



On Friday last, the editors of the UH News were invited to attend a meeting of the faculty Senate, to which were also invited administration representatives, and professional journalistic people. The topic of discussion was the UH News, and its editorial policy. The discussion tended to gravitate toward certain Anglo-Saxonisms, and the desirability thereof. Content was also at issue, and all those present were invited to contribute to the paper. It must be noted that the faculty and administration were extremely cooperative, and with few exceptions, offered to, in effect, flood the newspaper office with material for publication. To date, it must be noted, Hector Prud'homme and Eugene Sweeney are the only ones to have contributed, and we of the editorial staff sincerely thank them for having taken the time from what are certainly busy schedules to write the following articles.

For those students who can't be bothered keeping track of who runs the show here at the University, Hector Prud'Homme is the assistant to the Chancellor, and Dr. Sweeney is a professor of History.

the staff of the UH NEWS



## Four-Letter Words

There must be a Ph.D. thesis in somebody's library explaining why one-syllable words have such power to offend if they refer to sexual intercourse and the reproductive organs, or to excreta of the digestive system.

It is not that the concepts are unmentionable in ordinary company or unliberated presses. In polite circles it is all right to refer to the concepts, provided this is done in phrases of several words, or in a roundabout way, or - like "excreta" - in words that a hobo might not understand. It seems to be OK to say, "He slept with her," or "I am going to the bathroom," and it is current for a plumber, referring to a fitting on some household appliance, to explain where the male screw goes into the female part of the fitting.

I do not speak from a background of high scholarship in this field, but some eyebrow-raising words are of most ancient lineage. "Arse" is familiar to students of Chaucer (fourteenth century) and "prick" to readers of the literature of Elizabethan England. Some time after William the Conqueror the Old English word "titt" was replaced by the French word "teton", from which comes the descriptive name of our Grand Tetons in Wyoming.

What's the fuss all about? We all know what the words mean, the parts of the body were given to us, the functions referred to are natural. My suggested thesis is that society chooses to give to certain words the power to shock or to offend, and that society needs such words for emphasis. Further, I believe society wants a few things that are taboo - that is, forbidden and debarred from ordinary use. There are various punishments for violating the taboos, and part of the attraction and power of the words is precisely the gamesmanship of risking the consequences.

Civilized society, claiming to have advanced beyond the stage of taboos, nevertheless has encouraged a weak relic of the practice - this is that it is taboo to use some of these words in certain social situations (mixed company, or in the home, for instance). At the same time, society has given the words distinction by identifying the users of them as people often without intellectual distinction. (Liberated editors are of course to be excepted.)

I note that the majority of the words in question are plosive. They are strong one-syllable sounds carrying a phonetic punch; they can crack like a whip, and they enrich the choreography and orchestration of expression. They happen also to be usually of early Teutonic or Old English origin. In David Copperfield, Mr. Micawber's exclamation constantly was, "oh my lights and liver; oh my liver and lights!" This is pretty good. But it may not be as good as "Oh shit!"

To recapitulate, these words can be used for their effective meaning, that is, to emphasize or describe succinctly. Some of the words are honored in the history of literature. They are given the power to offend. They are useful in linguistic orchestration. As exclamations, their true meaning is often immaterial.

I do not know that the editors of this paper will be interested in the learned character of my effort, but I got the methodology from them. Their printing of offensive words stems from a desire not to elucidate some issue or idea, not reflecting any literary tradition, and not because, as exclamations or expletives, the words improve the quality of expression. I judge the paper has printed "fuck" as a tactic (probably successful) to make its readers go on reading the paper. The avowed object of this deviation from journalistic standards is to induce readers to give thought to some of the causes espoused in the main articles. The end is to justify the means.

The paper doesn't need to take the dirty-word route. It is lively in opinion, provocative (not to say irritating) in philosophy, and sharp in criticism. As you see, the editors have succeeded in at least one of their aims, which was to get some of the administration off their duffs (an OK word) and make a contribution like this one.

Hector Prud'Homme

## "What Is To Be Done"

This nation--and the world of which it is so important a part--is passing through an era of great confusion, a state of flux. This, of course, has been the case throughout history, but there have been periods when it has been more true and when there has been a greater awareness of this than at others. These "times of trouble" have, more often than not, produced the most seminal thought of the given society; Chou China in decline producing Confucius, Lac-tze, Me-ti; Athens, during and after the disasters of the Peloponnesian War contributing the thought of Plato and Aristotle. Our civilization is in such a "time of troubles." Anyone who doubts this should consult the record of the 1960's, especially the politics of the past year. We are in the midst of a revolutionary situation and while I am not in favor of Lenin's solution, I think his question apropos: "What is to be done?"

As a student of modern America I could make many recommendations; as a matter of fact I have and I will continue to. The more important question is: What is the process by which we examine our social lags and begin to improve our present society? Whatever the limitations of our system--and they are many--it has not only been remarkably successful but it affords us, better than any other system I know, an opportunity to move in the direction of a more rational and humane order.

To this end a university has special qualifications and responsibilities: that of bringing its expertise to bear on present problems in an atmosphere free from material pressures in the interests of ideal and/or practical solutions. If this be true, our university can make some special contributions: we are new, lack precedents and traditions, are unbound by the conventional wisdoms that have disrupted more hidebound campuses. We have an extraordinary opportunity to break new ground, establish new approaches, pioneer the new directions which university education must take if it, possibly society itself, is to remain viable.

This is a tremendous responsibility; even more, it is a great challenge. I hope that we are up to it. I think we are; but this act of faith on my part requires thought and implementation on the part of us all. Our special circumstances put us in a position to show the way to new departures in higher education if we but have the will, can create the necessary vehicles and find the financial support to do this: I know that we have the necessary abilities and concerns. In short, UHar can be a microcosm that can not only reflect, but be an important test case for, the macrocosm of our society. If we can continue the improvements made over the past decade we can be a demonstration lab for the improvement of the larger culture--the American society and its institutions which, like it or not, continue to be man's last, best hope.

If you can accept this credo, in whole or in part, I would like to see (in the pages of this paper, or through any other University media) comments, criticisms, suggestions, and recommendations as to how we can show the way. This republic was founded on the notion of a continuing dialogue, and the freedoms of the First Amendment reinforce this. A university community--especially one as new, unstructured, and relatively free as ours--is in a better position to fulfill the potentials of the dialogue than the somewhat rigid Berkeleys and Columbias whose faculties and administrations had rarely conceded in principle, much less practiced, a purposeful dialogue.

As I hope to have conveyed, we have many of the elements necessary to expand on a dialogue I believe to be already in existence. The UHNews, the "shadow university", our overall student-faculty relationships, and an administration concerned about communication and more sensitive to changing patterns of American life than any I know of, give me cause for hope. To build on these positive things we have going for us I believe we must construct various "due processes" for assuring that we can find suitable methods to create a greater university and a better society.

To this end I offer the following, emphasizing that they are merely suggestive, and but the views of one man as to how we might begin to implement the continuing dialogue I am proposing: Get the "F" out of the SFA and let it become a genuine student government without the crutch, or inhibition of faculty involvement; Regular meetings between the Executive Committee of the SFA (or its successor) and the emerging counterpart of this from the Faculty Senate; Attendance at "Shadow U." sessions by interested members of the University community; An expansion of the foregoing idea (after a fashion already pioneered in a few fraternity house sessions of recent vintage) through lecture-discussion sessions in the various dorms; A Keller Lecture style of series utilizing resident talent.

This list could be multiplied; I hope that the readers (I use the plural since someone else is bound to read it) will do just that and fructify our university operations.

One final word: I am a company man-- *UBI PANIS, IBI PATRIA* but in no narrow sense of the term. In my twelfth year here--coincident with the university's existence--I view with considerable pride what we have accomplished. But there remains much to be done; the directions and dimensions of the doing are in the hands of us all. Let us then get on with the unfinished task of an urban university in a changing world: tell it like it is, then do something about it.

Eugene T. Sweeney



## Open Letter To The Faculty:

Why must you tie up one of the best ideas ever for a course just because you cannot decide what department it should come under? Why must you sit in your own little cafeteria and ignore the possibility of time wasted for intellectual exchange? There seems to be only a few faculty members who can "lower" themselves enough to eat with the "commoners" (us students). Why must you only have one or two office hours per week, most of which you fail to show up to? Why must you limit your contributions to the UH NEWS to letters on the fact that four letter words bother you? Why do you have to wait to be asked by a student organization to offer some of your knowledge for public consumption in the form of a lecture or talk? Why do only a few of you show up to the shadow school meetings. The few faculty members who are involved are greatly overtaxed. They need help. People harp on the apathy of students. True. Half of their problem may be a lack of incentive from those who are here to teach them. The faculty cafeteria should be abolished. Faculty members should set up more office hours. The new movie course should be given to the Biology department just to shut up English, Speech and Drama, and Art. Faculty members should start to contribute material to the UH NEWS worthy of having their name on it. Faculty members should help to institute lecture series, shadow schools. Too many professors think of school as a nine-to-five job rather than a total involvement.

love and kisses,  
jack hardy-editor



HEREFORD STEERS

## Cinema In The Classroom

Should a movie course be instituted at the University of Hartford? Will a movie course ever be a part of the curriculum? Movies are accepted and recognized as an art form all over the world today, but will the University of Hartford ever acknowledge them? At the rate things are going, it isn't likely.

Just recently the faculty had the opportunity to vote for setting up this course. Instead, the only action taken was to return the proposal to the curriculum committee for further investigation. Three steps are necessary for establishing a new course: First, a department must decide on the course and its guidelines, in this case the English department. Second, the curriculum committee must investigate the course. Finally, the curriculum committee presents its finding to the faculty as a whole to be voted upon.

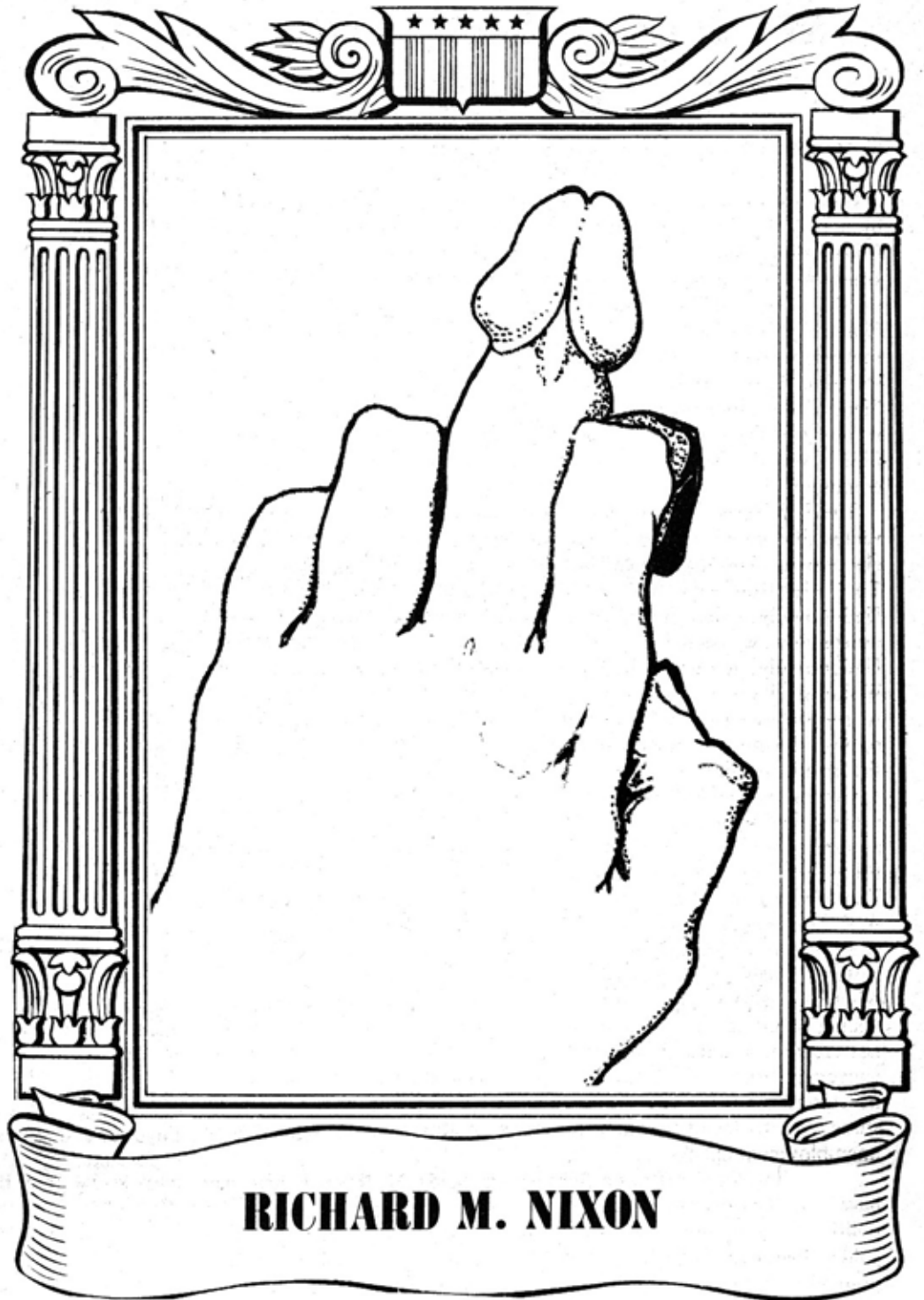
In this case, the curriculum committee, headed by Dr. Leonhardt, was supposed to have thoroughly investigated this course beforehand, and then, presented it to the whole faculty. According to Dr. Stacy, the committee did not conduct a thorough investigation, making it necessary to call upon him to defend the course against the objections of the Speech and Drama Department, led by Mr. Kloten.

Mr. Kloten claims that the course should be under the Speech and Drama department because, "Cinema should be studied as an art form, not just as literature." Dr. Stacy is more concerned with getting the idea of the course accepted than which department should head it. He would like to see the course under the auspices of the English department for the reason that this department is better equipped to handle it at this time. There are four qualified English professors to teach a course in movies—Dr. Yosha, Dr. Roberts, Dr. Stacy, and Dr. Brody; there is no one in the Speech and Drama department.

Mr. Kloten claims to be just as much for this course as Dr. Stacy and even would like to see Dr. Stacy conduct the course but in the Speech and Drama department. This would be impossible for Dr. Stacy. He could not teach the course outside of the English department because he was hired by that department and would not be allowed to teach in another department.

What about teaching a course in movies as an interdepartmental course? As to the suggestion, Dr. Stacy thought it might be feasible but there might be budgetary problems. Mr. Kloten said that it would be much easier to hire one professor to teach the course than three. Thus, in a nutshell, Mr. Kloten wants the course to be in the Speech and Drama department whereas the English department would like it as part of its curriculum. The English department proposed the course and is better equipped to teach it. Now, why not a course in movies now in the English Department, and later when the Speech and Drama department is ready, another movie course with a different accent?

Linda Goldberg



drawing by john zanzai

## Why The "Liberated" Press

We who have something to do with the publication of this paper have been operating for some time now under two assumptions which have severely limited the effectiveness of what we want and need to present. We have thought, first of all, that we were just a minority, and, secondly, that in order to be read or heard we had to shock our readership audience into attention. Judgement in both of these political areas has been hampered by non-political variables. The problem is one of a question of life style.

The fact that more than a large majority of the school is opposed to the war on Vietnam, white racism, the draft etc. is widely recognized. In Choice 68, held last April, students at this school who voted for a withdrawal equaled more than eight-five percent, while Senators McCarthy and Kennedy took a combined ninety percent of the vote. Fred Halstead, Socialist Workers Candidate for President, got more votes than Lyndon Johnson. We have an intellectually left campus.

However, politics is more than freshman chicks from New Jersey suburbs realizing that black is beautiful or that the history of the treatment of black people in this country is deplorable. Left politics is more than calm, unmoving realizations of forces of history, if for no other reason, because we have to live through it. Philosophical and detached analysis just aren't possible; or as Richard Goldstein puts it, "To be rational in 1968 is to be numb." We of the LIBERATED PRESS refuse to be numb to what is going on around us and happening to us. We, by being, are as much makers of news as reporters of it.

Politically the LIBERATED PRESS represents accurately this campus. The problem when questions of outrage, some for our language, some for the nature of the items reported, come from North House or from the Business School is an unwillingness of those involved to place themselves physically in the same place where their intellectual realizations place their mind. Believe it or not, the LIBERATED PRESS is not a revolutionary paper. It is a live being reflecting the life styles of those who publish it. Their life style, differing from that of most of the university, consists of living what they believe.

Benedict M. Holden III,  
President S.F.A. (Publisher)

note: Jack says you probably won't understand any of this.



## Our Next Chancellor: M. Kevin Fahey Jr.



by Mark Sabu Persky

Contrary to popular belief, democracy implies a government chosen by a majority of the people. At UH, though, the school's top head, Chancellor Archibald M. Woodruff (no relation to renowned skeet-shooting champion Eldridge L. Woodruff) is chosen by a majority of the Board of Regents (no relation to the campus at all). The Chancellor is the object of deep admiration from the cafeteria cook to the campus cop. Unfortunately, these are the only two people who ever see him. As one student replied to the question "Who is Woodruff?": "Doesn't he shoot skeet?" Now, we all love the Chancellor, whoever he is; but, can the University, hopefully a democratic institution, allow its Chief Executive NOT to be chosen by all the members of the University community?

The UH News, ever the bastion—or bastard—of democracy and the values that could have made our nation great, demands an immediate election to choose a Chancellor truly representative of the University. The election will be held Nov. 23 (Jack Hardy's Birthday). Undoubtedly, the Chancellor will run for reelection. Undoubtedly, an outstanding, respected member of the University must oppose him. Undoubtedly, no one on the News staff would know such an individual. With a stroke of rare good fortune, a candidate has been found. Much to the surprise of the University community and himself, the man to oppose the present administration, the man to throw the rascals out, the man who will be our next Chancellor is M. Kevin Fahey!!!

Gomer, as he is known affectionately to his fellow stamp collectors, is a man filled with visions. In fact, you can usually find him wandering around school in one type of trance or another. Those who have followed him in practice fire drills know that THIS man is a leader. Those who have heard him speak know that THIS man is a drinker. And those who have seen him drink know that THIS man is Irish.

M. Kevin Fahey can give UH what it deserves. Unfortunately, he would probably be arrested for arson. He knows the problems of the school and will approach them in his own inimitable manner—he will go fishing. While this may not solve the school's problems, at least it will not create new ones. As Chancellor, he will bring a marked increase in University funds—he has an amazing record at the track. Knowing what he stands for, the students will respect him anyway. He will unite students with faculty, administration with students, and regents with unemployment checks.

Chancellor Woodruff has a fight on his hands. M. Kevin Fahey may have a draft notice on his hands. But, in the finest traditions of gutter politics, may the best man win. M. Kevin Fahey promises tomorrow's golden banquet. The Chancellor promises last week's meat loaf. Make your choice, members of the University community. The future of our school is most assuredly not in your hands.

## Daddy Warbucks Takes Drugs

by Mark Sabu Persky

In the beginning, God created capitalism. Immediately recognizing His error, He next created repentance. Of course, God meant well; but, the road to Hell is paved with good intentions. If He had just stopped there, man probably could have undone the damage. Instead, He commanded the first capitalist, shipping magnate, Noah, to "Be fruitful and multiply." From Noah to Onassis, from Natchez to Mobile, from Mobile to Memphis, son, a man is a no 'count unless he is rich. Yes, God's actions caused capitalism to spread and become uncontrollable. Consequently, the most addictive, harmful drug today is not marijuana, but MONEY. As a responsible citizen, I must demand that the Bureau of Narcotics place MONEY in the same category as marijuana and enforce similar penalties for its possession and sale.

The use of MONEY tells a sad tale of broken, wasted lives. Statistics show that 90% of the wealthy began the habit as youths using nickels and dimes. Unscrupulous pushers persuade innocent youngsters to get part-time jobs in groceries. The initial highs soon prove unsatisfactory. Summer employment fulfills the need temporarily, but only increases dependency on the drug. By high school graduation, the youths are completely hooked on the habit, MONEY-making. Their lives center around MONEY, with no amount able to satisfy the craving need to "feed your head." Being stoned on a paycheck is beautiful, baby!

By the first high school reunion, many who had just wanted to try MONEY "to see what it's like" are taking the really hard stuff: hourly pay rates, weekly salaries, raises, bonuses, pensions. Many are mainlining: working overtime, preparing special reports, foregoing vacations. The drug becomes a crutch, enabling the user to avoid life's realities and escape into a world of financial fantasies. Highly valued beliefs succumb to new, perverted pleasures as bank accounts from little acorns to giant oak trees grow. Now is the time for defoliation!

Let the fiends who induce the young to experiment with MONEY—earning it, saving it, spending it—feel the full effect of tough drug laws. With a series of busts, the heads of General Motors, the New York Stock Exchange, and Junior Achievement can be apprehended—but, unfortunately, never comprehended. Unless American youth is protected, their adult lives will be wasted in a vicious addiction to MONEY, and you know what that can do to a country.

## Letters To The Editor

### Medical Facilities

Dear Jack,

When the hell are we going to have a full-time nurse on campus? ('Member last February?) In the past two weeks, two, at least, girls have fainted and/or passed out without anybody qualified around to help. (One did her no-no at 3:55, but the nurse had left five minutes early.)

Of course, this is not as important as the fact that we succeeded in getting a bigger S.F.A. budget as a result of last February's protest. I'm not suggesting that we protest for the same thing again. (It is getting monotonous.) How about a simple petition?

Just a humble suggestion from a non-resident, non-fainting junior who should know better.

Donna Chimulewski

### In Response

Dear Editor:

I cannot accept from Mr. Baskin childish taunts in lieu of simple cogent statements. His inability to condense his arguments on the issue I have raised into a few paragraphs might lead one to speculate on whether or not he falls into the category of "occasional exceptions" I spoke of, thus breaking the paradox.

It does not surprise me that Mr. Baskin finds it necessary to lend his name and talents to the shadow school where, instead of playing (as do his colleagues, presumably) that old "Associate Professor Salary Raise Status Symbol Rag," he can beat out a few choruses of the "Let Me Be One of the Boys Cha Cha," after which his "scholastically sensitive" students may segue into that well known ballad, "We Are the Light and the Way, All You Stupids."

Eric Nisula

Dear Editor:

In Response to Thomas D. Kolouch, mouthpiece for the School of Business, I quote from your letter:

"Your (U.H. News) articles on national topics are poorly written, researched and viciously slanted whenever possible in an obvious attempt to degrade our capitalistic system. I will admit that capitalism as we know it is not perfect, but it is far superior to any other system in the world today."

How very gracious of you, Mr. Kolouch, to concede that capitalism is not "perfect." I'll say it's not perfect; and so will the children, young people, and adults in this country who sit half-starved in rags while farmers destroy animals and grain so as not to upset the equilibrium (?) of the market and lose profits; and so will the multitudes of starving Latin American peasants working for thirty cents a day, inhumanly subjugated to the avaricious American interests that dominate their lands, interests spawned by our economic system whose basic operants of cut-throat competition and profit-making breed expansion and imperialism in gross dimensions; and so will Vietnamese children who exist without arms, legs, and families because America in capitalistic close-mindedness cannot tolerate successful socialism in Southeast Asia; and so will the people of Cuba who AFTER ridding themselves of Yankee imperialists established a society where NOBODY goes hungry or medically unattended. And these facts, my friend, are well researched and embarrassingly true, I can assure you, Capitalism in America is a cancerous dollar sign.

And oh yes, this contention of yours that it is "far superior to

any other system in the world today, is as poorly written and researched as you can accuse this newspaper's articles of being, and "viciously slanted" for the purposes of your own bourgeois argument. However, such a statement is quite appropriate coming from a fellow whose American Dream ideology is no doubt neatly reinforced by the wall-to-wall carpeted, intellectually clipped, white collar community that the University of Hartford must surely represent to a student in the School of Business; and that with the exception of a few degenerate, brain-diseased student radicals publishing a smut sheet, you are nicely satisfied with the cream-and-sugar coffee cup propriety of your college.

Well sir, I happen to believe that a man who upon graduation from a school of business immediately begins building a wardrobe of \$200 suits and submits his precious individuality to the robot dehumanization of the American corporate system is more obscene than all the four-letter words in the world shouting at once! I also believe that Jack Hardy and his staff fill their newspaper with the kind of ideas and articles that stimulate and inspire the student toward a better understanding of his society and his university and the changes they sorely need. And, my friend, in closing I leave you with a four-letter word that captures the spirit of this newspaper better than any other, a word you all over there at the Business School, because it is not discernible amongst facts and figures, may not be too familiar with, LOVE;

Al Grillo,  
School of Liberal Arts

### Soccer Team

Editor:

I would like to add a few comments to Mike Wirz's letter.

Every word in his letter is sadly true. I wonder how many students realize that the University of Hartford has a soccer team. (How about the faculty?) I know that there is one because I went to practice every day. No, I'm not a player, (although I was asked to suit up one day for the lack of players), I'm a student who thought that the game was more sensible than football. I wasn't a fan until I saw how much effort and time goes into the sport. (If you want to call it a sport after you kill yourself every day and lose every game.) I saw these guys go through their warm ups, practice sessions, scrimmages and games, no matter what the weather was. Who would care (or know) if they won or lost a game? The birds and the squirrels saw them quite often. They make a great cheering section!

I've seen Nelson, Tom, and Carlo (just to name a few) take bad spills, get up and right back into the action. These guys deserve medals, not apathy, including the three, John, Bill, and Mike, who are presently injured. Bill Slivinski has had more than his share of physical pain this season. When he comes out of a game, can "Doc" Lom put in a second string goalie? No, he has to take a player off the field and put him in Bill's place as he had to do during Homecoming. Possibly these guys would be fine, if more guys had gone out for the sport in the beginning of the season. I realize that the University doesn't attract the most athletically minded men, but we're not in National competition.

Something was missing this year as their winless record shows. It certainly wasn't associated with the players. These guys were trying to get themselves involved with the University and it didn't seem like the University cared very much. (no publicity - no cheerleaders) Even the newspaper didn't help. If the TEAM was lucky, they might have twenty lines devoted

to their efforts while the football CLUB would have half of a page. Does a successful season mean more publicity? The guys on the soccer team didn't sit around every afternoon!

Maybe the team wouldn't have been a "losing team" if a few more people would have given a damn. It's too late to do anything now, but next year IS going to be different!

Linda Desnoes

Dear Sir:

I would like to gab away a few lines about our soccer team. As some may know, the soccer season is over and miracles almost occurred. I refer to the near victories of our Homecoming game and Holy Cross. Why did our team all of a sudden come alive? I asked one of the players if the crowd plus the cheerleaders at Homecoming helped? He answered positively with an Italian accent, "Shore." I agree with him. The show of support sparked the Hawks on to near victory. I believe we could have won a few games if this support had developed at the beginning of the season.

I, for one, wish to congratulate our soccer men for a courageous year. Congrats for your guts, guys.

Respectfully,  
Steve da Costa

### Black Salute



To the Editor:

This Monday's HARTFORD COURANT carried a picture in its sports section of two Negro cheerleaders at Yale University, giving the black power salute during the playing of the national anthem prior to a football game. This same salute which got two Negro sprinters suspended from the American Olympic team seems to me to be a matter of identification.

For the two cheerleaders, their salute must have had more meaning than "The Star Spangled Banner" could have (especially, considering the lack of meaning the anthem has for the great majority of Americans). The defense by the two Olympic sprinters explained the salute as a protest against racial injustice as it exists throughout the world. Although I don't know anything else about the meaning of the salute, I think it is probably the same as any patriotic salute. It seems to be both an expression of an ideal and a "telling it like it is." For hundreds of years the Negro has been left out of the mainstream of American life, and now, as he becomes part of the whole America, he must define the new country for himself. How much can the limited subject of a mediocre poet of 1812 help him? In order to exist as a part of American society, the Negro must have his own power; therefore the black power symbolism of the salute. Black power and the new America is the ideal. The salute is also an expression of the America the Negro knows, the unjust, degrading society, that the Olympic runners were protesting.

How can the American Negro be expected to value a national anthem which is so meaningless to so many other Americans. How many times have you gone to a football game, or some other event, where you have seen the pathetic spectacle of

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## MORE LETTERS

(Continued from page 3)

the playing of the national anthem accompanied by the request for all those present to join in the singing thereof. Let's face it. Our national anthem has extreme limitations. To Francis Scott Key (its author) and to the American Legion (who finally rammed it through an apathetic Congress in 1931) it may provide a good definition of America. But to the majority of Americans it appears as it is, a poor poem put to the tune of an English drinking song.

Each person defines his country for himself. Francis Scott Key's definition, the militaristic expression of patriotism of a long dead man, often means little. I have always preferred "America the Beautiful" (as ugly as it may now seem to many). Even in singing "The Star Spangled Banner" before a World Series game, Jose Feliciano sang a jazzed-up version which had meaning for him. Black militants seem to give their own definition with the black power salute. The number of other definitions of America and the apathy toward the traditional "Star Spangled Banner" make "our" national anthem an anachronism and a travesty of patriotism.

Robert Ferguson

## Human Interest

Dear Jack:

I would appreciate your inserting the following into the school paper in the interests of all female apartment dwellers.

Sunday evening I had the most unfortunate experience of having my apartment broken into by two men. They had a skeleton key and if I had not had the chain on the door God only knows what would have happened. I did call the police and will say this, they came immediately and were most kind. The point is I thought I had the protection of a chain bolt lock but have found that even this is not enough. Some of my friends do not even have this... therefore perhaps your female reading audience will be warned in time before something happens to them. Have them check all windows and doors. Attach a bolt lock today, not tomorrow. Perhaps my warning will help. I hope so.

A Female Reader

To Mr. Jack Hardy and his staff:

I would like to take a moment to compliment you and your staff on your November 6, issue of UH NEWS. The footprint on the music sheet of "God Bless America" was really sensational! For your next issue, why don't you show you and your staff burning the American flag?

I think it's just great to be able to show parents and friends our wonderful newspaper with all the good kind of trash the UH NEWS prints. It's great to know that a very small minority of students with the same un-American and ignorant views handle the makings of our school newspaper. Each and every student in the University gives from 8 to 10 dollars out of his tuition to pay for the expenses of our great paper. This means we pay from 25 to 30 cents for each issue that is printed whether we read the LIBERATED PRESS or not! Isn't this just wonderful!?

FELLOW STUDENTS -- HOW OFTEN CAN YOU GET SUCH A FANTASTIC BARGAIN LIKE BUYING A DOZEN PAGES OF SHIT FOR ONLY 30¢?????

GENE LECO

Dere Gene,

I think if you had figured correctly, if you had taken into account the fact that we have taken in \$1500.00 in advertising in the past two months, and the fact that not all of the money you pay to SFA goes to the paper (it also goes to homecoming, etc.), you would have found that the student pays about three (3) cents per issue of our beautiful degenerate hippy communist music-sheet stomping, flag burning newspaper.

This is a small price to pay for the coverage of school news alone, not to mention that someday you might even learn that something is happening here (but you don't know what it is, do you Mr. Jones)?  
love and kisses  
jack

Dear Mr. Hardy:

As a student of the University Evening Division I take an active interest in the events, opinions, and general attitudes of the student body at U. of H.

Of the little exposure I have had to the U.H. News, I must say that by and large it is interesting reading.

Your editorials and the opinions of your readers (both student body and Faculty alike) expressed in their letters to you, for the most part, are sound, well thought out, and well presented pieces of material - no matter if we agree with them or not.

On page 3 of the November 6th issue in the middle of the page, Mr. Kolouch also presented a sound, well thought out article regarding an opinion of his whether it be good, bad, or indifferent.

The person (or persons) who contributed that short but very graphic article following Mr. Kolouch's (and I say "persons" because I cannot conceive that only ONE could have composed such a verbal masterpiece) had, I am sure, a point to put across, but with my finite mind I fail to see it.

saying and even why he might express an idea such as that. He is too young to know any better.

I must congratulate him on having just enough sense not to have signed his name. Sometimes my 5 year old boy won't own up to his actions either.

It must give you a great deal of satisfaction to know that you have the liberal mind to give these people (?) an opportunity to pour forth their intellectual stream of consciousness. It must also give every student and Faculty member of the University an abundance of confidence to know that they have an editor who can lower himself to all forms of life just to prove to the world that he truly runs a "Liberated Press".

If you would like to accept our "esteemed reader's" suggestion, I am sure that some of us could forward our old issues of the News to you. However, I would like to keep this one for framing.

Sincerely,  
Mike Talmadge

Dear Mr. Hardy:

I had hoped that the announcement I sent concerning my weekly meeting would be printed last week. I thought the topic, a discussion of the program of our radio station, would be of general interest.

This Thursday, November 14th, at 11:30 a.m. in Room A of Gengras Campus Center, my coffee hour will cover the question of independent study opportunities for students. Should we have a month between semesters? Should the first semester end before the Christmas holidays? Are there programs, in addition to the University Scholar Program, that we should introduce?

All students are welcome to my weekly coffee hours.

David D. Komisa  
Dean of Faculties

Editor:

I would like to make a brief reply to Thomas D. Kulouch's letter of last week. The gentleman is correct in denying that this newspaper is "representative of the attitudes, feelings and VOCABULARY (sic) of the entire student body", for the attitudes and feelings of a very large portion of the student body reflects apathy and disinterest in controversial, radical, and critical matters. It CERTAINLY does not represent the vocabulary of the student body, but this is because the students insist on speaking like ballsy individuals, and the

## ISC Presents Points

by Hector Prud'homme

Except for Hayden Scott, all members of the Interim Standing Committee were present at least part of the time at the meeting on Wednesday afternoon, October 23.

### A. DUE PROCESS

It was generally thought a good idea to prepare an overall University statement of everybody's rights and responsibilities on campus, and that with this there should be spelled out a judicial process for dealing with cases. The first would be a matter of defining, agreeing on, and codifying what are the rights and responsibilities of members of the University community, in all different areas. The judicial process statement would be the rules under which hearings would be conducted, that is, how a hearing committee should function, "court procedure," etc.

It will take quite a bit of work putting this together. Existing standards of conduct and rules and regulations would first be codified, and then broadened as The Study Committee considered desirable. It is the kind of job more effectively done by a few people, rather than a big committee. The number suggested was three: one faculty member, one student and one member of the administration. For the purpose of these notes I am calling this the STUDY COMMITTEE. It will take at least several weeks to get this job done. The Study Committee would end up with an agreed position, and this would be subject to approval by students, faculty, administration and regents.

One of the present student members will bring this matter up at the next S.F.A. Cabinet meeting with the idea that within the next couple of weeks the S.F.A. Cabinet would elect a student to serve on this new Study Committee.

I am to ask the Chairman of the Faculty Senate to do the same thing and ask the Senate to elect a faculty member for the Study Committee. The third member of the Study Committee would be named from the administrative staff by the Chancellor.

Jean Hunter thought, and I agreed, that it would avoid confusion if this study committee got going first, and we waited until after that before talking about starting any other committee, such

paper could not even get close to the press were it to communicate in such gummy lingo to its often up-tight and "proper" public.

Mr. Kulouch's objecting to seeing "four-letter words in newsprint" seems to indicate that the School of Business is sadly and willfully ignorant of much of the bulk of human literature and cultural expression, and remains indifferent to the same. I hope

Mr. Kulouch is not representing the entire department in this objection. Moreover, to classify "four-letter words" as a symptom of perversion, as though possessing only four letters somehow renders them unfit for human consumption, is to confuse a characteristic with a cause. Also, much of the beauty and strength of English lies in its Anglo-Saxon monosyllabic effectiveness of emotional expression. To undermine this is tantamount to linguistic castration, which is precisely what our language does NOT need at this time.

His defense of Capitalism, which unfortunately seems maudlin and Dick Tracyish, indicates that Capitalism is indeed an effective system, and it is. A more critical glance, however, shows us also a more sordid field of its effectiveness:

- 1) dehumanization and alienation of the worker
- 2) the shifting of values from inner REAL values to outer THINGS values
- 3) exploitation of foreign resources, both mineral and human
- 4) the production and sustenance of severe repression, violence,

(Continued on page 10)

as a permanent judicial board or hearing committee to hear cases. Such a committee to hear cases could, however, be set up anytime that everybody was ready to do so. In the following Section B are some of the ideas discussed on this matter.

### B. HEARING COMMITTEE

(I am calling this the Hearing Committee for the moment. The Study Committee may have a better title to suggest.)

The Hearing Committee ought to be large enough to bring to bear on any question the combined judgment of a reasonable number of people, while at the same time we should avoid having it unwieldy. At our meeting we were talking about nine people. However, a faculty member had raised the question that all the different Schools of the University should be represented; his thought was that any person coming up before the Hearing Committee might be better understood, or his or her circumstances might be better appreciated, by a faculty member and student from his or her own School. If we were to have one faculty member and one student from each of the eight schools, that makes sixteen, to which would be added, say, three members from the administration, which makes nineteen, and this is unwieldy. It was, therefore, suggested that these nineteen people could be elected to constitute a panel. If and when a case came up to be heard, nine members could be selected from the panel and those nine would be the Hearing Committee on that case. Thus at least one student and one faculty member would be on the Hearing Committee from the school of the person whose case was being heard.

Various questions remain to be considered, such as which nine members would be on the Hearing Committee for any individual hearing, and whether the Hearing Committee's decisions would be by majority vote, or two-thirds, or any other way. The Study Committee might make recommendations on this also.

### C. RIGHTS AND RESPONSIBILITIES OF FACULTY AND MEMBERS OF THE ADMINISTRATION

I suggested the possibility of broadening the field for the Study Committee and to have their recommendations cover rights and responsibilities of all the members of the University community, not just students. Maybe this would make the whole thing too complicated, but it seemed to me at least worth looking at the question of faculty and administration rights and responsibilities, and of "due process" for them. Dean Wenograd pointed out that the faculty already have standards and procedures established by the A.A.U.P.

## Bach, Jazz Style

On Tuesday, November 19th at the University of Hartford PLAY BACH, a concert by The Jacques Loussier Trio, will be presented as part of the Trio's American Premiere Tour. The Fine Arts Committee of the Activities Commission selected the Trio for their unusual interpretation of the music of Johann Sebastian Bach -- with a contemporary improvisation of the original music. Although Loussier has chosen to perform Bach in the Jazz idiom, classical purists will also find PLAY BACH enjoyable realizing that Bach expected much of his Piano music to be improvised. And audiences around the world have responded enthusiastically to this new feeling for Bach. Consisting of Piano, Bass and Drums, the Trio has travelled widely in Europe, the Far East and Australia. Now on their first concert tour in America, audiences will have a chance to hear The Jacques Loussier Trio and a fresh approach to the music of J. S. Bach. The concert will be held in Holcomb Commons, Gengras Campus Center.

TICKETS: \$2.50 each, \$2.00 with student I.D.

The Student-Faculty Association will attempt to vote on several constitutional amendments at the next meeting, Tuesday, Nov. 19 at 11:30 in room E and F of the Campus Center -- that is, if enough representatives show up.

Who is yours?  
Will he be there?

## Jack Michael O'Conner

by Sara Owen

Jack Michael O'Conner, a 19 year old AWOL, was taken out of sanctuary at the Massachusetts Institute of Technology this past Sunday. O'Conner had been in sanctuary at MIT since Thursday, Oct. 29. A community of approximately 2000 to 2500 students and Boston Resistance members were stationed at various points outside MIT's Student Center. Members of the Boston Resistance were also stationed outside MIT as an "early warning system" watching for fed cars and any kind of force-buildup.

Saturday night, after battling with Security Guards for admission, the UH News was able to interview O'Conner who had been moved to the Social Service Committee room. This was his second time AWOL since his induction into the army December, 1967. He first went AWOL in April, spent the summer in the stockade at Fort Bragg, N.C., and went AWOL again in September. He said "I was sick of the army. I was sick of the war--well not sick of it but I didn't believe in it. I was sick of the stockade. I started thinking. If you don't like something, the only thing to do is try and change it."

He came to Boston "wanting to do something." He had never heard of sanctuary before. Ray Crowe was then in sanctuary in B.U.'s Marsh Chapel, and O'Conner got the idea from there and contacted MIT Resistance. He was given the use of the Sala de Puerto Rico and the support of the MIT student body and faculty. One hundred and thirteen MIT professors signed a petition giving O'Conner their support. Two faculty members, Sylvain Bromberger and Noam Chomsky, are heading a

warning system" watching for fed committee to get him admitted to MIT as a scholarship student after he gets out of jail. O'Conner has received written support from Dick Gregory and telephone support from Robert Lowell. He said, "People who don't agree with my policies on the war, agree with my rights to do what I'm doing." During his sanctuary in the Sala de Puerto Rico, groups such as the Carth Opera and Country Joe and the Fish gave volunteer performances there for the community.

When asked what his plans were, O'Conner replied, "I'm not going to stop here. I'd be a fool just to wait for them to come and get me." He had planned to stay there until Tuesday, Nov. 12. O'Conner remarked, "After I get out of the stockade this time, I'm going to have a little thing that says Dishonorable Discharge on it and I'm going to tack it on the biggest wall I can find. If I don't get a discharge, I'll go into sanctuary again."

The FBI, Federal Marshalls, and the army were all after him but when he was taken Sunday morning only hours after this interview, it was by MIT Security, supposedly on his side throughout the past two weeks.



## Two Nominated To Committee

by Dave Kowalski

Two students have been nominated for the one student slot to be open on the proposed study committee to investigate and prepare a University "Bill of Rights."

Richard Pronovost and Victor Greenberg have been asked to join a representative of the administration and one of the faculty in working out a system whereby there would be "spelled out a judicial process for dealing with cases." The faculty and administration have not appointed their representatives yet.

These nominations were the result of the work of an interim standing committee, which suggested that a small committee handle the codification of existing standards of conduct, and rules and regulations. This committee is to arrive at some decisions, which are to be subject to a vote of students, faculty and administration.

Hector Prud'Homme, the assistant to the Chancellor, made two other suggestions, which are, in different ways, better than the first one.

One proposal was a student court which would not have a formal codified body of law, but would rather follow the lead of common law, allowing cases to set precedents which would later be followed.

Another proposal was to have the faculty set up an inter-disciplinary course for credit, which interested students could take, for the purpose of making a study of the various ways in which a student court could be set up. The classroom setting would allow for more debate than might otherwise be the case, as well as for a broader range of viewpoints.

The idea behind the alternative suggestions was to keep the committee from moving "too fast," and getting things "frozen in this form" (referring to the initial plan).

Dean Anthony Santonicola of the Art School mentioned other schools which have devised viable plans for student judiciaries, among them, University of Wisconsin, and Boston University. He said that having a set of rules makes things easier, by "preventing arbitrary rules."

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## Student Poet Holds Reading

On Friday, November 8th, student Richard Stuart gave a reading, sponsored by the English Club, of poetry selections; some taken from his own work, and some from the work of renowned poets.

Stuart's selections dealt with life-long anguish suffered at the hands of a society which praises only those who meet its own sometimes irrelevant and impossible standards. The best of the poems read are an affirmation of the worth and beauty of two persons who, holding a different set of values, achieve excellence in a different system of evaluation.

The high point of the evening was Stuart's reading of his own "California Set," a reading which made his audience feel the justice of his claim and anger that modern America is not, in any sense, a haven to him.

Another original poem entitled "Resurrection" came as the final selection of the evening. This last selection was not essentially a dramatic poem; it rather required careful reading to oneself, which meant that it probably suffered in being presented orally. The poem is a narration of the author's alleviation of distress and confusion over himself, a dilemma forced upon him by society.

## Joplin Review

Big Brother and the Holding Company, featuring Janis Joplin, will be in Hartford's Bushnell Memorial tomorrow night for what appears to be a sell-out show.

The group was in New Haven Saturday night, and if that show is any indication of what's in store for Hartford, then the Bushnell may never recover. What remains of the group's last month of enforced togetherness resembles a non-stop party of orgiastic overtones. The whole thing at Yale,



after those who couldn't appreciate what was going on had left, had all the symptoms of a raucous party among close friends. It probably sounded much like the group's early sessions in empty San Francisco warehouses in 1965, when they played for parties and when they felt like it.

Janis and boys, who followed a set by the Mandrake Memorial of poor material performed well, rapidly showed exactly why the group is falling apart. Big Brother features a drummer who drops beats, misses beats, and yet still tries solos; a lead guitarist who is probably the worst in the business, so bad, in fact, that in 'Piece of My Heart', their first number, he forgot both when to play and what; a bass player who apparently doesn't like to be heard; a rhythm guitarist, Sam, who seemed to be the only person who knew what he was doing; and Janis.... You have to see it.

The audience was a typical one for Yale, -- bad. Five times Janis told the unmoving crowd to get up and dance. In spite of the audience, however, they put on a good show. Something happened when Janis Joplin came on stage. Sipping Southern Comfort, she brought the group together and made it work. Her voice, her manner, her presence dominated the stage. She even got the audience on its feet for the encore. Tomorrow night should be some show.



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## Shadow School

# Attention: Students and Faculty

History of the University (from the Middle Ages to the present)  
Contemporary Poets  
Guerilla Theater  
Photography

The "Utopia" theme in Literature  
Development of Jazz in America  
The Philosophy of Sex  
Study and Theory of Humanism  
Modern Music Lyrics (Beatles, Stones, Doors, Dylan, Leonard Cohen, Jack Hardy, Donovan, Paul Simon, others)  
American Radicalism  
Learning to play the Guitar  
History and Theory of the Draft: the case for a volunteer army  
Mysticism and Occultism  
Something about Art (lots of room for ideas here!)

Yoga  
Racism with John Barber

Our meeting on Wednesday, Nov. 6, has resulted in this body of courses which shape the beginnings of the Shadow School curriculum at the University of Hartford. And because we realize that this list represents only the suggestions of the small number of students and faculty members at this particular gathering, we encourage all students and faculty interested to respond to these choices and submit their own ideas at our next meeting.

WEDNESDAY, NOVEMBER 13, 7:30 P.M. GCC, ROOMS G & H

Our only criterion for a course, is that three or more people be interested in pursuing it. The success of these courses and the introduction of others depends on

your interests. YOU ARE the Shadow School! Granted, some of these courses may only meet a few times, some for several weeks, and others much longer; but we hope that eventually some may be considered by the administration for acceptance into standard curriculums as credit courses that could conceivably be led by a student rather than a professor! And even if a course were only to meet twice (which is very unlikely) the individuals involved will have benefited by the exchange of ideas around a common interest; and we hope to see students and teacher carrying the spirit of real communication and interaction generated in these gatherings back into their everyday classrooms. Also, the possibilities of inviting people well-versed on these topics into the discussion groups from outside the university as well as from our own faculty AND student body are very exciting.

At our next meeting we will break up into individual topic workshops in which your ideas about the structure and direction of the course study will be discussed. Hopefully, readings will be selected in those topics that require them for development so that "classes" can begin the following week.

PLEASE COME AND JOIN US!

# Resist

by Dan Hazleton

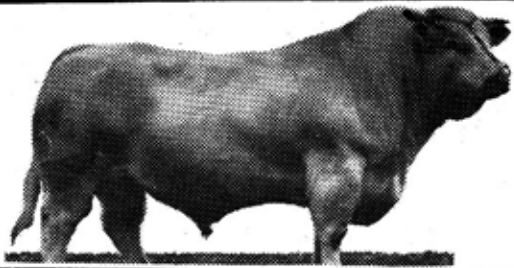
Last week the Selective Service System announced an increased draft call for the month of December and the first six months of 1969. To rotate units in Vietnam, 25,000 men will be inducted each of these months. On November 14, the nation-wide Resistance movement will put the President-elect on notice that he MUST fulfill his promise to replace conscription with a volunteer army.

To protest the draft or their commitment, the New Haven Resistance Group is holding a Rally on Thursday. "On November 14, just a few days after the election, we must put the System on notice. We must show them that we will not be coerced into murder by induction nor bribed into silence by a deferment. We must announce that more of us, every day, will abandon our apathy and silence and work actively to oppose the system of war and exploitation until we bring it to an end."

The New Haven Rally will begin at 1:00 p.m. on New Haven Green. Dr. Spock, Dick Gregory, Dave Dellinger and Bob Greenblatt (of National Mobilization) and Rev. William S. Coffin will speak. Draft cards will be turned in as individuals stand together and say NO to the system of war and injustice.







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For the past 2500 years we have more or less been relegated to thinking of Man according to the definitions of two very high-class thinkers: Aristotle, who thought of Man as "animal rationalis", the rational animal; and Marx, who opined that Man should be designated "homo faber", man the maker. It would seem that such another critical turning point in history has been reached at the present, and that another definition of Man is needed in order to keep up with the ever increasing procession and growth of knowledge about this featherless biped. I humbly submit, then, that from henceforward Man is to be gloriously designated as "animal mundum", THE CLEAN ANIMAL.

Man has continually been asserted as being different from "brute" animals. Man's brain is larger, more complicated (excepting the lowly porpoise). His body is mainly hairless and assumes an upright stance, away from the dirty ground. More importantly, man's social structure is vastly different, and immensely more powerful and extensive than that of any other animal species. This, of course, leads us to conclude that man's origin is rooted in a Transcendental Infinity, and his destiny is no less than Divinization. Obviously, then, man is far superior to the brute animals, physically and spiritually.

Man is also, however, the animal that washes its environment, its body, food, clothes, and habitat. It follows, then, that to be superior MEANS to be clean, or at least able to clean. One can even, with deductive certitude, devise a gradience of superiority within the human species with regard to the degree of cleanliness of a culture, i.e., the amount of soapsuds a particular culture consumes. Hence, to be clean is to be superior; and to be more clean is to be more superior. In enlightened society, therefore, a person is only as good as he is clean. It is not for nothing that we (rightly) say that "cleanliness is next to Godliness." It has been rather narrowly asserted in the past that God is Irish, or that God is White. The only certain truth we possess concerning God, however, is that He is, if nothing else, CLEAN. To be dirty or (forbid!) filthy is to be somehow against God, i.e. EVIL.

A very brief justification of the above views would be as follows. To be clean means to be washed. But washed of what? and how? and why?

The WHY is already answered: so that man may, once dead, dwell in pure antiseptic bliss with his clean Father in a clean Heaven.

As far as the "of WHAT" is concerned, one may clearly say, "of filth and dirt." But this is not specific enough. Specifically, then, one must be washed of whatever it is that is somehow against God. Who is All-Clean. God, however, as Father or as Messiah, is immediately and directly represented by society, one's immediate culture. Hence whatever is non-social, i.e., whatever detracts from or is nocuous to the social order and status quo is at once and clearly ungodly, i.e., dirty and filthy, i.e., evil. This simple equation is also reversible, that is to say, whatever is dirty is evil and ungodly and unsocial, and so on through all the possible permutations thereof.

The HOW is simple; for there are several institutions founded to insure cleanliness. Cleanliness of body is guarded over by soaps, detergents, and social stigma and ostracism. The food is kept clean by Federal Commissions set up for that purpose. Dirty clothes are not only not allowed by the citizens and functionaries of society, but is also cleverly con-

(Continued on page 7)



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(Continued from page 6)  
 structed to disintegrated if allowed to remain dirty. The habitat is rendered spotless and germfree by men and machines alike which wash streets, buildings, etc. Finally, men's brains are kept immaculate and innocent through his educational system, which energetically and successfully roundly condemns and disowns all unclean ideas and ideologies, and so keeps pure and unsullied the minds of the youth.

Let us, then, strive to remain clean in thought, word, and deed. May our zeal never grow lax of destroying dirt and the dirty. I rest my case.



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# THE STUDENT AS NIGGER

by Jerry Farber

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Students are niggers. When you get that straight, our schools begin to make sense. It's more important, though, to understand why they're niggers. If we follow that question seriously enough it will lead us past the zone of academic bullshit, where dedicated teachers pass their knowledge on to a new generation, and into the nitty-gritty of human needs and hang-ups. And from there we can go on to consider whether it might ever be possible for students to come up from slavery.

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

At Cal. State, L.A., where I teach, the students have separate and unequal dining facilities. If I take them into the faculty dining room, my colleagues get uncomfortable, as though there were a bad smell... If I eat in the student cafeteria, I become known as the educational equivalent of a nigger-lover. In at least one building there are even rest rooms which students may not use. At Cal. State, also, there is an unwritten law barring student-faculty lovemaking. Fortunately, this anti-miscegenation law, like its Southern counterpart, is not 100 percent effective.

Students at Cal. State are politically disenfranchised. They are in an academic Lowndes County. Most of them can vote in national elections - their average is about 26 - but they have no voice in the decisions which affect their academic lives. The students are, it is true, allowed to have a lay government of their own. It is a government run for the most part by Uncle Toms and concerned principally with trivia. The faculty and administrators decide what courses will be offered; the students get to choose their own homecoming Queen. Occasionally, when student leaders get uppity and rebellious, they're either ignored, put off with trivial concessions, or maneuvered expertly out of position.

## SMILES AND SHUFFLES...

A student at Cal. State is expected to know his place. He calls a faculty member "Sir" or "Professor" - and he smiles and shuffles some as he stands outside the professor's office, waiting for permission to enter. The faculty tell him what courses to take (in my department, English, even electives have to be approved by a faculty member); they tell him what to read, what to write, and frequently, where to set the margins on his typewriter. They

tell him what's true and what isn't. Some teachers insist that they encourage dissent but they're almost always jiving and every student knows it. Tell the man what he wants to hear or he'll fail your ass out of the course.

When a teacher says "jump," students jump. I know of one professor who refused to take up class time for exams and required students to show up for tests at 6:30 in the morning. And they did, by God! Another, at exam time, provides answer cards to be filled out - each one enclosed in a paper bag with a hole cut in the top to see through. Students stick their writing hands in the bags while taking the test. The teacher isn't a provo; I wish he were. He does it to prevent cheating. Another colleague once caught a student reading during one of his lectures and threw her book against the wall. Still another lectures his students into a stupor and then screams at them in a rage when they fall asleep.

Just last week, during the first meeting of a class, one girl got up to leave after ten minutes had gone by. The teacher rushed over; grabbed her by the arm, saying, "This class is NOT dismissed!" and led her back to her seat. On the same day another teacher began by informing his class that he does not like beards, mustaches, long hair on boys, or capri pants on girls, and will not tolerate any of them in his class. That class, incidentally consisted of high school teachers.

## FOLLOWS ORDERS...

Even more discouraging than this Auschwitz approach to education is the fact that the students take it. They haven't gone through twelve years of public school for nothing. They've learned one thing and perhaps only one thing during those twelve years. They've forgotten their algebra. They're hopelessly vague about chemistry and physics. They've grown to fear and resent literature. They write like they've been lobotomized. But, Jesus, can they follow orders! Freshmen come up to me with an essay and ask if I want it folded and whether their name should be in the upper right hand corner. And I want to cry and kiss them and caress their poor tortured heads.

Students don't ask that orders make sense. They give up expecting things to make sense long before they leave elementary school. Things are true because the teacher says they're true. At a very early age we all learn to accept "two truths," as did certain medieval churchmen. Outside of class, things are true to your tongue, your fingers, your stomach, your heart. Inside class, things are true by reason of authority. And that's just fine because you don't care anyway. Miss Widemeyer tells you a noun is a person, place or thing. So let it be. You don't give a rat's ass; she doesn't give a rat's ass.

The important thing is to please her. Back in kindergarten, you found out that teachers only love children who stand in nice straight

lines. And that's where it's been at ever since. Nothing changes except to get worse. School becomes more and more obviously a prison. Last year I spoke to a student assembly at Manual Arts High School and then couldn't get out of the goddamn school. I mean there was NO WAY OUT. Locked doors. High fences. One of the inmates was trying to make it over the fence when he saw me coming and froze in a panic. For a moment I expected sirens, a rattle of bullets and him clawing at the fence.

What school amounts to, then,

How does sex show up in school? First there's the sadomasochistic relationship between teachers and students.

for white and black kids alike, is a 12-year course in how to be slaves. What else could explain what I see in a freshman class? They've got that slave mentality: obliging and ingratiating on the surface, but hostile and resistant underneath.

As do black slaves, students vary in their awareness of what's going on. Some recognize their own put on for what it is and even let their rebellion break through to the surface now and then. Others - including most of the "good students" - have been more deeply brain-washed. They swallow the bullshit with greedy mouths. They honest-to-God believe in grades, in busy work, in General Education requirements. They're pathetically eager to be pushed around. They're like those old greyheaded house niggers you can still find in the South who don't see what all the fuss is about because Mr. Charlie "treats us real good."

College entrance requirements tend to favor the Toms and screen out the rebels. Not entirely, of course. Some students at Cal. State L.A. are expert con artists who know perfectly well what's happening. They want the degree or the 2-S and spend their years on the old plantation alternately laughing and cursing as they play the game. If their egos are strong enough, they cheat a lot. And, of course, even the Toms are angry down deep somewhere. But it comes out in passive rather than active aggression. They're unexplainably thick-witted and subject to frequent spells of laziness. They misread simple questions. They spend their nights mechanically outlining history chapters while meticulously failing to comprehend a word of what's in front of them.

## INWARD ANGER...

The saddest cases among both black slaves and student slaves are the ones who have so thoroughly introjected their masters' values that their anger is all turned inward. At Cal. State these are the kids for whom every low grade is torture, who stammer and shake when they speak to a professor, who go through an emotional crisis every time they're called

upon during class. You can recognize them easily at finals time. Their faces are festooned with fresh pimples; their bowels boil audibly across the room. If there really is a Last Judgment, then the parents and teachers who created these wrecks are going to burn in hell.

So students are niggers. It's time to find out why, and to do this, we have to take a long look at Mr. Charlie.

The teachers I know best are college professors. Outside the classroom and taken as a group, their most striking characteristic is timidity. They're short on balls.

Just look at their working conditions. At a time when even migrant workers have begun to fight and win, college professors are still afraid to make more than a token effort to improve their pitiful economic status. In California state college the faculties are screwed regularly and vigorously by the Governor and Legislature and yet they still won't offer any solid resistance. They lie flat on their stomachs with their pants down, mumbling catch phrases like "professional dignity" and "meaningful dialogue."

Professors were no different when I was an undergraduate at UCLA during the McCarthy era; it was like a cattle stampede as they rushed to cop out. And, in more recent years, I found that my being arrested in sit-ins brought from my colleagues not so much approval or condemnation as open-mouthed astonishment. "You could lose your job!"

Now, of course, there's the Vietnamese war. It gets some opposition from a few teachers. Some support it. But a vast number of professors, who know perfectly what's happening, are copping out again. And in the high schools, you can forget it. Stillness reigns.

## FORCES A SPLIT...

I'm not sure why teachers are so chickenshit. It could be that academic training itself forces a split between thought and action. It might also be that the tenured security of teaching, like police work, pulls in persons who are unsure of themselves and need weapons and the other external trappings of authority.

At any rate teachers ARE short on balls. And, as Judy Eisenstein has eloquently pointed out, the classroom offers an artificial and protected environment in which they can exercise their will to power. Your neighbors may drive a better car; gas station attendants may intimidate you; your wife may dominate you; the State Legislature may shit on you; but in the classroom, by God, students do what you say - or else. The grade is a hell of a weapon. It may not rest on your hip, potent and rigid like a cop's gun, but in the long run it's more powerful. At your personal whim - any time you choose - you can keep 35 students up for nights and have the pleasure of seeing them walk into the classroom pasty-faced and red-eyed carrying a sheaf of typewritten pages, with title page,

MLA footnotes and margins set at 15 and 91.

The general timidity which causes teachers to make niggers of their students usually includes a more specific fear - fear of the students themselves. After all, students are different, just like black people. You stand exposed in front to them, knowing that their interests, their values, and their language are different from yours. To make matters worse, you may suspect that you yourself are not the most engaging of persons. What then can protect you from their ridicule and scorn?

It is the policeman's gun again. The white bwana's pith helmet. So you flaunt that authority. You wither whisperers with a murderous glance. You crush objectors with erudition and heavy irony. And, worst of all, you make your own attainments seem not accessibly but awesomely remote. You conceal your massive ignorance - and parade a slender learning.

## WHITE SUPREMACY...

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a need which also makes him cling to his "white supremacy". Ideally a teacher should minimize the distance between himself and his students. He should encourage them not to need him - eventually or even immediately. But this is rarely the case. Teachers make themselves high priests of arcane mysteries. They become masters of mumbo-jumbo. Even a more or less conscientious teacher may be torn between the desire to give and the desire to hold them in bondage. There is a kind of castration that goes on in schools. It begins before school years, with the parents' first encroachments on their children's free unashamed sexuality and continues right up to the day when they hand you

As do black slaves, students vary in their awareness of what's going on.

your doctoral diploma with a bleeding, shriveled pair of testicles stapled to the parchment. It's not that sexuality has no place in the classroom. You'll find it there but only in certain perverted and vitiated forms.

## BLEEDING BRAINS...

How does sex show up in school? First of all, there's the sadomasochistic relationship between teachers and students. That's plenty sexual, although the price of enjoying it is to be unaware of what's happening. In walks the student in his Ivy League equivalent of a motorcycle jacket. In walks the teacher - a kind of intellectual rough trade - and flogs his students with grades, tests, sarcasm, and snotty superiority until their very brains are bleeding. In Swinburne's England, the whipped schoolboy frequently grew up to be a

(Continued on page 9)



(Continued from page 8)

flagellant. With us, the perversion is intellectual but it's no less perverse.

ONCE A NIGGER...

So you can add sexual repression to the list of causes along with vanity, fear and will to power, that turn the teacher into Mr. Charlie. You might also want to keep in mind that he was a nigger once himself and has never really gotten over it. And there are more causes, some of which are better described in sociological than in psychological terms. Work them out, it's not hard. But in the meantime what we've got on our hands is a whole lot of niggers. And what makes this particularly grim is that the student has less chance than the black man of getting out of his bag. Because the student doesn't even know he's in it. That, more or less, is what's happening in higher education. And the results are staggering.

For one thing damn little education takes place in the schools. How could it? You can't educate slaves; you can only train them. Or, to use an even uglier and more timely word, you can

only program them.

At my school we even grade people on how they read poetry. That's like grading people on how they fuck. But we do it. In fact, God help me, I do it. I'm the Adolph Eichmann of English 323. Simon Legree of the poetry plantation. "Tote that iamb!" Lift that spondee! Even to discuss a good poem in that environment is potentially dangerous because the very classroom is contaminated. As hard as I may try to turn students on to poetry, I know that the desks, the tests, and IBM cards, their own attitudes toward school, and my own residue of UCLA method are turning them off.

Slavery is equally serious. Students don't get emancipated when they graduate. As a matter of fact, we don't let them graduate until they've demonstrated their willingness - over 16 years - to remain slaves. And for important jobs, like teaching, we make them go through more years, just to make sure. What I'm getting at is that we're all more or less niggers and slaves, teachers and students alike. This is a fact you want to start with in trying to understand wider social phenomena, say, politics, in

The teacher's fear is mixed with an understandable need to be admired and to feel superior, a need which also makes him cling to his "white supremacy."

our country and in other countries.

INTIMIDATE OR KILL...

Educational oppression is trickier to fight than racial oppression. If you're a black rebel, they can't exile you; they either have to intimidate you or kill you. But in high school or college, they can just bounce you out of the fold, and they do. Rebel students and renegade faculty members get smothered or shot down with devastating accuracy. In high school, it's usually the student who gets it; in college, it's more often the teacher. Others get tired of fighting and voluntarily leave the system. Dropping out of college, for a rebel, is a little like going North, for a Negro. You can't really get away from it so you

might as well stay and raise hell.

How do you raise hell: That is a whole other article. But just for a start, why not stay with the analogy? What have the black people done? They have, first of all, faced the fact of their slavery. They've stopped kidding themselves about an eventual reward in that Great Watermelon Patch in the sky. They've organized; they've decided to get freedom now, and they've started taking it.

Students, like black people, have immense unused power. They could, theoretically, insist on participating in their own education. They could teach their teachers to thrive on love and admiration, rather than fear and respect, and to lay down their weapons. Students could discover the community. And they could learn to dance by dancing on the IBM cards. They could make coloring books of the catalogs and could put the grading system in a museum. They could raze another set of walls and let education flow out and flood the streets. They could turn the classroom into where it's at - a "field of action" as Peter Marin describes it. And, believe it or not, they could study eagerly and learn prodigiously for

the best of all possible reasons - their own reasons.

They could, theoretically. They have the power. But only in a very few places, like Berkeley, have they even begun to think about using it. For students, as for black people, the hardest battle isn't with Mr. Charlie. It's with what Mr. Charlie has done to your mind.



TURN TO THE LEFT . . .

# Image Play

Where should this music be? in the air, or the earth?  
It sounds no more; and, sure, it waits upon  
Some god of the island. Sitting on a bank,  
Weeping again in king my father's wreck  
This music crept by me upon the waters.  
Allying both their fury, and my passion,  
With its sweet air: thence I have follow'd it,  
Or it hath drawn me rather. But 'tis gone.  
-Ferdinand in THE TEMPEST (I,ii)

"This music crept by me upon the waters"  
And along the Strand, up Queen Victoria Street.  
O City city, I can sometimes hear  
Beside a public bar in Lower Thames Street,  
The pleasant whining of a mandoline  
And a clatter and a chatter from within  
Where fishmen lounge at noon; where the walls  
Of Magnus Martyr hold  
Inexplicable splendour of Ionian white and gold.  
-T.S. Eliot, THE WASTE LAND

Television and movies have all but demolished ears. Audiences have become so damnably eye-trained that ears could fall off heads by the millions and go unmissed for days. When a play does come along that makes great demands on the ear-plays by Dylan Thomas, Eliot, Fry, Frost, Yeats, BEckett, Gertrude Stein, Robert Lowell, Auden or Archibald MacLeish-audiences assume that the plays must be radio plays. And everyone knows that radio is dead.

Perhpas you should test your ears, to see-hear-if you still have any. For such a test, I recommend the play now performing at the Image Playhouse, an Archibald MacLeish play of 1953, in which he refuses the "subordinating," as he himself has said, "the unseen to the seen." Challenge your ears with intricate rhythms, tricky aural textures, and the sustained imagistic patterns of THIS MUSIC CREPT BY ME UPON THE WATERS.

The extraordinary achievement of this new production, directed by two people obviously acting as one, George Michael Evica, and Alycia Evica, is that they understand the sounds of poetry

and the meaning of poetry no less than dramatic physical movement.

A public discussion follows each performance of the play, wisely launched before people have collected their wits, coffee, excuses, inhibitions, or defenses. On the night I attended, one fellow asked whether the play had to take place on an island. I believe the answer is Yes. Four people, socially disunited yet usefully isolated from the world, discuss with elegance, irritation, pretention, and desperation the possibilities of happiness. All are American, except one, Oliver, who is English. (The role is astonished into vitality by T.C. Heffernan.) And who IS coming to dinner? Some dreadful Americans, including a loud, witty, hateful Colonel Keogh and his cheap wife. (I am assured that the triumph of Dwight Martin and Norma Smith as the Keoghs is one of acting rather than of casting.)

Waiting for the guests to arrive, the four sophisticates (Chuck and Elizabeth Stone, Alice Liam, Oliver Oren) establish the poetic images of the verse drama (moon, sea, paradise, food) and the basic theme of happiness (love, primitive passion, savagery, and nakedness):

... laughing, splashing Indians  
Naked as jays and beautiful as children.  
But beneath a D.H. Lawrence or Rousseau sense of paradise are  
... reefs  
Or shark fins or the green volcanoes.

Beneath the elegance, this production permits fierce primitive music, suggesting the thinness of the polite veneer of civilization, to urge a desperate appreciation of immediate pleasures. Somehow, though I may be wrong, an island seems best for such purposes. Jamaica, Haiti, Trinidad, Bermuda-they're not the same, are they, as Hoboken or Buffalo or Bloomfield?

Your island!  
It's Shakespeare's parable all over.  
Enchanting music draws us through the sea,  
We glimpse an inexpressible happiness.

The dreadful guests arrive, drunk, boisterous. The Englishman says before the enter:

How hideously run reveals  
The insipidity of its origins!  
Liquid sugar! Listen to them.

Test your ears on that hunk of poetry (the clumsiest in the play); even when the lines are unspeakably bad, they are speakably handled (by Heffernan's casual understatement, not by peroration).

These guests, the Keoghs and the Halseys (played by Roberta Prescott and John Horton) are essentially anti-moon, anti-sea, anti-romance, anti-magic. I am sorry that MacLeish traces disenchantment back to Hyannisport, but how could he have know in Bali Hai days about Skorpios?

Two more guests arrive, Ann (Hermene Hersey) and her husband Peter (Peter Gaulton). Peter takes a fierce interest in Elizabeth, the hostess (played by Ellen Jones). He seizes upon her. And we in turn seize upon them, two attractive young epople, as the last possibility for happiness

on earth-in sexual terms, too. They do more than talk about happiness; they make-if only for a moment-passionate attempts at happiness.

In a romantic burst of a climax, while we are teetering between ideas of earthly happiness and spiritual happiness, Ann disappears. Everyone thinks she jumped off a cliff to a spectacular death. She is discovered, however, peeling potatoes in the kitchen.

Is Peter too spiritual (Saint Peter?) to give the kind of

Here-and-Now passion required for earthly ecstasy? Is MacLeish urging greater spirituality upon us? Is happiness far away, like the moon? Has life nothing better than potatoes alone? What resignation, what disenchantment, what frustrations does society demand of us?

Clearly the questions, not the answers, are the meaning of the play. And clearly they must be asked intricately, in words of subtle and oblique postures. MacLeish is not one to assault the topic.

One must not go to the play visually greedy for rape, murder, riots, groups orgies. This is not BLOW-UP or LA DOLCE VITA or BONNIE AND CLYDE. Rather, take with you ear-and-mind demands of the highest calibre; the playwright, the directors, and the cast unite their probing intelligences to bring to life an experience as disturbing as your own identity.

Paul H. Stacy



Bruno Utley Pat Mauley Roberta Prescott R.M. Lewis T.C. Heffernan  
Norma Smith Alycia Erica Ellen Jones  
E.M. Erica Hermene Hersey

Cast Not Present: John Horton, Dwight Martin, Peter Gaulton  
Crew Not Present: Ron Carr, Sally Carr



# News Briefs

## Course Petition

To all students interested in seeing a course in movies established at the University of Hartford! There are petitions circulating. Movies are a part of contemporary America. Most universities and colleges already have such a course. We want to be a progressive university. Students here's your chance to do something. Anyone desiring more information or who would like to help, please contact Ellen Beldler, phone 243-0846, room 403, and Margie Kaufman and Linda Goldberg, 243-1589, room 408, all in Andrews House. Movie are here and now! Let's make them here and now at UHa!

## AYH Hike

The American Youth Hostels (AYH) will sponsor a public hike through McLean's Game Refuge in Granby Sunday, Nov. 17, starting at 2 p.m.  
Miss Barbara Barrett of Elmwood will lead the three-mile hike. The hike will start from the refuge entrance on Rte. 10.  
AYH will provide transportation from the campus to the hiking area for any UoFH student. Miss Anne Grant of 27 Keeney Ave., West Hartford, is transportation chairman.

## Cake Sale

The sisters of Alpha Xi Delta, Epsilon Nu Chapter will hold a cake sale for the benefit of their scholarship fund on November 16 at the Stop and Shop food store on Farmington Avenue. The sisters would appreciate the patronage of all faculty, staff, and students. They promise many delightful treats. One of the sisters has promised to make a rum cake. Come....enjoy.

(Continued from page 4)  
injustice, poverty, greed, the law of expedience, etc., etc...  
A more fruitful and engaging contest for the School of Business' sense of Ethics might perhaps be the criticism of a society that can use billions of dollars to explore space and beautify highways, and remain indifferent to poverty, rat-infestation and ignorance. I would suggest a re-evaluation of the object of your anger, Mr. Kulouch. Rats, poverty and disease appear far more dangerous to people and far more incompatible with the dignity and status of this country than four-letter words.  
Mike Drouilhet  
Department of Philosophy

## UCONN STUDENTS

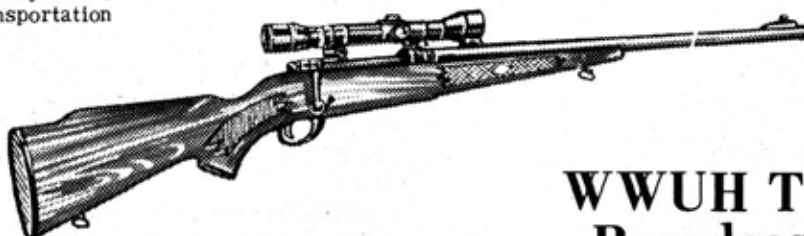
Nearly two hundred University of Connecticut students occupied the Administration Building on the Storrs campus Monday night. The action was a response to the school's threat of disciplinary measures against four professors and eight students. The twelve were warned that they face disciplinary action because of their involvement in a demonstration against Dow Chemical Company recruiters October 30. The students and faculty members who occupied the building feel that Dow (sole producer of Napalm) does not have a right to be on their campus.  
At a Monday press conference, the twelve stated that they were singled out for punishment because of previous anti-war activities. UConn President Homer Babbidge said that all people "identifiable" at the Dow demonstration were to be punished. But many present observed UConn Provost Wilber Gant talking to other persons involved, but ignored them, in suggesting punishment. The group stated that the University used one quarter of its research foundation funds for defense projects. They said that "The University has worked to support the Vietnam war and both the war and its support by UConn are unjustifiable."  
The fear of outside police being brought in grew Monday night. One student, who said he would be unconscious if he left the building before amnesty was granted to the dozen, stated, "We make our stand here and now to say to our University that humanity comes first."

## WWUH NEWS

### WWUH AM WWUH Presents Talk Series

WWUH, the campus radio station, has announced that by a January first deadline it will be broadcasting to the dormitories at 640 on the AM dial. The AM station will be a restricted radiation type, requiring no license from the Federal Communications Commission.  
Programming on the AM outlet, which will be built by the staff of the station, will be determined by a dormitory student opinion poll to be conducted shortly. This poll will be independent of the listener opinion poll to be conducted to determine FM programming and audience demographics.

A series of interest to the campus, community, and society is being aired Sunday nights at 7 PM on WWUH, 91.3 FM. Claude Schleuderer, host of the series, has already had guests to discuss films, the theater, and the Selective Service System and will have guests in the future discussing political issues and other informative topics.  
The series, entitled U-H-Presents, will be expanded to five days per week in the near future, and will be aired over WWUH Sunday through Thursday nights.



## WWUH To Broadcast

The basketball Hawks start their 1968-1969 season on Saturday, November 30 in the Physical Education Center encountering Brooklyn College. The season promises to be an exciting one and WWUH will bring the Connecticut listeners all of the action, both home and away, over 91.3 on the FM dial.  
WWUH sports director Dale Seymour announced that play-by-play and color announcers of professional caliber will be broadcasting the fourteen home and eight away games. The AIC Christmas Tournament will also be heard on December 28 & 29.

## Feed Back Sessions

Radio Station WWUH has reserved rooms in the Campus Center for the purpose of "FEEDBACK SESSIONS". The Executive Committee of the station invites all concerned and interested students and faculty to attend these informal meetings and tell us what you think about the radio station.  
The next WWUH "FEEDBACK SESSION" will be held on Tuesday, November 19 at 7:30 p.m. in Campus Center room 'E'.  
All other sessions will be on the following Tuesdays in room 'B' starting at 7:30.  
November 26  
January 7 & 21  
February 4 & 18  
March 4 & 18  
April 15 & 29  
May 13  
Thanks very much for your interest.  
Clark F. Smidt  
General Manager

## WWUH Takes A Poll

In the near future, WWUH, the radio voice of the University of Hartford, broadcasting in stereo at 91.3 on the FM dial, will be conducting a listener opinion poll in the day and evening schools of the University of Hartford. The poll

will determine the demographics of the WWUH listening audience as well as determining opinions on the type of programming and duration of each type of music or educational show.

## Philips, Draft Resistant

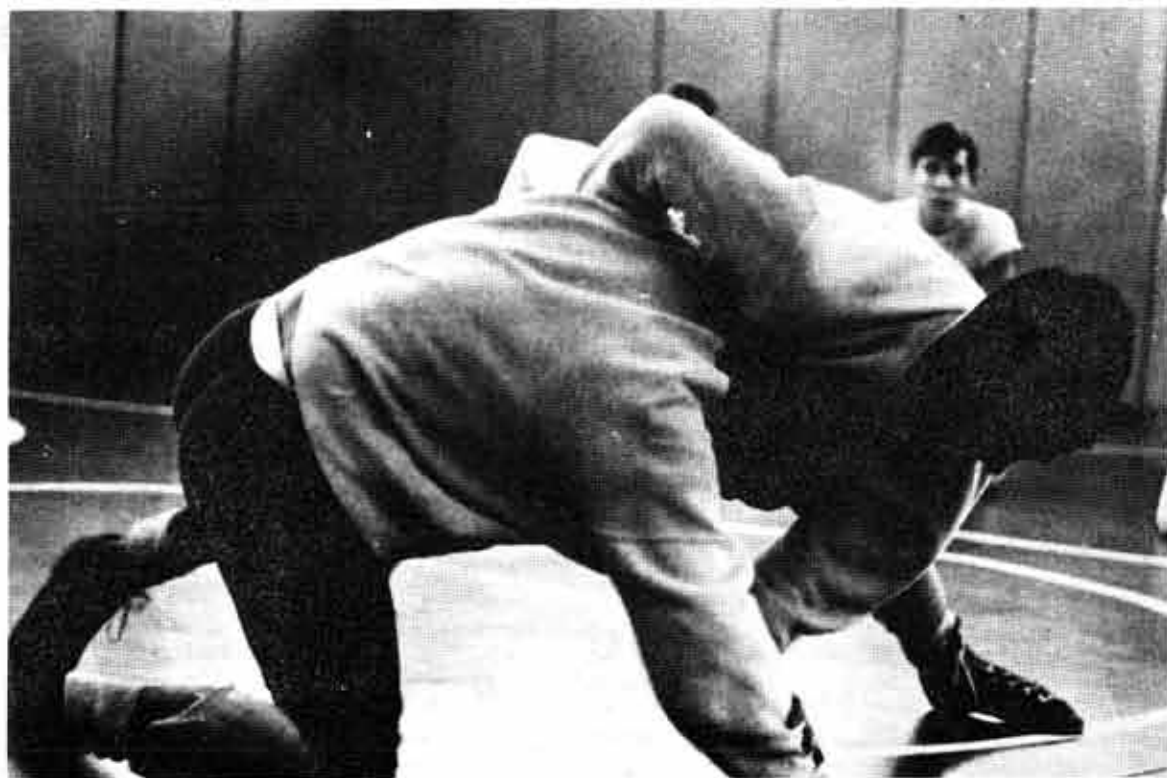
by Pete Cunningham

Most American males who are against the draft or the Vietnam War may feel like telling Hershey and Co. to "go to hell" One male who actually did is John Philips.  
Philips spoke on campus last week and he was also interviewed by Claude Schleuderer of WWUH. The following ideas of Philips resulted from Claude's questions.  
After having burned his draft card, Philips then refused induction into military service on July 14, 1966. On September 19, 1966 the draft-resistant was sentenced to prison for 14 months. After having served time, Philips has refused induction a second time.  
John explained his position by describing all of the faults he sees in the draft system. First, men should not be forced into service since many of the inductees have talents that would best benefit the country in different capacities. Second, why should a person have his life messed up by someone he doesn't know. Third, people are more important than to just be used as machines for the purpose of killing.  
Philips thought that the most effective way he could help to restore a true democracy in this country was by going to prison for his beliefs. He believed that laws and institutions now in effect should be continually challenged, even though the general public seems content to let things go along as they have been.  
The draft-resister explained the facts surrounding imprisonment. He felt that by going to jail he gained added stimulation to resist the draft.  
Philips commented that the consequences of draft refusal (namely harassment) still plague him.  
About prison life, John noted that Selective Service violators are given preferential treatment in jail, due to their superior educations. Because of participation in a prison strike, Philips was placed in solitary confinement. Eventually he was transferred to another prison where he was a teacher. It was felt by prison officials that such a position would keep Philips from causing revolts.  
Penalties for refusing military induction can bring a prison term of up to five years, a fine of \$10,000, or both; usually the punishment is less severe.  
About war Philips commented that, "War is a very futile thing. It only works in the interest of established interests."  
About World War II, John felt that most of the people in the resistance movement today would have volunteered to serve in the war; however they would have refused induction.  
Presently John Philips is working for P.I.S.S. (Prisoners' Information and Support Service).

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### Grappler Scene

by Mark Greenberg

Reporter: How does the team look for this coming season?

Coach: They're a little green, but with an outstanding Sophomore core moving up we'll be looking forward to a bright future. With one senior returning, we'll be lacking experience.

Reporter: Who can we watch, to have outstanding seasons?

Coach: Dick Argus and Henry Napoleon pose our biggest threats.

Reporter: The freshman team is

supposed to be the best the University has ever seen. Do you think they'll live up to these expectations?

Coach: I hope so. It certainly is the best frosh team this University has ever fielded. Incidentally, their first scrimmage is December 7, against the Varsity.

Reporter: Thank you very much, coach, and good luck for a successful season.

Editor's Note: The school will be with the team in spirit this week when they travel to Dartmouth College, in New Hampshire for their first intercollegiate contest of the 68-69 season.

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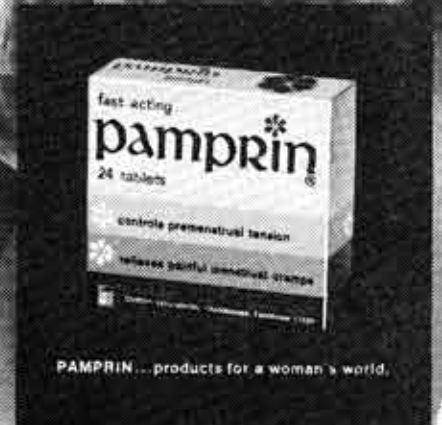
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## Can We Afford It?

by Nick Mitsos - sports editor

The sports scene at U of H. has long suffered under the doldrums of backwardness. In order to clarify, let me stress that most of the coaches are of college caliber, however our soccer team has been thwarted by the same evil that has beset the athletic department for many years: conservatism (refusal to progress in this context). Funds are provided (or are they?) yet the only sport under University jurisdiction which has not really gotten on its feet is soccer.

It seems that a personnel change would be both necessary and welcome. For the past three years at least this problem has hung over the school and its athletes, but for fear of losing scholarships or being bypassed when trying out for a team, many of U. of H. athletes have remained in the background and merely discussed the problem with close friends.

The University of Hartford has grown into maturity, but its athletic department has been warped by age—age which we no longer can tolerate. Sports at U. of H. must grow up. It is time for someone who will make athletes proud that they played a sport at the University of Hartford.



## Hawks vs. Western New England

by Marty Danaher

Last Wednesday, Western New England College (23-2 last season) invaded the "Hawk's Nest" for a scrimmage. If you were not there, you missed an exciting afternoon, and an opportunity to see two fine basketball teams. Both teams displayed sharp shooting, tenacious defense, and tough rebounding. The Hawks came out on top by slim margins in two of the three periods of play, but overall the scrimmage was a toss-up. It was evident that both the Hartford Hawks and Western New England College possess abundant talent, speed, and depth. A successful year should follow for these two solid basketball teams.

For the first period of play, Coach McCullough played a group consisting of John Seaburg, Vin Kwash, Eddie Dunn, Wayne Augustine, Bob Lehrer, Rich Kuhlbars, and Jay Hecht. This group started slow, but early in the period they began to jell. Led by Bob "Moose" Lehrer and Vin Kwash, Hartford overcame some early turnovers, took command, and finally prevailed. The Hawks controlled the boards against generally taller opponents and made good use of the fast break. Lehrer was high scorer for the period. Western New England showed good passing, shooting, and all-around hustle.

The second period matched the Hartford team of Gwozdz, Coady, Busse, Burnelle, Franciose, Driscoll, Turek, Berger, and "Cyclone" Ramsdell against the big, fast, and talented Western New England

squad. The players used by Western New England in this period were obviously their first-stringers, and it was easy to see how they were able to compile their excellent record of last season. Hartford played very good defense, although they were hurt by their inability to cover the fast-break. The Hawks rebounded well and generally displayed good shooting. Dave Burnelle was consistent from the outside and was adept at coming up with the loose ball. However, this was not enough as Western New England came out on top by a slim margin.

In the final period both coaches substituted frequently, using their entire squads. The lead changed hands often and the emotions of the players mounted. The fierce competition was marred by a brief altercation midway in the period. However, order prevailed and so did the Hawks.

Coach McCullough was pleased with the scrimmage, but declined to make any predictions concerning starting assignments. He pointed out once again the problems he has had deciding on a starting unit. It has taken time, but the players have begun to function as a team. This, Coach McCullough feels, is the key to the season, and further improvement is needed in this area.

Editor's Note: Don't forget the scrimmage at Wesleyan University on November 16th, and the intersquad scrimmage at the gym on November 22 at 3 p.m. Get out and support your team.

## Intramural Review

by Jim Donnelly

**HOWOOD HOUSE vs INCUMBENTS**  
The decisive game between the league leading Incumbents and contending Howood House, certainly lived up to its billing.

The Incumbents paced by the combination of Don Bateson to Bill Dokas, came on strong in the first half, leading at intermission 6-0. However, Ed Dunns' Howood House crew were not to be denied a chance. They came roaring back with a quick touchdown from Alan Kaplan to Mike Crystal. But the Incumbents scored again as Bateson tossed to Steve Provo for six points to give the Incumbents a 12-6 lead. Once again QB Kaplan rose to the occasion by firing a TD pass to Lennie Bass to tie the score. The extra point attempt was good and Howood House gained a firm grasp on this year's independent league crown. Howood House 13 Incumbents 12

HUDSON ST. BOYS vs HOG RIVER HOGS  
Hog River won by forfeit.

### INTRAMURAL SCHEDULE FIELD NO. 1 Campus Center

THURSDAY, NOV. 14  
11:20 TEP vs. Lambda Phi Alpha  
12:00 Theta Chi vs Pi Lambda Phi  
TUESDAY, NOV. 19  
11:20 Theta Chi vs PSK  
12:00 TKE vs TEP

### FIELD NO. 2 Music School

THURSDAY, NOV. 14  
11:20 TKE vs SAM  
12:00 Independent League  
Playoff (If necessary)  
TUESDAY, NOV. 19  
11:20 ZBT vs SAM  
12:00 Independent League  
Playoff (If necessary)

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and well  
in  
Argentina



LILIES

# Soccer Season Ends 2-1

by Russ Pottle

The soccer team ended its season last Wednesday by dropping its second heartbreaker in a row. This time the opponent was Holy Cross and the Crusaders were lucky to escape with the win.

The Hawks struck first and for a while, they led at the half. But the men from Worcester were not to be denied as they came up with two second half goals to spirit away the victory.

The defeat was made even more bitter by the fact that it followed so closely the hard-fought 1-0 Homecoming loss to Lowell Tech.

In the first period the teams appeared to be pretty fairly matched as they each controlled the ball an equal amount of time. Holy Cross appeared to be playing a little lacksadaisically which might have meant that they underestimated our Hawks.

In the second period the Crusaders opened with an offensive flourish, but tough goal keeping by Bill Slivinsky kept them from the score board. Our booters' defense was tough as usual, but, as has been the case all season, the offense couldn't get untracked.

As the period continued, however, the home team began giving the Holy Cross defense a little exercise. Hartford Captain Tom Hurd had a good shot on goal, but

Crusader goalie Fran Sabbone was there. Both teams were exchanging shots now and it was only a matter of time until one fell in the nets.

Finally, the extra offensive practice that the Hawks had put in the past week payed off when Todd Beall found the range. The score came when Beall took a fine centering pass from Frank Luena in front of the goal and drilled the shot home. This made the score 1-0 in favor of the Hawks. Luena was credited with an assist on the goal.

Following the score, the men in red worked hard in an effort to put an insurance goal on the scoreboard.

The Hawks barely escaped serious injury when Slivinsky and Hurd collided headon while making a desperate defensive effort to avert a score. Fortunately neither was seriously hurt, but Hurd had to come out for a breather.

The half ended with Holy Cross threatening but the Hartford defense holding.

The Crusaders came out flying in the third period and controlling play for most of the time. The Hawk defense held until late in the period when Crusader forward Steve Duggan scored and knotted the match at 1-1. The goal came after a pass in by Mike Paul,

who was awarded an assist on the play.

Holy Cross was on the move now and was getting some good shots on goal. But Hartford goalie Bill Slivinsky was everywhere and the period ended in a 1-1 deadlock.

The final quarter found the play becoming rougher as each team had its sights set on the win.

The final score came early in the period when Holy Cross' Steve Flowers scored following a shot which a Hawk defender had partially deflected. Flowers' shot barely found its way under a diving Slivinsky.

At this point the Hawks put on their final sustained assault of the day. It almost culminated in a score, but Frank Luena's head shot hit the crossbar and bounced out.

For the rest of the match the ball kept switching hands with neither team definitely in control. The Hawks were desperate for a final score, but the fine Holy Cross defense led by Crusader Captain Bob McGee kept them out until the buzzer sounded.

The contest was also the final match of the season for Holy Cross and left their record at 4-8-2.

And as for Coach Lomaglio's boys? Well...Wait Till Next Year!



## Table Tennis Winners

Table tennis winners—tournament sponsored by Recreation Committee of the Activities Commission on October 14-16

1. Singles winner: Bill Morabiatto
2. Singles runnerup: John DiPrato
3. Doubles Champions: John DiPrato and Sabastian Ragno.

They will all represent UH in regionals to be held at Holy Cross February, 1969.

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