its people. He spoke first of the countryside, of the many geographic features which constitute the landscape.

He touched briefly upon the tragic alteration of that landscape which the war has produced.

Pepper then turned to the "fragile, tiny people... changed by twenty-seven years of war." He mentioned the freshly-created valleys carved out by bombs, the barbed wire, and the systematic defoliation of the jungles.



He vividly pictured the "open target area" policy of the United States, a policy that has contributed to a minimum of 415,000 casualties from 1961-66. Contrasting this with General Westmoreland's estimate of 70,000 military casualties in the same period, Pepper then asked, "Who are they?" (the civilians.)

He recited statistics on the composition of the civilian population of the 16,000 hamlets which are "open target areas." At present, 70% of the people in these villages are 15 years old and under; the older men and boys are now in the field on both sides, as are an increasing number of the women.

#### ● ILLITERACY

Even with warnings of impending bombings, the children do not escape, for many of them are illiterate and cannot understand that the strange pieces of paper floating down from the sky are warnings of fire and death.

In the village of Cankow, for example, 69% of the dead civilians after a bombing were under 15.

It is difficult, as Pepper noted, to precisely identify the source of a rifle shot that smashes into a child's skull; or of a land mine, intended for soldiers, which blasts a child to bits. But there can be no question of the source of napalm or white phosphorous, the effects of which Dr. Pepper described in no uncertain terms. These are products of the United States, "sent for distribution to the people of South Vietnam."

#### ● 'NEVER PREPARED'

Commenting upon the impression one gains from eyeing the results of those hideous tools of modern warfare, Pepper stated, "You're never prepared for the confrontation, and you're never the same afterwards."

#### ● 'REMNANTS'

Of the children who are the victims of napalm or phosphorous, 90% die instantly. The majority of the survivors never make it to the hospitals for treatment. They cannot make their way through the twisted jungle paths which are the main arteries of transportation in South Vietnam. Those who do make it are the "remnants" of the faceless casualties.

#### ● PHYSICIANS DON'T SEE

Dr. Pepper commented forcefully upon the recent Howard Rusk report which painted a rosy, but, in Pepper's view, distorted picture of the fate of the survivors. His personal observations, and those of competent medical personnel, revealed that American physicians do not see the majority of victims because of government prohibitions.

#### ● UNSANITARY CONDITIONS

Members of the Committee of Responsibility could not travel freely to the pitifully inadequate hospitals where the victims are treated, where two to four kids may occupy a single bed. No soap, no bedsheets, no pillowcases, no protective screening against insects, and all too often no electricity or water with which these wretched souls should be cared for are the naked facts of life.

There are only 1,000 doctors available at present for civilian treatment; two percent of the Vietnam budget



is all that supports the humanitarian efforts to restore life to the children.

And what of the "glaring, appalling reality" of "shelter camps" for those who have been removed from the war zone. The speaker reported that 70% of the children live in cinder-block structures with corrugated tin roofs over their heads.

With no education, no public health services, squalor and confinement are the rule, not the exception. To survive the children must steal.

To earn a living they shine shoes and sell newspapers. They also sell their sisters and mothers into prostitution. There is very little sanitation in these camps. Relations with the Americans are poor.

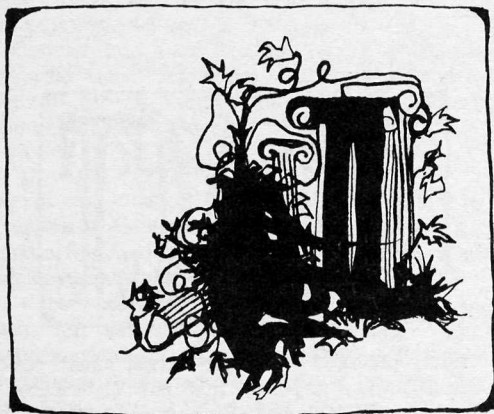
#### ● BEAUTIFUL PEOPLE

Pepper described the Mantanyards, the "beautiful people" of the Central Highlands of South Vietnam who are hated by the Viet Cong, hated by the North and South Vietnamese, hated by the American Special Forces because they wish to refrain from organized barbarism.

In this child-centered tribal culture the fathers are killed defending their homes from the invaders--whether Communist or American, and the burden of defense falls upon the shoulders of the eldest sons, age 11-13.

They fight with guns and spears; they, too, fall before the onrush. Also, there are the Anglo- and Franco-Asian children born out of wedlock, abandoned in the city streets or the jungle to die or to be adopted by servicemen, some single, and war correspondents.

Dr. Pepper concluded by describing the Vietnam War as the "destruction of a culture." Noting that



group suicides, especially among young people, have increased as the war intensifies, he went on to describe the "new values" of crass materialism and a desire to appear "Westernized" that have pervaded the Vietnamese spirit.

To restore the shattered life of a child costs between \$15,000 and \$30,000, an astronomical financial burden which the Committee of Responsibility hopes to meet through the humanitarianism of the American people.

"We are obliged to call them our own" were the speaker's concluding words.

He took no position on the war itself--whether we are justified in being there, whether we should pull out, whether we should press for "total victory."

That question is for others to answer. Pepper's speech was a shocking reminder that because we are there, because we do maim and kill innocent civilians, though not through design, we must accept the responsibility for those who survive.

In the end, only fools may rest in comfort and repose while they neglect the tortured cries of "The Children of Vietnam."

## ● Colombian Diplomat Speaks

by Jim Slemmons '69

#### ● ECONOMIC LEADER

Distinguished Colombian statesman and educator, Dr. Jose Maria Chaves, visited Allegheny College Tuesday and Wednesday, April 4 and 5, sponsored by the Danforth Foundation's Visiting Lecturers' series.

Chaves has been one of the foremost leaders of closer economic integration in the Western Hemisphere. He represented Colombia in the diplomatic service in Washington and at the United Nations, and was instrumental in helping to negotiate several international treaties.

Tuesday afternoon Dr. Chaves spoke to Spanish students in Murray Hall about Miguel de Cervantes' masterpiece DON QUIXOTE. In Ford Chapel that evening Dr. Chaves spoke to an audience of about 200 people on "Latin America, the New Frontier."

According to the diplomat-scholar, Latin American states are not only the best customers of the United States, but are also its best allies. Latin America offers the United States its best opportunity for further economic expansion due in part to the already close ties we enjoy, said Chaves.

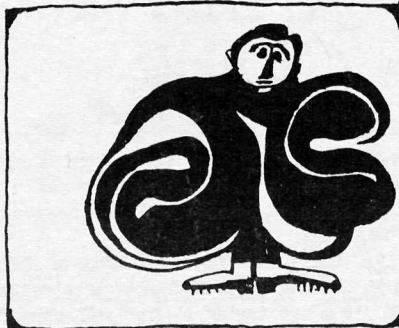
#### ● LATIN AMERICAN FOOTHOLD

Latin America's importance was demonstrated when the Soviets risked nuclear war to gain a foothold there. Although Dr. Chaves sees the danger of communism to the Latin American states, he is convinced that Communism will never pose any more of a threat than it already does.

His main reason for contending this seems to be that the Communists are opposed to religion--something

that has a daily personal and emotional influence on Latin American life.

Dr. Chaves enumerated many problems that Latin Americans must face. Their states have the highest rate of population increase in the world, and their



combined population of 250 million is expected to double by the turn of the century. One of Latin America's greatest problems is illiteracy, he said. Since half the population of Latin America is illiterate, productivity potential is greatly hindered.

In addition to the problem of illiteracy, hunger is another socio-economic problem. Dr. Chaves noted that in the 'afueras' of Rio de Janeiro, Brazil, hundreds die daily from malnutrition and about 60 per cent of the people who live in these hillside slums have tuberculosis.

#### ● ALLIANCE FOR PROGRESS

When Dr. Chaves was asked questions about the effectiveness of the Alliance for Progress, which set drastic social and economic goals to be attained or at least started over a ten year period, he said that "even though the Alliance has not been as effective as had been hoped, the program is respected in Latin America."

The Alliance for Progress, which was initiated in 1961 under the Kennedy administration, is directed by the Latin American states themselves, Chaves emphasized. The United States, along with some European states and Japan, offer matching funds for social and economic programs to improve the standard of living in Latin America.

#### ● 'RESPECT'

The Latin American states, Dr. Chaves continued, respected the Alliance for this reason, and the program is genuinely appreciated because it is not the "dollar diplomacy" which was all the United States once offered.

Dr. Chaves envisions the United States and Latin America cooperating in closer economic and political ties that will eventually provide a more intimate series of working partnerships among the states of the Western Hemisphere.

Dr. Chaves also spoke about certain cultural aspects of Latin America during a coffee hour Wednesday afternoon in the College Union. At this time, he spoke informally to a group of some 40 students and faculty members about several characteristic strains which run through the bulk of Latin American "culture."



EDITOR'S NOTE: Unfortunately, the "Alliance for Progress" has raised some serious questions, lately. Perhaps it isn't QUITE so rosy a picture as Chaves has made it out to be.

And perhaps it would be more profitable for all concerned, sometimes, if we didn't expect speakers to stand up before us and play Homer with his rosy-fingered dawn.

Too often rosy fingers have an irksome way of creeping down among the audience and fastening around necks. Maybe that's one big reason Allegheny's public events--speaker-type public events--aren't always well-attended by the student body.

#### ● PRE-DIGESTED PAP

Pabulum can be served up in a great many ways. It can be garnished in many ways--and occasionally even spiced. But pre-digested pap remains pre-digested pap, whatever one does with it.

It would be refreshing, just once, to have a speaker come to Allegheny, to any American college campus, for that matter--and tell us (politely, in so many words) to go to hell.

Shocks can sometimes serve as excellent stimulus. Wouldn't it be pleasant to imagine Dr. Chaves on his "goodwill tour" of this country for the Danforth Foundation thinking, the night before his Allegheny appearance, something like the following:

"I think tomorrow I'll blow up the whole damned thing, and forget about trying to save any of the pieces. Chances are they wouldn't fit anyway! sour grapes, and all that! and it's a bloody bore, that's what it is, serving as learned front-man for a gigantic publicity campaign."

#### ● MUCH-LOVED

--Anyway, Dr. Chaves DID seem much-loved by the

Spanish Department. Several of those present told us that the Quixote-scholar came off admirably that afternoon.

But maybe that's because it's often easier to talk critically in one's own tongue; and perhaps it's easier to be honest with a man who's been dead several centuries. One might believe that there's less chance of offending someone--even if one is honest in his offense. It's easier to be critical about the dead than it is to be critical about the hot and swift and sweaty and grimy Quick.

Only... sometimes, after hearing one of our visiting distinguished foreign speakers addressing any Allegheny audience, I wonder if it might not be even more difficult to play the publicity man. It might be quite difficult, sometimes, NOT to be candid.

Chaves was good at this last play. By no means was he offensive. But was he intellectually HONEST?

When one reads Mr. Slemmons' article, and when one sat in attendance at Dr. Chaves' lecture, one (again, quite formally and politely,) can only wonder if there were a great many things left unsaid by the diplomat. We wonder if "diplomacy" was not made to triumph at the expense of complete intellectual honesty in telling both sides of a story that has at LEAST two.

We wonder, in short, whether we heard about the "Alliance for Progress" itself-- or Chaves' idealized version of it.

#### ● 'SOMEHOW PLEASING'

Now, if the above seems meaningless, but "somehow pleasing;" if it flows, somehow, and condenses finally into isolated, opaque mud puddles... it was at least "friendly." Atonal, perhaps--and calculated for effect, rather than for lucidity or candor--but ever FRIENDLY. Non-controversial and inoffensive... like turning Allegheny's series on "The Free World" into a showing for foreign statesmen to tell how much they LOVE US; and wish to COOPERATE with us for mutual UNDERSTANDING and PROGRESS.

The "Free World" Series seemed to align the communists on one side and... everyone else on the other. Why is this necessarily so?

Oh, shades of Orwell... and 1984 cannot come too quickly!

Anyway... vacuous statements and courtly glosses aside... every argument which is only supported by calculation for effect... inevitably seems to fall flat.

It is easy to be abstract. Also, it is easy (and may be quite amusing, in the bargain!) to observe super-critics looking for diamonds in ashpits, and probing for Deep Layers of Meaning and Truth in shallow mud puddles. All left conveniently opaque and unsettled, with a pleasant scum of oil upon their tops to dazzle and confuse the studious peruser.

Abstraction--like foreign relations which grade into public relations--tends to be non-controversial. We live in the era of softsell. And we are very chic in our sophistication. Enough oil on the mud, and we think it a prism, reflecting all the brightness of Universal Genius.

Anyway... it's non-controversial.

Even as Dr. Chaves and his extended goodwill tour about campus seemed programmed to come out non-controversial! Whose speeches seemed less concerned with threshing-out specific issues than with functionalism as the eulogy of some visiting, out-of-town Rotarian, polite hand always extended, and ready to be pumped... gushingly.



## ● Exciting Year Ahead

by Gibbs Kern '68

1968 promises to be a most exciting year for the political hacks and hucksters. We shall see whether Lyndon Johnson really has the audacity to seek another term in office.

There is no reason to doubt that he does; barring some unforeseen circumstance the President will again be the Democratic standard-bearer.

The New Leftists, in turn, will offer a "peace" candidate in an exercise that may bear a frightening resemblance to the Communist Party's crusade of three decades ago for a "Popular Front." Also on hand will be Mr. George Corley Wallace of the Sovereign State of Alabama, accompanied by his horde of racist stormtroopers.

Already the Wallace band is on the move; former Sheriff Jim Clark of Selma has been summoned forth to "spread the word" throughout the country.

#### ● SAFE ASSUMPTION

Amid all this madness it can be assumed that the Republican Party will field a candidate for President as they have done for the past one hundred years.

Instead of the lopsided political carnival into which the



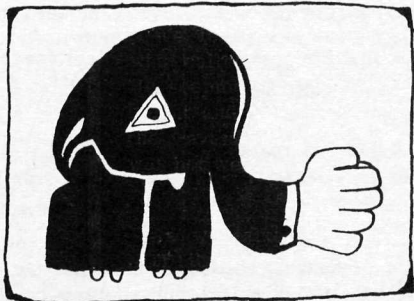
1964 convention degenerated when the Right Wing seized control and pushed everyone else aside, the 1968 convention should be a forum in which all contenders and all factions will have much to say and contribute.

#### ● BULLPEN UPSTARTS

Waiting in the bullpen, officially or otherwise, for the presidential nod are several contenders, EACH OF WHOM WILL HAVE HIS CHANCE TO STATE IN ONE THOUSAND WORDS OR LESS WHY HE WOULD LIKE TO BE PRESIDENT OF THE UNITED STATES.

#### ● ROMNEY

First and foremost is Governor George Romney of Michigan, the present favorite of the Eastern Establishment. The former Rambler Man has made quite a name for himself in his home state, and in recent weeks he has been venturing forth to see how warm the political waters are for him in other sections of the country. His quest has taken him to the polluted banks of the Potomac, to the Goldwater wastelands of the Great Southwest, and to the frigid outer regions of Alaska, where the Governor participated in--and won--a dogsled race.



One would imagine that MICHIGAN'S LIEUTENANT-GOVERNOR IS EARNING HIS KEEP THESE DAYS IN THE ABSENCE OF HIS BOSS.

#### ● 'JOLLIFYING' GEORGE

The problem with George is that he can't develop a consistent foreign-policy position, especially when he has to face the difficult and politically profitable (for the GOP, at least) question of Vietnam.

Romney has actually managed to develop four views on this issue: (1) the President is manipulating the war for political advantage; (2) the President is pursuing peace too aggressively; (3) the President is pursuing the war too aggressively; or (4) the President is following the proper course--at least until election time.

IT IS HOPED THAT ROMNEY'S FOREIGN-POLICY ADVISERS, WHOEVER THEY MAY BE, WILL ONE DAY AMALGAMATE THEIR VIEWS SO THAT THE REAL GEORGE ROMNEY CAN STAND UP.

The second major contender is former Vice-President Richard M. Nixon, the seemingly indestructible political mountebank. Mr. Nixon distinguished himself during the last campaign as an ardent tub-thumper for Republicans everywhere, and the success of the 1966 GOP effort has been played up by the Nixonites to make him appear as though, without Nixon, the Democrats would still be riding tall in the saddle in Washington for another two years.

#### ● RUSSIAN GOOD SENSE

More recently Nixon went on a personal fact-finding tour of foreign lands, the highlight of which was the headfast refusal of the Russians to officially welcome the weary traveler to the Soviet Union.

THE COMMUNISTS HAVE BEEN KNOWN FOR RARE DISPLAYS OF POLITICAL GENIUS.

Nixon's chief hope is that the convention will be deadlocked between liberals and conservatives, forcing the big-makers to come to him as their only hope for victory. HE FORCEFULLY REMINDS ONE OF THE SIMPLE CHARACTERS IN SOME OF HEMINGWAY'S NOVELS WHO COURAGEOUSLY VENTURE FORTH TO THE PACAS AND SUFFER INEVITABLE DEFEAT.

#### ● PROMINENCE

Still unknown are the roles which Governors Ronald Reagan, the California conservative, and Nelson Rockefeller, the New York liberal, will play. Both of them on the governorships of their states--Rockefeller for the third time and over three spirited challengers--by some majorities, and thus will command positions of prominence in the final selection of the candidate.

#### ● DISCREET QUIET

Reagan, on the other hand, has been discreetly quiet about the number of "Reagan-for-President" clubs springing up around the country in ultra-conservative circles.

When you note that Shafer of Pennsylvania, Rhodes of Ohio, and other prominent Republicans will appear at the convention as favorite-son candidates and will ardently courted for support from the contenders, you can see that a real free-for-all is in the making. The victor will then march off to the dubious task of facing the craftiest politician of our times--good LBJ himself.

Both are articulate, ambitious men in their own right who would provide President Johnson with the opportunity to face some real opposition, compared to the hollow mediocrities of a Romney or a Nixon. Despite mild disclaimers from both candidates as to Presidential ambitions, neither has done much to

thwart efforts to get him the nod. Indeed, Rockefeller, as reported several times over the past year by labor columnist Victor Riesel, has tried several times to solicit support for another Presidential bid from some of the nation's politically-knowledgeable union chiefs.

## ● The NEW British Berkeley

by CPS

LONDON, England (CPS)--The tragedy of the London School of Economics situation is that everyone knew it was coming except the administration. It had to come and on the same template of revolt as the university dissidents in Berkeley and Berlin and Michigan.

It came because the administration was longwinded and callous and the students are not. It came because the channels of communication and organization are so solid, they are sewers.

Because the administrators were so far away, when they came down the stairs from Connaught House offices, they scarcely recognized their own students, used the same words or understood their language.

It came because LSE is small and overcrowded and now filled with working class students who are no longer well-bred and cricket-loving and comfortable like a student should be.

And when it came, it was scarcely surprising that the student negotiators felt unable to rely on the administration's good faith and demanded the sort of bargains familiar in labor disputes.

After calling in the police, after the mass suspensions without hearings or appeals, absurd allegations of conspiracy and the final statement that the suspensions of David Adelstein and Marshall Bloom were never really under consideration at an appeal hearing, this is the least the administration should expect.

In certain cases the gap of perception has widened into open hostility between students and some of those who teach and administer them. The love and trust preached by the founders of the School seems a laughable nostalgia.

#### ● 'HARD YEAR'

The recent massive sit-in has come at the end of a long hard year. It began with discussion and pamphleteering among the students about the desirability of the Director Elect. He is Walter Adams, head of University College, Salisbury, Rhodesia. The exact student charges were largely ignored and unread by the press and endless letter writers to the London TIMES evangelizing on behalf of Dr. Adams' conscience.

At that time David Adelstein, the South African exile who is president of the Undergraduate Student Union, was disciplined for writing a letter to the TIMES. As the case was heard, the College went on strike and pushed their case for change in the college regulations with direct action, mass meetings and forceful negotiation.

#### ● PRESS APOPLEXY

The current batch of sentences are the result of a meeting held to discuss tactics when Adams arrived. The room where the meeting was to take place was sealed-off on the instructions of the Director, who claimed he had to stop the students plotting the violent overthrow of Adams.

WHEN SOME OF THE STUDENTS TRIED TO GAIN ENTRANCE TO THE MEETING, A PORTER DIED OF A HEART ATTACK AND THE PRESS HAD APOPLEXY.

Like most British universities which were endowed and founded before the effective democratization of higher education, the administration's relations with the students are characterized by a hierarchical and impermeable structure and very limited intellectual assumptions.

#### ● PARODY

At LSE in crisis, the administration acted out these failures and breakdowns to the point of parody. The student's chief negotiators, Richard Kufer, described the school's structure as how feudalism would have worked if the barons had been a bit cleverer.

THE DISCIPLINE MACHINERY WAS ILLUMINATED AS ABSURD AND DISHONEST. ADELSTEIN WAS EVENTUALLY CHARGED FOR THE CRIME OF HAVING TAKEN A VOTE ON WHETHER TO ENTER THE MEETING ROOM.

The Court of Appeal contained members of the original sentencing court and other members who had openly expressed a view in public. On the second day of the sit-in, 80 students sitting in the administration building were arbitrarily suspended for three months by the professor who happened to have the supreme command of discipline that day and who did not even think it necessary to take the offenders' names.

#### ● SOCIAL CONSCIENCE

The supreme irony is that all this should happen in the LSE of Laskey and Tawney and the Webbs who saw the college as the social conscience of a society; critical and disenchanted with contemporary wisdom.

For a time when the professors are increasingly infatuated with modern Britain and see its only needs as items of political landscape gardening, the students are making increasingly fundamental and wholesale rejections of the ideology and basis of society.

While the Professor of Industrial Relations claims the whole thing is the work of less than 50 Trotskyists, Anarchists Provos, and Americans, the students are at the same moment offering an authentic counter society with an immediate accessible democracy.

Much of the students' deeper resentment depends on the decline of the college from the cerebral cortex of society to somewhere south of the solar plexus churning bulk for industrial society.

The students accuse the school as being now there to train up scientists for the cold war, rationalizers for industry and lubrication for those parts of industrial society most prone to breaking down.

Now in their action they are offering an alternative scheme and from the university society in protest has emerged a vivid, living critique.

The most crucial decision the students took was when they chose to continue the occupation of the university premises on their own terms rather than leave a strong negotiating committee behind.

They chose, as Kufer said, to change this sit-in to a teach-in to a learn-in to a live-in. The students organized their own classes and tutors.

They were in fact exercising Paul Goodman's "Lern-frenheit", the freedom to ask for what they need to be taught and if necessary invite the teachers including the advocates of causes, to do it.

They are continuing the protest organization through the Union and the Union's ad hoc Committee of Thirty-Three.

#### ● PIVOT, NOT HINGE

The strikes and demonstrations have all been Unionized. LSE Student Union, like most of the English student unions, is the pivot rather than the rusty hinge of student action. Elections are run on a political basis and political consciousness and organization is high and sophisticated.

The democracy of the Union debates has been authentic. Tactics meetings filled the Old Theatre to breaking point with 600 to 700 and debate was exhaustive and extremely good.

With mass democracy the tendency is to level, stamp and oversimplify. The debate at LSE (with students staff and leaders from other colleges participating, but only the LSE students voting), was an authentic participatory process.



The solidarity of the other students in Britain has been overwhelming and shows that the LSE situation is perceived to have national implications and repeats local experience.

#### ● DISTANCE

When the press and administration substitute for this the theories of ringleaders and coups, they are just demonstrating their enormous distance from the contemporary student experience.

In between the debates the students organized films (the most popular was THE ORGANIZER), Agit Prop theatre, poetry readings, and folk concerts. . . all the paraphernalia of student consciousness but invested with importance and urgency because of where they were happening and why.

As in Berkeley students and staff began to meet face to face for the first time in a concrete situation. Sometimes tempers flashed but even the disagreements had a reality that the perfunctory lecture courses or dust jacket biographies just don't possess.

In a sense every generation has its own style and its own truth. At the LSE students were taught by men of two generations ago that all questions were complex, all ideologies complex, and all larger passions fanatical. Yet it is these very students who were able to demystify administrator's rhetoric and shell games and see a situation of blatant problems and patent injustice.





## ● 'Vertigo in Fort Lauderdale'

by Bob Brower '69

Change of scene: end rain, exert tension-pressure. Enter sunshine and eight miles of student-covered beach. Such was the difference this student observed between fair Allegheny and that proverbial den of iniquity, Fort Lauderdale, Florida.

The city itself was hidden under layers of college students who annually flock south during spring vacation. Located in southeastern Florida, just west of the Atlantic Ocean, undoubtedly it has been the locus of many untold sins. This is to be expected, because when so many deluded college youth congregate--there must be trouble.

A bandstand had been set-up on the beach, featuring live music throughout the long afternoons. This represented a desperation move by the citizenry to keep visiting youths on the beaches and so maintain the sanctuary of their homes and stores.

Bands also played at night, on a roped-off patch of the beach. Anyone with a college ID and a quarter could obtain a key chain which then became his week-long pass to carry him to the "land of the driving beat."

Of course, for the over-twenty-one crowd, there was additional entertainment. Not being old enough to participate in the latter's activities, I found it difficult to understand just what was happening...

Whatever it was, I'm sure it was evil.

It must have been--I looked through a bar window and everyone was smiling.

The city had passed regulations to prevent "dilly-dallying" upon its beaches and throughfares. For instance, no-one could sleep on the beaches--which of course solved the problem, by forcing kids into motel rooms.

And EVERYONE knows what happens when two or three billion college students get together in a motel room! Everyone becomes evil and wicked --and is smiling again.

As all the rooms quickly filled-up, police were forced to allow sleeping in cars, providing everyone STAYED in the cars. A signaling system was devised by Fort Lauderdale den mothers during the night.

A student wishing to leave his car was to hold up one finger or two, indicating the appropriate necessity. But wouldn't you know it!--old mother nature stepped in with an electrical storm which knocked out all the lights in the parking lot. Students immediately complained because their den mothers could no longer see their frantic signals, and anyone leaving a car without permission was immediately arrested for indecent exposure.

Police managed to keep order. The students didn't.

An example: the very next day, an old man was surrounded on the beach as he sat reading a newspaper. And, after approximately two thousand youths had DEFINATELY "fenced him in," they quickly dispersed to congregate once more about the bandstand.

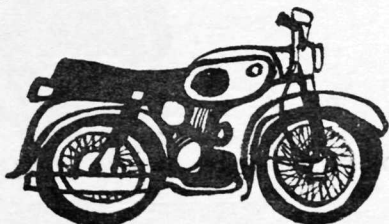
Our astonished and erstwhile Joseph Pulitzer was left to ponder the recent "riot."

Four helmeted riot troopers ran onto the beach, through the crowd, and into the ocean. Eventually the students were able to quiet them down and order was restored.

By this time the old man was unfortunately sunburned and had to leave.

As dusk slowly crept over the ocean, a biplane sputtered above the beach, trailing a sky sign which read: "Welcome Collegians -- John Gilbert bail-bonds."

Welcome to you too, John; and if you ever get up to Allegheny...



## ● Misplaced Artsy-Craftsy Confesses All to CAMPUS

by L.B., Allegheny

These lines are not intended for those here who adjusted themselves to Allegheny life by the last day of Orientation Week, or in some cases, by the last night of Rush Week.

Many reading this will not believe a word I write because they have not been introduced to the world that I will describe.

Others will think that I'm creating a problem that never would exist if I only had good study habits.

Yet the phenomenon of the marginal man exists at Allegheny, despite the Counseling Service and the downtown movie.

Sitting in a field of beards, shades, and Russian student caps, I thought that I had at last surrounded myself with a free and creative environment that would be efficacious to the realization of my artistic (in this case, dramatic) inclinations and at the same time provide some "good grins".

But that was precisely the problem. I was surrounded by the beards, shades, and the Russian student caps.

I was being smothered by the vestiges of the artsy-craftsy world. In accepting the security, friendship, and encouragement of this world, I found myself walking into the campus headquarters, sitting with my back to the wall with a bridge hand in my fist, and being expected by my fellows to view the rest of the student body with a sneer of contempt for their Greek pins.

While conforming thusly one Wednesday morning during the height of Allegheny escapism (commonly known as "chapel time,") I said to myself, "I can't hack this."

And the group had just taken two new pledges and their safety pins smacked vaguely of an attempt to be just like everyone else.

In addition to this, only recently I had been approached by one of the Grill Rat hierarchy with the warning, "Don't you have any grubbier clothes than that?" And indeed, I was wearing a suede coat, expensive wool stretch pants and an Italian knit sweater.

Then one day I found out that the pen can create art just as well as the body and mind creates art within the structure of the play. And I also discovered that one doesn't have to wear a sneer to do it.

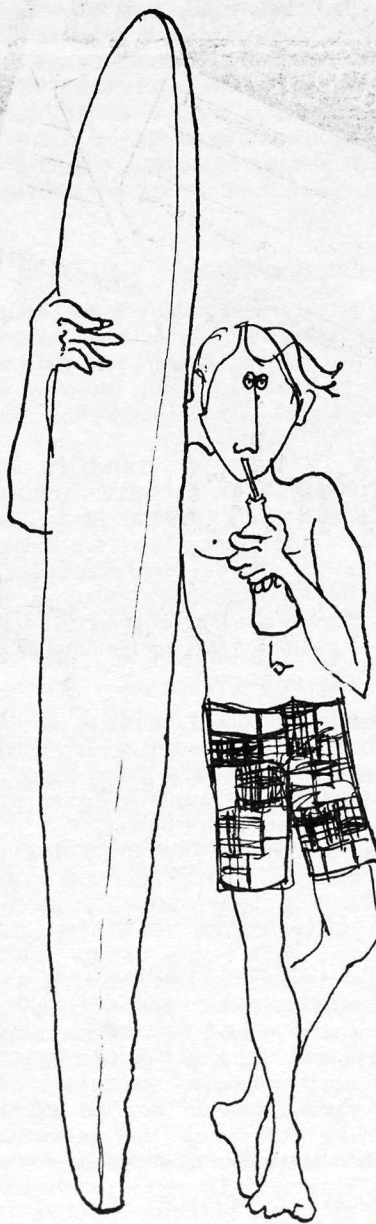
I found myself re-evaluating my role as a member of the artsy-craftsy, cutsy-pastey world. And with the re-evaluation came the problem.

I could never conform to the seven o'clock meetings of the Greeks every Monday, nor could I ever mellow into the astute student who would never think of taking an afternoon from the books to play Trivia, nor could I give up the friendships that I made under the Grill Rat banner that hangs from the ceiling of the Grill.

And so is created the marginal student of Allegheny. Shuttled between Grill Rats and Greek Rah-Rahs, between protest buttons and bureaucracy...

And the Great Pumpkin Drop will never be incorporated into the other one hundred and fifty-two year old traditions here on the Allegheny campus.

Maybe we should legalize independence.





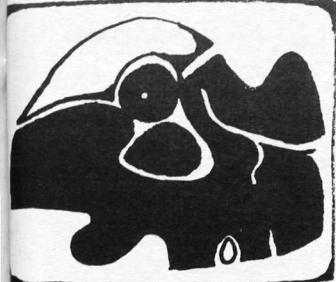
## Print Exhibition Exemplary

by Kathy Shannahan '70

Renoir to Picasso, the George Binet Print Collection on view at the CU through this Sunday, created only a very small sensation compared to the student exhibit in the "funeral parlor."

Student interest seems to lean more toward Hochbergs than toward Renoirs or Picassos.

The print exhibit, however, contains examples of the works of the best lithographers, etchers, and engravers from Auguste Renoir to Pablo Picasso, representing about forty artists.



The exhibit is presented in an arrangement which adds to the attractiveness of the collection. Most of the prints are black and white but the few colored ones are highly effective, especially Paul Alzpiri's lithograph "La Guitaire" and Fernand Leger's "La fleur Jaune" in vibrant yellow, orange, and black.

Lithographs, etchings, and engravings of the Binet collection, many of which can be purchased, present a concise survey of the notable artists in the development of modern art, with special emphasis on Renoir and Picasso. The exhibit begins with late nineteenth century French artists and traces art movements through to Picasso and his twentieth century contemporaries. Several schools of print-making are represented in the exhibit.

### ● TECHNICAL SKILL

Until the advent of the Impressionistic movement, printmakers were more concerned with technical skill than with creativity and design. The Impressionists and Post-Impressionists were the first to use lithography as a kind of spontaneous expression.

Artists like Renoir, Manet, Cezanne, Sisley, and Pissarro incorporated revolutionary ideas about light, color, and form in their prints as well as in their paintings.

### ● RENOIR

Renoir's technique of using no outlines - only soft, blended edges - is evident in his prints in the Binet Collection, as well as in his colorful oils.

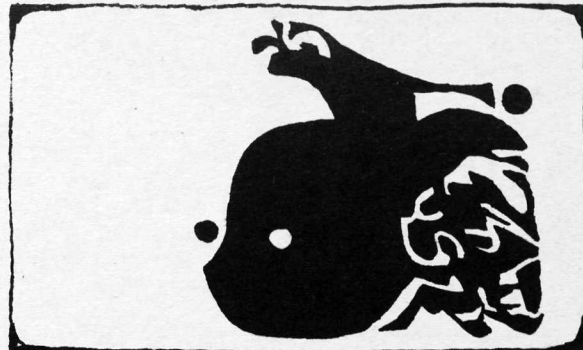
Lautrec, famous for his theatrical lithograph posters, was also represented at the CU's exhibit.

Next, in chronological order, are the prints of the Fauves, who demonstrated deeper and bolder lines of form in their prints. In the Binet Collection are

examples of Matisse's flat, bold style and Rouault's Twentieth century artists, such as Miro, Chagall, and Picasso, are included in the wide-spanning exhibit. The several Picasso works in the collection are illustrative of the artist's unique and versatile style.

Editorial policy for PERSPECTIVE is simple. It is much "free-er" than that of CAMPUS. Our copy consists of opinionated articles, fiction, poetry, and art-work which are by no means "news" features. Each represents a viewpoint. They are not mere reflectors, nor are they the work of passive receptors.

While not all of the opinions expressed are agreeable -- nor even palatable -- to the editors, we note in all of them one important characteristic: Each is honest in its attempt to formulate and express an opinion.



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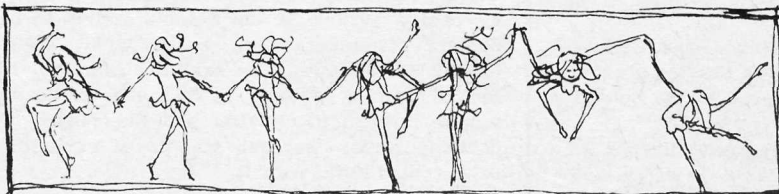
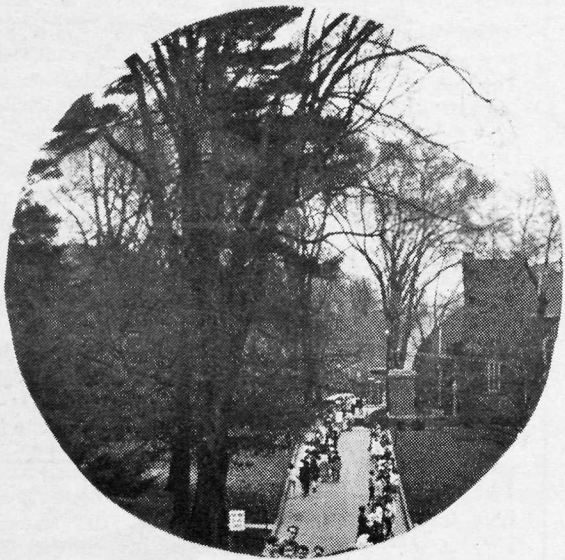
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**EASTERN**

NUMBER ONE TO THE SUN





BRAVING THE FIJIS' HOSING AND OTHER 'NICETIES,' THE SORORITIES PRESENTED THEIR NEW PLEDGES TO THE CAMPUS SEVERAL WEEKS AGO IN 'RUNNING OUT.'

IN ADDITION TO HAVING THEIR FAIR YOUNG BODIES DRENCHED AND THEIR SISTERLY SPIRITS GENERALLY BAPTIZED IN THE PROCESS, THEY ALSO INCURRED THE WRY HUMOR OF OUR CHAPLAIN IN SUNDAY CHAPEL, AS HE SPOKE DISPARAGINGLY IN HIS ANNUAL 'RITES OF SPRING' SERMON ...

THE FOLLOWING LADIES WERE TAPPED FOR MEMBERSHIP:

kappa kappa gamma

Gail Bichsel  
Patricia Billington  
Debbie Brown  
Doris Conklin  
Anne-Claude Cotty  
Linda Hayes  
Janet Hoffman  
Lindy Liem  
Barbara Nelson  
Sherry Ransford  
Kristy Roop  
Betsy Sampson  
Cathy Shoemaker  
Merike Teene  
Lisa Ungar  
Judy Watterson  
Mimi Welch  
Jody Zeder

alpha chi omega

Doris Abrams  
Linda Breckenridge  
Karen Brooks  
Jan Chaffee  
Louise Cronlund  
Barbara Emmel  
Suzann Fischer  
Pat Herring  
Ellen Hines  
Arlene Howarth  
Pam Klingensmith  
Dianne Loehnert  
Ruth Ramaley  
Margi Segell  
Alexa Smithberger

kappa alpha theta

Karin Arentzen  
Cathy Bangerter  
Jimmie Lynn Brown  
Sue Christenson  
Karen Culler  
Diane DiMarco  
Kathleen Ersen  
Carol Frick  
Ginny Hollis  
Sally Judson  
Gretchen Lavelly  
Dianne Lockhart  
Cathy Maclay  
Jane Offutt  
Susan Shugert  
Terry Thoburn  
Eloise Tucker  
Debby Wood

alpha gamma delta

Cynthia Aldrich  
Kathy Barney  
Barbara Butala  
Elizabeth Emmert  
Nancy Fletcher  
Mara Gabriel  
Jere Ann Gilmore  
Susan Harsh  
Shella Hermann  
Jane Larrick  
Victoria Newton  
Donna Orellana  
Gail Mallory  
Judy Petre  
Gayle Prizner  
Beverly Rape  
Carol Sleight  
Susan Stevenson  
Cynthia White  
Kay Zuris



alpha xi delta

Jean Black  
Anne Davis  
Barrie Herbert

