

# Ivy Queen Chosen

On Thursday Oct. 29, the Inter-Fraternity Council of Sacred Heart University presented the Ivy Weekend Queen Pageant. The candidates were as follows: Linda Cubbellotti, sponsored by the Class of 71; Jackie Ferrace, Class of 72; Beatrice Carter, Class of 73; Marion Robbins, Class of 74; Mary Ellen Smith, Athletic Association; Sidnee Peters, Black Student Union; Linda Piccolo, Beta Delta Phi Sorority; Mary-Ann Weston, Black Heritage Organization; Joyce Santo Delta, Phi Omega Fraternity; Ann Ottoman, Kreuzfahrer Fraternity; Andrea Januzzi, Phi Delta Fraternity;

Carole Christy, Pi Sigma Phi Sorority; Julie Borowiec, Sigma Eta Upsilon Fraternity; Kathy Dunn, Sigma Phi Kappa Fraternity; Marguerita Devilliers, Sigma Psi Delta Fraternity; Deborah Kolcun, Sigma Tau Omega Fraternity.

Judging the contest were Mrs. Ann Brignolo Hourcle, Mrs. Valerie Arthur, Mrs. Edward Winston, Atty. Thomas Barrett, and Mrs. Patricia Bellini. Presiding as master of ceremonies was Michael Kinney, assisted by Marguerite Oze as commentator.

The program opened with the introduction of the contestants modeling sportswear. The

candidates were then asked informal questions. After the informal session of the program, the girls retired and returned wearing evening gowns. After a short intermission the four finalists were announced. The four finalists, Beatrice Carter, Joyce Santo, Andrea Januzzi, and Marguerita Devilliers were then asked formal questions. The questions were based on current political issues. After a short conference the judges named as third runner-up Beatrice Carter, and first runner-up Joyce Santo. Andrea Januzzi was chosen Sacred Heart's Ivy Weekend Queen.



## Jazz Trombonist Visits WSHU

One of the most well known jazz figures in the Southern Connecticut area, Dom "Sonny" Costanzo, appeared on WSHU-FM last week. In an in depth interview on the radio show "This is Jazz," Mr. Costanzo told of the effects of jazz on pop music. "The influence of jazz on the rock music scene has produced one of the most exciting musical sounds ever. There has also been a great rock influence on jazz. All the big bands are using fender basses and electric guitars and almost all the rock bands are using horns - and very creative jazz horn players!"

"The one thing the young musicians today do not experience," he went on to say, "is the sensation of being on the road with a big band. The experience is one of total involvement in music. All you do is play and play and practice and then play some more."

Mr. Costanzo, as well as being a creative and proficient trombonist, is the founder of the Quinnipiac Jazz Festival. The festival has gone from merely a good idea to the national limelight in only three years. Mr. Costanzo, Instructor in Music at Housatonic Community College

is a graduate of Hartt College of Music. He is a professional musician who has played with the bands of Les and Larry Elgart, Kai Winding, Thad Jones-Mel Lewis, and Woody Herman. He is presently with the Clark Terry Orchestra. He is also musical contractor and conductor for the Oakdale Musical Theater and State Chairman of the National Association of Jazz Educators.

He is best known on the Sacred Heart University Campus for the "Jazz For Peace Concert" held here last April 15. He said, "The students here at Sacred Heart are one of the finest audiences we have played for. I am quite impressed with the Campus, the student-run radio station and the music program here. Mr. Leland Roberts has certainly done a fabulous job with the community-university chamber orchestra and chorus!"

The Quinnipiac Jazz Ensemble has just come out with a recording that was done by Crest Records. Currently, there are two students from Sacred Heart involved with the Jazz Ensemble and they are allowed to participate free of charge.

## Reflections

By SPYDER

"You have fifteen minutes to disperse this demonstration or you will be expelled from this university." Heavy, straight-forward, hardline approach, right? The words are Father Hesburgh's, the president of Notre Dame University, and President Nixon thought that this was the admirable approach. Consequently, Father Hesburgh was

appointed to head a study committee that was to investigate Civil Rights enforcement by the government. It appeared, at least on the surface to be the safest appointment ever made. But then again, appearances can be deceiving. The President in his usual fashion had failed to check out Father Hesburgh in depth for if he had, he surely would not have appointed him. Father Hesburgh has a reputation for telling it straight from the shoulder regardless of the consequences, as the loser from Whittier found out when the report was submitted to the White House just prior to the election.

The report deals with the Federal Civil Rights enforcement attempts, or, rather, the lack thereof. Being a study in depth, it investigates the entire group of enforcement agencies of the executive branch which are in any way connected with Civil Rights

(Continued on page 2)

# the obelisk

Vol. IX, No. 4

Sacred Heart University

Nov. 19, 1970

## Bishop Curtis

### An Interview

**Editor's Note:** The following is an interview with Bishop Walter W. Curtis on SHU, and on issues facing the Catholic Church today.

**Obelisk:** It seems to us that Sacred Heart has not been receiving financial aid from the diocese? Why is this so?

**Bishop Curtis:** Sacred Heart was never intended to be subsidized by the diocese. Sacred Heart is administered by lay people and therefore it is their job to carry the financial burden of the school. The diocese did make the grounds and the building available to the University but the Lay administrators must set up their own financial state.

**Obelisk:** What do you feel are the prospects of our winning the law suit that is in court, right now?

**Bishop Curtis:** The central point of the law suit is government money being spent to serve a public utility-whether it is Catholic or not. The money we received from the federal government was used for a public utility, the library. Therefore we feel we have the right under the constitution to obtain federal funds.

**Obelisk:** Last year the New Majority for Peace was set by students in response to a political controversy. How do you feel about S.H.U.'s taking part in politics?

**Bishop Curtis:** I heard about the New Majority for Peace but, I was unable to get to know the people involved or what they represented. I, personally, don't feel that the New Majority for Peace voiced the majority opinion of the students. I think the only organization that is a representative voice of Sacred Heart is the Senate. Some people feel that all war is immoral. I, myself, feel that these people are sincere, but I don't feel that all war is immoral. I am hopeful that there will be a World Organization that will be able to maintain peace. To me, the Viet Nam War is not an immoral war.

**Obelisk:** Do you feel that the Catholic Church should make public an opinion on the war?

**Bishop Curtis:** The Vatican

Council brought all the great minds of the Church together and they never came up with the statement that all war is immoral. The key to this whole issue is the absence of a world organization capable of keeping peace. If we didn't have a police force we would have to protect ourselves. There must be a world organization capable of keeping peace. There must be a world organization that can protect the weaker nations.

**Obelisk:** There seems to be a consensus that many people are leaving the Church. What effect does this have on the Church?

**Bishop Curtis:** I don't know. It depends on whether it's the truth, or whether this tendency will go on for a long time. I think we'd need a prophet to predict the future.

We have to work—Work with people who have different views and try to unify these views. It won't happen by itself. It must be done by us.

**Obelisk:** Christianity should be open to new ideas. With this as a basis, do you feel Sacred Heart should become an open university?

**Bishop Curtis:** This was certainly not the original idea of the University. Christianity is used as a wide term and people interpret it in different ways. But you can't let Christianity become so vague and indeterminate that you can formulate anything from it. You can't expect the Church to take the side of view-point. If there is worth in a minority viewpoint, then it will show itself and only then will it be acted upon.

**Obelisk:** Do you feel that the Church should take a more definite stand on moral issues?

**Bishop Curtis:** The basic problem is that the Moral teachers in the Church have to face the living issues. Racism, for example, must be overcome. The church has introduced programs into schools to educate students on this problem, and we are hopeful that this will bring about a change. As for Sex Education,

American bishops have introduced sex education into grammar and high school curriculum. But there is much opposition to this, and this opposition makes it hard to conduct the courses. We can't control schools. As a Catholic university we have a moral stance against birth control-therfore we are unable to hand out contraceptives. Some students feel that free love is right, but its not the University's job to offer people the opportunity for free love. A Catholic university must be based on its moral stance.

**Obelisk:** What is your opinion of the Synod?

**Bishop Curtis:** It is the great hope of the Church. My diocese through the Synod will be able to get the whole Church involved in creating lives for the future. We are not the first to have a Synod but it seems to me the best way for the Church to improve itself.

**Obelisk:** Do you think that S.H.U. needs a student center?

**Bishop Curtis:** S.H.U. should be as big as it needs to be. The library was first on the list. The student center was second. We must now be concerned with raising money for the center. I feel that the law suit will be settled in our favor, and therefore this will set a precedence for the granting of governmental funds. Also there is a financial condition in this area, and until this is overcome we must move cautiously.

A schedule of campus recruiting visits for this semester has been announced by William F. Grant, Director of Placement.

Nov. 17th

19th

23rd

Dec. 2nd

3rd

4th-9a.m.

7th

8th

11th

Interested seniors who wish to discuss career possibilities with representatives of the above organizations should sign the interview schedule in the Placement Office.

Raybestos  
Aetna Life & Casualty Company  
Haskins & Sells  
Peat, Marwick, Mitchell & Company  
Civil Service Career Day  
Federal Service Entrance Exam  
(Library Lecture Hall)  
Price Waterhouse  
Defense Contract Audit Agency  
Arthur Young & Company

christina m. hunziker  
raymond p. spaziani  
cheryl diehl  
nick tetreault

obelisk

co-editors in chief  
copy editor  
photography editor

contributors to this issue: rick abbate, charlie brennan, d.w. brodeur,  
sue chiefskey, tony d'aniello, nelson j. smith, III., spyder, tim wilson.

thanks to dick tino for all kinds of help.

the obelisk publishes every three weeks when possible.

the opinions expressed in the obelisk are not necessarily those of the administration, faculty, or student body.

our office is g5, student activities center. our phone is 374-9441, ext. 246.

free-lance articles will be considered for publication by the editors of the obelisk.

# Editorial

## Obelisk Objectivity

The Obelisk has been the subject of many allegations as to its objectivity in reporting the news. We feel that a response is called for at this time.

The Obelisk subscribes to the United States Student Press Association's Student Publications Standards. These standards very clearly point out the freedoms and responsibilities of the student press. An important point is that a college newspaper is a student publication. Essentially, all controls should be internal, imposed by the editors upon themselves. No one outside of the student staff has creative control over the newspaper.

Within this wide range of freedom, there are certain responsibilities. The student press must maintain the highest standards of accuracy, truthfulness, and fairness. Personal bias, vested interests, or editorial policy must not dictate or influence the writing, placement, or length of news stories. Finally, the student press must provide an open forum for unfettered expression of opinion, including those opinions differing from editorial policy. Such expressions must not be edited so as to distort or disparage the opinion.

The Obelisk believes that it has conformed to these standards. News stories have been reported along careful, objective lines, using all available material. There has never been an attempt to slant the news to fit any opinion of the editorial board.

Regarding features, the Obelisk has never prevented anyone from submitting an article differing in opinion from that of the editors. In fact, articles of this nature have been actively solicited. If anything, the Obelisk desires as wide a participation on the part of the University Community as possible.

The staff is always open to new members. We can only work with the people who volunteer to be staff members. Anyone who feels that he cannot devote this much time to the newspaper is invited to submit free-lance articles. These articles will be considered for publication by the same standards governing articles by the staff.

Editorials, such as this one, generally represent the opinion of the entire editorial board. Initials are provided for the identification of the individual editor. The editorial page is the place where strong expression of opinion is encouraged on the part of the editorial board. Response to these opinions by any member of the University Community is welcomed.

To conclude, the Obelisk believes that it has not deviated from the standards quoted above. Obviously, a newspaper which appears so infrequently must select its stories regarding relevance. Also, length must be controlled because of space limitations, due to budgetary concerns. However, editorial bias plays no role in these decisions.

C.M.H.

## LETTER TO THE EDITOR

### TO THE EDITOR:

One is amazed at the utter tastelessness of the Obelisk, a newspaper which has a well developed talent for saying nothing. This so called "newspaper" has degenerated, if it's possible, to a new low. It has become nothing but a slough for pubescent pedants to wallow in; the paper reeks with liberal jargon, pompously twisted euphuisms, and redundant attacks upon the principles and philosophy which most Americans believe in. Using a handful of hollow epithets, a tin-cup full of liberal platitudes, and an assorted bag of tricks the Obelisk is able to turn out its swill every two weeks.

The shoddy amateurism and transparent philosophy of the "Peace-Now" editorial calling for some kind of instant peace sounds more like the incoherent irrationalism of a child than the thinking of a college student. The Obelisk is completely out of touch with Main Street U.S.A.

Another odd feature was the article written by Mr. Castracane, who in making an analogy to Hitler, wonders if "Cambodia will become Nixon's Sudetenland." Obviously the author doesn't read history books; obviously he is politically naive; and obviously he distorts and gives half-truths to fit his own ends. Mr. Castracane is also a moralist, his moral pronouncements have the same credibility as his historical observations. His concern is "Why four students (were) killed for dissent."

Meaning that as long as someone cloaks himself in the guise of dissent all should be forgiven. Well, Mr. Castracane, when students haven't developed the common sense to leave an area under military siege (that siege being cause by the animals who destroyed the R.O.T.C. building and ran wild through the city for three nights) then they should accept the consequences of their stupidity. Instead of indicting Mr. Nixon one should condemn the barbaric revolutionaries and jackass professors who encouraged the riot.

After reading the Obelisk one wonders if it would be possible to put it out of its collective misery. It suffers from elephantiasis of the head, ie. small minds and large egos. The most impressive features of the paper were the interviews with the administration and the letters to the editor by Messers, Nirschel and Zukowski.

I also wonder, Mr. Nirschel, why the Obelisk office walls are stained with violent destructive posters that praise the imbecility and destructiveness of the left. One hopes a newspaper office could go beyond self-indulgence and maudlin hysteria of honoring the enemies of America.

And yes, Mr. Zukowski, freshmen orientation does give one the idea that "spaghetti dinners" and "arid speeches" are the top priorities of the faculty members who spoke that day. But don't you

see that "orientation" is exactly what they are trying to do. They preach "free thinking" but it's only free when it corresponds to their anemic visions of Utopia.

One is certainly tired of the incoherence and ego-mania which the Obelisk suffers from. It's a matter of the Silent Majority on campus waking up to denounce this Insignificant Minority. Most people are tired of these liberal yawpings and their systematic attacks upon America. After all, liberalism is the reductio ad absurdum of liberty itself.

I was certainly unimpressed by that ridiculous cartoon and the incredulous innuendoes directed against the President and Vice-President. Perhaps if these editors had one-tenth the eloquence, civility, and communicability of Mr. Agnew we might be persuaded to listen to their views. One would certainly like to clean up the Obelisk, if DDT isn't practical, then a blank paper would be better than one stained with cheap ink and cheaper rhetoric.

They are concerned with the hows and whys of the Peace Movement's Death. Let me pass an elegy. It died in its own irrationalism, it died because its intelligence went bankrupt, it was poisoned with its own venom, and most fittingly it died because the Silent Majority has awakened.

Joseph Detmer

(Continued from page 1)

## Reflections

enforcement. Believe it or not, there are no less than forty-eight such agencies in this fine land of bureaucracy. The fact that a study of this kind should be needed at all is ironic and tragic when one remembers all the legal attempts at social equality since 1863. "... of the people, by the people and for the people. ..."

Yeah, you're right. Bull-bleep. The conclusions of the report lay the blame at the doorstep of the Administration and that must have been like missing the fourth quarter, game-winning field goal for the loser, from Whittier. Father Hesburgh was supposed to come out and say "what's right with Amerika" but instead he lays the blame on forty-eight executive branch agencies for failing to provide leadership in a country so badly in need of it. Very few knowledgeable people were surprised and, needless to say, the White House was dumbstruck. The categorical list of failure starts at the Presidency and marches relentlessly downward, raising flak every inch of the way. A nice, straight-forward, heavy, hardline approach that makes me chuckle.

But, for the Administration, there was a happy ending. They declared that the report could not be released before November 15th though it was ready for print

before the end of October. Though it is being printed by the Gov't its nearly twelve-hundred pages will cost \$8.95. Its printing will be limited to one thousand copies, which is unheard of, and will be available only to members of Congress, and only upon request. It's rather obvious that this report will have a little trouble seeing the light of day. In contrast, the House Internal Security Committee's blacklist required a court order to stop its publication.

The episode points out one thing regardless of whether the report ever gets out of its early grave. This Administration does not tell all nor does it have any intention to tell all. It attacks, destroys or represses whatever it finds critical of itself or its policies. Regardless of political bent, the Administration does not have the right to deny information to the people it serves and the fact that the Administration serves the people seems to have eluded the loser from Whittier and the rest of his political circle, Mitchell, Harlow, Haldeman, et al. To bury a report because it paints something less than a technicolor picture of the Administration is not to provide leadership. Any report written by a commission funded by the government is the property of the people that Gov't

serves, and the government of Nixon has a duty to make that report available to all the people.

The thing that keeps bothering me is that I can remember way back in 1968 the loser from Whittier saying "Bring us together again." Regrettably, it does not appear that the loser from Whittier has any intention, nor is capable, of bringing anyone but the White House clique together again. I guess one could hardly expect a political opportunist to do other than he is doing. Should, however, my cynicism be unwarranted, Civil Rights enforcement would be an excellent place for these apparently second rate people to "Bring us together again" and start supplying the leadership they should have been supplying all along.

"Surely, no one knows where justice will strike next."

The Beastly Beatitudes of  
Balthazar B,  
—J.P. Donleavy

Millard

Lives!

## "Ignorance"

By CHARLIE BRENNAN

Far be it from me to criticize or condemn any aspect of education in the world, but we seem to be leaving out a major art form in today's curriculum. It is perhaps the most exercised art in the world today and from the way some people use it so ably and with such precision, it must take years of practice and education. I will never understand how the people of the world could completely deprive themselves of the full understanding and beauty that this art has brought to us since man first carved pictures on cave walls. This art has come into full bloom in the twentieth century in a colorful array never witnessed in history.

This art that it took generations to perfect is that of ignorance — the art of total and abstract ignorance. To give examples of it is rather hard for the simple reason that there are so many good ones.

Here are a few pointers if you want to be totally and abstractly ignorant along with the best of the beautiful people . . .

At the end of the 10 points you will find a rating chart.

1. Wear a construction helmet to school.
2. Sew a flag on the seat of your pants.
3. Be upset because someone sews a flag on the seat of his pants.
4. Be upset because someone wears a construction helmet to school.
5. Let this article upset you.
6. Blow up a branch of The Bank of America on acid or off acid.
7. Feel that peace will come from a march on Washington.
8. Feel that marches on Washington are a Communist conspiracy.
9. Feel positive that the thoughts of Mao are the greatest poetry of all time.
10. Feel positive that Ho Chi Minh is burning in hell this very moment.

11. Feel that inflation is the Republicans' fault.

12. Feel that inflation is the Democrats' fault.

13. Feel that the solution to our problems is repression or violent revolution.

14. Take your car to an ecology day parade.

**RATING . . .** If you realized that there were two points more than ten (12 because 10-2-12), then there is hope for you.

Up to this point I have treated the concept of ignorance in a rather light manner, but actually it is a deadly problem that is one of the causes for much of our division. Perhaps we can define ignorance in this manner: Ignorance is a lack of understanding of why someone does something. So to feel that the reason our nation is fighting in Asia is for the joy of waging war is ignorant, or on the other hand to say that if we bring the boys home, America will lose face, is ignorant.

The important thing to remember about ignorance is that all of US are guilty of it. Whether it be smashing a bottle on the beach or bombing a building, these actions stem from ignorance — the former from a lack of understanding what we are doing and the latter from a misunderstanding of symbolism.

The sad thing about ignorance is that too often it sets people whose goals are the same against each other.

Have any of us sat down and wondered what caused the materialism that we see rampant today. On the other hand how many parents have actually tried to understand that youth rejects the standards of age. Too often parents have been brainwashed into thinking that they can't understand their children and vice versa. We have allowed ourselves to be convinced that we live in a system that cannot be made better when any person can see that the problem is many of the people

(Continued on page 6)



# Psychology At SHU

By D.W. Brodeur

Why do people blush? How do schizophrenics think? Why do I seem to forget most of what I learn? Are genius and insanity related? Does man have two brains? Questions such as these lead to numerous hours of interesting reading and discussion for psychology students. The questions begin in Ps 101, the first course in psychology, and they continue throughout all of the courses offered by the Psychology Department. Sometimes the answers are found; often, more

questions are generated. Psychology, the science of behavior, is varied, complex, demanding, interdisciplinary, frustrating, and fascinating. It offers challenges and rewards for the person who is willing to search for answers to the questions we all have concerning behavior.

It often comes as a surprise to many individuals to learn that psychologists do more than treat "people with problems." Approximately thirty-nine per cent of psychologists do practice clinical or counseling psychology. However, many other forms

of work make up the professional activities of psychologists. For example, psychologists will be found in the planning and coordination of preschool enrichment programs, participating in model cities programs, designing complex man-machine systems, working in personnel selection, working in the field of consumer motivation, and investigating the manner in which the human nervous system processes sensory information, etc., etc. Job opportunities are as varied as the subject matter of psychology itself.

The objectives of the psychology major at SHU are to expose students to the scope of psychology, to provide a frame of reference for critically evaluating articles and books with psychological content, and to equip the student with some understanding of his own behavior and that of others. In order to attain these objectives, the Psychology Department offers a broad spectrum of required and elective courses including seminars, independent laboratory research, and field experience in hospitals, rehabilitation centers, and other off-campus institutional settings. The course work is designed to present both the scientific and humanistic aspects of psychology, while the field experience enables the student to experience "psychology in action", and perhaps find the beginnings of a career.

Traditionally, a bachelor's degree in psychology has not been considered sufficient for a career in psychology. However, educational requirements for a career in any field change as the needs for specialized services change. We are entering an era of services to people and the need for mental health technicians, social workers, and psychological aides, etc., will become greater. These positions, which involve the dispensing of psychological services, will probably be filled by people possessing a bachelor's degree and some on-the-job training.

The student interested in becoming a psychologist should expect to obtain at least a master's degree and preferably a doctorate. This would take from two to four or five years of graduate work, some supervised practical experience and/or a thesis based upon original research project. Depending upon one's field of specialization in graduate school, positions are available in education, clinical, counseling, industrial, engineering, and consumer psychology, to mention just a few. Employers include colleges and universities, school systems, hospitals, local, state, and federal government agencies, the military, private industry and business, and, of course, self employment.

To major in psychology at the undergraduate level does not necessarily mean that one must plan to work in some area of psychology upon graduation. The knowledge obtained as one pursues a major in psychology will be found useful in day-to-day living, regardless of one's occupation or status in life. It permeates our homes, our jobs, our churches, our communities, and our society... everything we do, everywhere we go.

An open invitation is extended to anyone interested in obtaining more information on careers in psychology or on the psychology program at SHU. Simply come to the Psychology Lab in N-102 and meet the students and faculty of the department.

## Into the Jazz Thing

(Spaziani)

One of the most exciting sounds in the world of jazz is that of the Oliver Nelson Sextet. Nelson is one of the finest writers in or out of jazz. The group which he put together with Eric Dolphy on alto and flute, Freddie Hubbard on trumpet, George Barrow, on Baritone saxophone, Bill Evans on Piano and Paul Chambers on bass with Roy Haynes on Drums, became one of the most exciting and influential in jazz even though it was quite short-lived. Nelson wrote for the group and played tenor sax. His writing, his playing, and his sensitive musical awareness made the group quite popular on the campus scene.

One of the most well known albums the group made is called *Oliver Nelson—The Blues and the Abstract Truth*. The album is on the Impulse label and the music on the album is more well known than the album itself.

Side one begins with a tune called *Stolen Moments*. Nelson wrote this tune in 1960 but its sound is almost too modern for today. It is basically blues in C minor but it consists of three basic ideas that extend the blues form. The divisions within the tune come out to be 8 bars, 6 bars and 2 bars. The solo work is done in 12 bar blues for contrast. Eric Dolphy plays a flute solo that is just too much to believe.

*Hoe-Down* is the next selection and it is one of the most interesting tunes on the album. It is raw 4 bar excitement. Freddie Hubbard wails up a storm on this tune and it becomes a stomping, wailing affair. Eric Dolphy plays a freaky alto solo and the tune ends with the first four bars of the tune becoming the last four bars. "This serves as kind of an arc to unify and tie the whole piece together."

*Cascades* is next. Nelson got the idea for the tune from a saxophone exercise he wrote in college. He took the original 32 bars and molded them into 56. He

did this to accommodate "all the things that seemed to lend themselves naturally for further musical expansion." This tune becomes a vehicle for Freddie Hubbard and pianist Bill Evans. Its strange and creative musical context make it exciting and different.

Opening the B side of the album is a tune called *Yearnin'* and is a blues in C major with only minor modifications. An "amen" cadence starts that is rather different and interesting. Eric Dolphy wails up a storm and so does Bill Evans.

Butch and Butch is the next tune and it is in the exciting and creative Nelson tradition. The solo work is outstanding and the melody line is really groovy. It is kind of a Hard Bop tune with a broad melody line and musical facility is at its best.

*Teenie's Blues* rounds out the album. The underlying harmony line is limited to three changes. It is a traditional blues thing with a good moving tempo and Nelson's creative melodic genius. The solo work proves how great jazz can inspire. Dolphy plays the first solo and within it he hits upon a riff that Nelson picks up in his solo. Bill Evans takes the same riff and interprets it his way. The whole is ended by a wild bass solo by Paul Chambers. This is a true demonstration of explosive and spontaneous melodic genius that only the great jazz musician can exhibit.

Nelson said, "Classical music of the 19th Century, and contemporary music of our own 20th Century brought about the need for adopting a different perspective in order to create music that was meaningful and vital. This was done in many ways, numerous and complicated. To be successful in both classical music and in present-day jazz is to let the musical ideas determine the form and shape of a musical composition." This is certainly done by Nelson in *Blues and The Abstract Truth*. Its a magical trip on a jazz odyssey and indeed, a wailing affair.

## On The Air

By John McGuire

WSHU fm.'s two faculty advisors, Mr. Luongo and Dr. Smith now have their own programs. Dr. Smith's program, "Pop Goes The Culture," deals with the pop cultures of the world. On one of his recent programs he dealt with the pop culture of the South and he went into, among other things, the music of the South from the Delta Blues type to the "Hillbilly" music. And on future programs he will get into more pop cultures. His program can be heard every Friday afternoon from 5:05 to 5:30. Mr. Luongo's program, "Day Book," can be heard every day from 1:05 to 1:30 pm. On his program he reviews plays, movies and books. Also he has poetry readings and raps with people from S.H.U. and outside school on topics of interest to everybody. Both of these programs are engineered by George Lombardi of whom it has been said, "without George the station would practically fall apart" and to a certain extent this is true.

We also have some excellent special programs hosted by student staff members. They are "America Sings" hosted by Joe Barcas where Joe plays the best in folk, and as Joe puts it, "raps with the people." Ray Spaziani also hosts a show called, "This Is Jazz" and as the name implies it is indeed Jazz that is played and the best of it, along with some

knowledgeable comments on the subject. A third special program is "Showcase Of Stars," hosted by Carl Rossi. Carl spotlights a group or single artist, in the rock field, and does a well-organized program on the group or single artist. "The Contemporary Scene," hosted by Roy Worman, provides probing glances at the new emerging rock groups like Poco, Zoo, East Bay Grease and many many more. These programs aren't the only good things happening at WSHU, for you can hear most of the good sounds of today and some of the sounds of tomorrow over your college radio station. And while we are on the subject of sound, our music department, headed by Carl Rossi and his music advisors Joe Barcas, Brien Loughran, Roy Worman and newly elected member Ron Capozziello, has worked up a format for the disc jockies to follow. New arrivals in the WSHU record library include, "Super Rock," (a double album with many songs of various groups on it) "Brother Lover Salvation Show" by Neil Diamond, "Get Yer Ya Ya's Out" by the Stones, "Vehicle" by the Ides of March, "The Best of Peter Paul and Mary," "After The Gold Rush" by Neil Young—these are just a few of the many albums we receive at the station, and we also receive many fourty-fives as well.

## From The Driver's Seat

By Rick Abbate

**FREE BALLOONS!** That's right ladies and gentlemen with the purchase of every new 1973 automobile you will receive free (well not really free, the cost will be added to the sticker price) yes free, five (5) extra large balloons. Two will be located in the front dash board and the other three will be mounted in the seat backs for the rear seat passengers.

Since you boobs can't wear your seatbelts for fear of wrinkling your new suit Uncle Sam's Department of Transportation (DOT) has ordered all auto makers to install in the 1973 models passive restraining systems. They're called passive because you won't have any active part in their deployment. Just think, you can sit back in your Strato-Comfort Seats and run your car into anything you want and the great big gas bags will blossom forth to cushion and protect you from harm. That's about where the passivity ends. Each balloon is inflated in three-fifths of a second by the equivalent of a thirty-three shotgun shell. Each of the five "shot-gun shells" is triggered by any impact from any direction of more than five miles per hour.

Let's imagine it's \$975 and your driving along in your '73 Slots-mobile. Your in a parking lot and you bump into another car at six mph. BOOM, BOOM, BOOM, BOOM, BOOM!! your passive restraint system has just deployed. Wonderful isn't it. Except that the pipe you were smoking is now sticking out of the new hole in the back of your head and your two year old son has just been thrown through the rear window by the impact. Furthermore if you survive the damage from the pipe every window has been blown out of your car by the air which the balloons have displaced, both the dash board and the front seat backs have been destroyed by the explosion of the "shot-gun shells" and then there's the damage from the collision also.

Ponder this too, maintainance of vehicles being what it is you can't tell whether or not your bags will go off all by themselves when you least expect them to, far from an accident. Imagin having all five bags detonate while you're driving along at sixty on the turnpike in traffic.

The auto makers are opposed to the air bags. They feel that they can come up with a better passive restraint system if they can stop concentrating on the bags. But DOT feels that the bags

(Continued on page 6)

**THE LEGG SHOP**

**PRE-OPENING SPECIAL!**

Our Own  
**DENIMS BELL**  
**\$5.00**

- Free Parking  
Adjoining  
Our Building

WATCH FOR OUR GRAND OPENING SPECIAL

"Be off, you Scoundrel!"  
GO TO  
**THE LEGG SHOP**  
ON MAIN ST. IN BRIDGEPORT  
And get a Pair for yourself for almost  
Nothing! Officer,  
let him go quick."



We Honor  
1410 MAIN ST., BPT. Master Charge &  
OPEN 9 to 5:30 Bank Americard  
FREE PARKING ADJOINING OUR BUILDING

# H a p p e n d i n s g o o s

## Announcements

On November 19, 1970, the Sociology Club of Sacred Heart University will sponsor a speaker at its Club meeting. Brother Al Behm, a member of the Glenmary Missionaries, will address the club concerning the topic of Rural Southern America. Brother Al Behm has been active in organizing volunteer programs and work projects in areas such as North Carolina, West Virginia, Kentucky, and other areas throughout Appalachia. In his discussion, such topics as the attitudes of the poverty pockets, conditions of family life in rural areas in the South, the opportunity for volunteer workers, and the need for concern will be discussed. There will also be a question-answer period.

The members of the Sociology Club extend an invitation to all member of the student body and faculty to attend this discussion. It will be held in the Library Auditorium at 11:00. We especially invite those who are interested in the field of social work in the Appalachian regions of Southern America, and would be interested in spending some time working in Appalachia either this Easter or summer.

Sacred Heart University, in cooperation with D'Elia Travel Agency of Bridgeport, will offer to its students a special vacation trip to Freeport in the Grand Bahama Islands. The date for this trip will be during semester recess beginning Monday, January 11 thru Friday January 15th.

One of the largest and most complete resort hotels, the Kings Inn and Golf Club, has been chosen as the vacation spot. A sensational package deal, costing \$189.00 plus tax and services, includes jet air fare (with Meal), double occupancy hotel room, two meals per day (breakfast and dinner), free golf green fees, tennis (night and day) and several other extras.

For reservations and further information students should contact Mr. William Dean in the Counseling Center, South wing Rm 203. A limited number of spaces for the trip have been set aside for Sacred Heart students and their families.

There will be an open meeting of the Board of Trustees on Thursday, November 19, at 3:00 p.m. in the Library-Lecture Hall.

Under the University Statutes, September, 1970, Part I, Board Organization, Article 1.1, c:

"At the start of each regular meeting of the Board of Trustees, there will be an open period when official representatives of all components of the University may be heard by the Board of Trustees to clarify issues or interests. In order to budget properly the time of the Board, those planning to appear are asked to request a stated period of time and are also asked to submit a summarization of their material, in written form, to the President's office by a date set so that it may be duplicated and distributed to Board members for study prior to the Board meeting. At the open session of the Board designated representatives of the University community may highlight or supplement their previously presented written material, thus avoiding unnecessary repetition and conserving time for Board deliberation."

On November 24, there will be a convocation, at 11:00 a.m. with Quinton Wilkes. Mr. Wilkes' topic will be "The Impact of Psychology on Black Society," dealing with the psycho-history of the Black man. Mr. Wilkes worked on his PhD at Fordham University, and teaches there in the School of Black Studies.

The S.H.U. Mixed League, under the direction of Miss Anger (Phys.-Ed. Dept.), has begun bowling at the Bowl-A-Rama lanes on Main St., Bridgeport. The league bowls at 3:45 P.M. on Thursday afternoons. Teams have already been formed but substitutes are needed; those interested please contact Miss Anger at her office or come down to the lanes on Thursday.

The newly elected league officers are: President - John A. Syc, Vice-President - Edward Hebert, Secretary - Marlene Falot, Treasurer - Dianne Anyzeski.

STAND, Inc., the Lower Naugatuck Valley's place for our young people as well as their parents. STAND is people to talk to when you need to share your problems with someone. STAND is someone to talk to when you are lonely. STAND is people helping people who need people. STAND is at 1 Fifth Street, Derby, Conn. STAND is at 735-9553, from 5 p.m. to midnight, seven nights a week.

Bridgeport as well as other communities is experiencing an educational void between the Spanish-speaking people and the educational system. Their difficulties in coping with the English language has served as a negative factor in their classroom activity. A plea has reached us to involve college students in easing this situation.

Saint Anthony's school is trying to initiate a tutoring program; this program is in desperate need for tutors. The only qualification is a concerned student. Subject areas will be basically English and Math.

The age group varies from grade one to eight. The program is set-up in a one to one relationship. Class programs as well as books will be supplied. All students are invited to participate. This is not a request but a plea.

1. Place: Saint Anthony's School, 100 Colorado Ave., Bridgeport Conn.
2. Time: Any Time Between 5:30 p.m.-8:00 p.m. for 1 hr. to 1½ hrs.
3. Date: Mon., Tues., Wed., Thurs.
4. Qualifications: A concern for children
5. Relationship: One to one (one child to each tutor)
6. Age: Children from grade one to eight
7. Class Programs supplied
8. Please Help!
9. SUBJECT MATTER: BASIC Math & English

## Famed Mathematician Revisits SHU

By DR. R.A. DeVILLIERS,  
Chairman Math Dept.

The most famous of all living mathematicians, Professor Jean A. Dieudonne, visited SHU for the third time on November 13, to open this year's Mathematics Colloquium. Our eminent guest speaker visited our campus in June 1967 and received the first honorary degree awarded by this Institution, and came again in May 1969. This time, the title of his lecture was "What is computing?"

Prof. Dieudonne is the honorary Dean of the College of Science of the University of Nice, a full member of the French Academy and a Cavalier of the Legion of Honor. He was the organizer of the World Congress of Mathematicians that took place in Nice last month and that in the general opinion was the best Congress ever.

He was born in Lille, France, in 1906. At age twenty five he obtained his Ph. D. degree in mathematics working under Prof. Paul Montel, now 92, President of Honor of the World Congress in Nice.

In 1934, as Prof. Dieudonne says, the two most important events of his life took place: he met the charming girl that would

become Mme. Dieudonne - who this time is accompanying him in his trip- and he created the group N. Bourbaki, with the late Jean Delsarte. Through the years, the most outstanding French and foreign mathematicians would collaborate under his inspiration and direction and would publish their work under the pseudonym N. Bourbaki. The collection which thus far consists of thirty one volumes is an axiomatic exposition of the whole of mathematics and is considered the ultimate authority by professional mathematicians. He founded the group Bourbaki, as he says, to give French mathematics its "traditional universality." After the death of H. Poincare, the French school of mathematics had the tendency to specialize in classical analysis (with the exception of E. Cartan and M. Frechet) and was ignorant of the recent developments that in those days renewed Algebra, Topology and Functional Analysis in Germany, Poland and Russia.

Had he not created the group Bourbaki, he would have led a comfortable life "confined within a narrow section of analysis," like many professors, but his scientific curiosity urged him to "learn incessantly" all fields of mathematics, without "specializing" in any one. (Of course, what for others less talented and less humble is a "specialization," for Dieudonne is only general or superficial knowledge).

The creation of the team Bourbaki and its continuous success, would have been enough to secure him a name among the immortals, but in 1960 Prof. Dieudonne started a new work, the Elements of Algebraic Geometry, collaborating with the eminent A. Grothendieck. This collection with nine volumes already published is the other fundamental work of mathematics for which it represents a new departure, but it is understandable only to those updated in mathematics, since as the authors say in the introduction, the reader is expected to know Commutative Algebra, Homological Algebra and the Theory of Sheaves, material so recent that the great majority of living Ph. D.'s never had these courses.

In addition, incredible as it may seem, Prof. Dieudonne is writing a four volume treatise intended to be "for the mathematicians of the 70's" what

(Continued on page 6)

Dig it

**Photographers and other Specimens  
of Mankind, the Prologue Needs**

**Your Help**

**Veneeremos**

Dig it

Dig it

Dig it



# Why Major In English?

**Editor's Note:** The following is the Text of a talk delivered to the Freshman by Nelson J. Smith III, Chairman of SHU's English Department.

By NELSON J. SMITH, III

Most of you already know me, perhaps better than you want to—but don't worry, before the year is out you will know me even better. Also you have heard, several of you more than once, my reasons for adopting television for your rhetoric class. Today I want to make very clear that I deeply regret having to adopt the impersonal television procedure for approaching the teaching of freshman rhetoric.

My regret arises from the fact that our major, the English major, is most profoundly concerned with the human spirit in its fullness of humanity. In this sense the inhumaneness of the machine misrepresents us. The major in English is a profound investigation of man's humanness.

Even in rhetoric, which may seem cut and dried, we attempt to teach the humane art of taking possession of the world in words. In Genesis we are told that the first act of Adam was the naming of the animals, and this is interpreted as dramatizing his taking possession of the Garden of Eden as God's caretaker. And this tale is told with variations in many mythologies.

In rhetoric, then, we invite you to learn how to take charge of your world. We invite you to the most typically human adventure of attempting to render your human experience in the medium of words. We invite you to the experience of attempting to find the ways in which your world and its fullness can be communicated to others. And, above all, we invite you to the heady experience of learning strategies for teaching others how to communicate their world in words. We invite you to the study of rhetoric.

Literature, as every literary lecturer on the women's club circuit will tell you, is the highest expression of the human spirit. Yet, unlike most fatuous cliches, this one happens to be exactly true. Whether we encounter Achilles saluting the courage of Priam of Troy in the last book of *The Iliad* or the outrageously defiant gesture of Hank Stamper in Ken Kesey's *Sometimes A Great Notion*, we are encountering depictions of the power of the human spirit to overcome the constraints of time and place, the power of the human spirit to confront whatever affronts and insults the world may heap upon it and like Albert Camus' Sisyphus smile as he bends his back to roll his stone once more up the hill and the smile of Sisyphus, the contrition of Achilles, and the grisly gesture of Hank Stamper all report the secret that man, despite all the slings and arrows of outrageous fortune, will endure and prevail, as Faulkner said, because of the grandeur of the human spirit. As Ken Kesey's Hank Stamper discovers in *Sometimes A Great Notion*,

For there is always a sanctuary more, a door that can never be forced, whatever the force, a last inviolable stronghold that can never be taken, whatever the attack: your vote can be taken, your name, your innards, even your life, but that last stronghold can only be surrendered. And to surrender it for any reason other than love is to surrender love.

The English major invites you to explore these strongholds of the human spirit.

Even in literary history, whether we encounter blind Homer singing to a half-drunk

collection of thugs or William Shakespeare writing hurriedly to avoid having to leave the excitement of London or Ken Kesey leading the Merry Pranksters through "The electric kool-aid acid test," we are encountering profoundly human individuals in all their humanness. And surging around these figures, the authors, is the profoundly humane pageant of the ages in which they lived and worked, the human ages from which the authors drew the material which they depict for us in their works.

We invite you in the English major to confront the human spirit in all its fullness. And if you have no desire to make a career in teaching and scholarship, we invite you to learn of the human spirit, and to learn how to express your humanness to others, and to learn how to perceive their humanness in their expression. If you know the humanity of others, and if you know how to communicate with that humanness, then you will be fitted for any work you wish to undertake. And it is this humanness which the English major offers you who are not intending to be teachers or scholars.

Your English major requires a three semester survey of literature in English—two semesters of British and one of American. In addition we require a survey of English language study and a short introduction to the greatest of writers in English, William Shakespeare. You can begin your English major in your Sophomore year by electing British survey to meet the core requirement of two semesters of literature. Ideally you should have all your requirements out of the way by the end of your junior year. In addition to your requirements you will round out your minimum program with five elective courses. Of course, we will urge you to take more than the minimum program in order to encounter as much of the humanness of our curriculum as possible.

Humaneness is the keynote of the discipline of English. And it is this which makes me regret the necessity of using the television hardware to teach Freshman Rhetoric. Yet, paradoxically if the program works as planned, the inhumane hardware will teach you the most humane of all crafts, verbal communication. And it is on such paradoxes that the power of the human spirit feeds. The human spirit, then, is the subject of the English major.



## Man of LaMancha Comes To SHU

By TIM WILSON

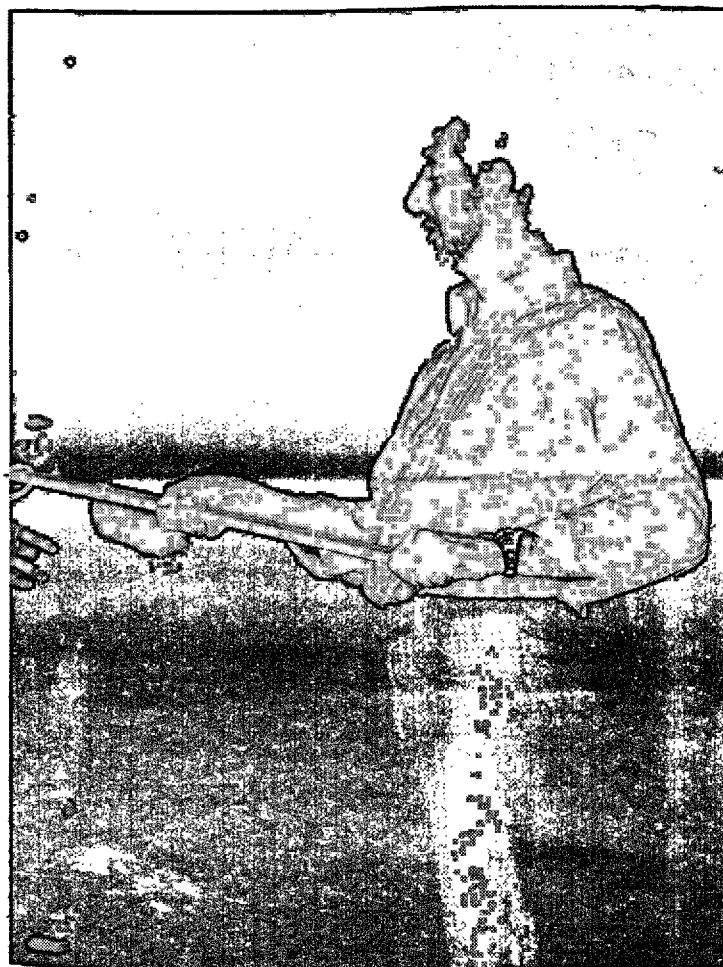
The Drama Department of Sacred Heart University proudly announces that they are the first collegiate theatrical organization to obtain the rights to MAN OF LA MANCHA, which is still running on Broadway after having played more than 2,000 performances. Claude McNeal is directing this large scale production, and he is sure that it will be the most successful presentation of drama in Sacred Heart's history.

Mr. McNeal, noted playwright and director, whose three one act plays entitled, "Things That Almost Happen," now is in rehearsal in New York is working very closely with both Ann Matzek and Leland Roberts, Choreographer and musical director respectively, since the show has twenty-two musical numbers.

MAN OF LA MANCHA which is based on Cervantes' classic novel *Don Quixote* presents an optimistic approach to life which is needed and relevant for us today.

The superb script by Dale Wasserman and the outstanding score with music by Joseph Darion and lyrics by Mitch Leigh won the award for Best Musical in 1966 from the New York Drama Critics Circle.

MAN OF LA MANCHA will open at Sacred Heart University Theater December 3, and will also play on December 4, 5, 10, 11, 12, 17, 18, 19 all performances beginning promptly at 8:30 p.m. Student discounts are available through the Drama office or by calling 374-9441 Ext. 201 or 206.

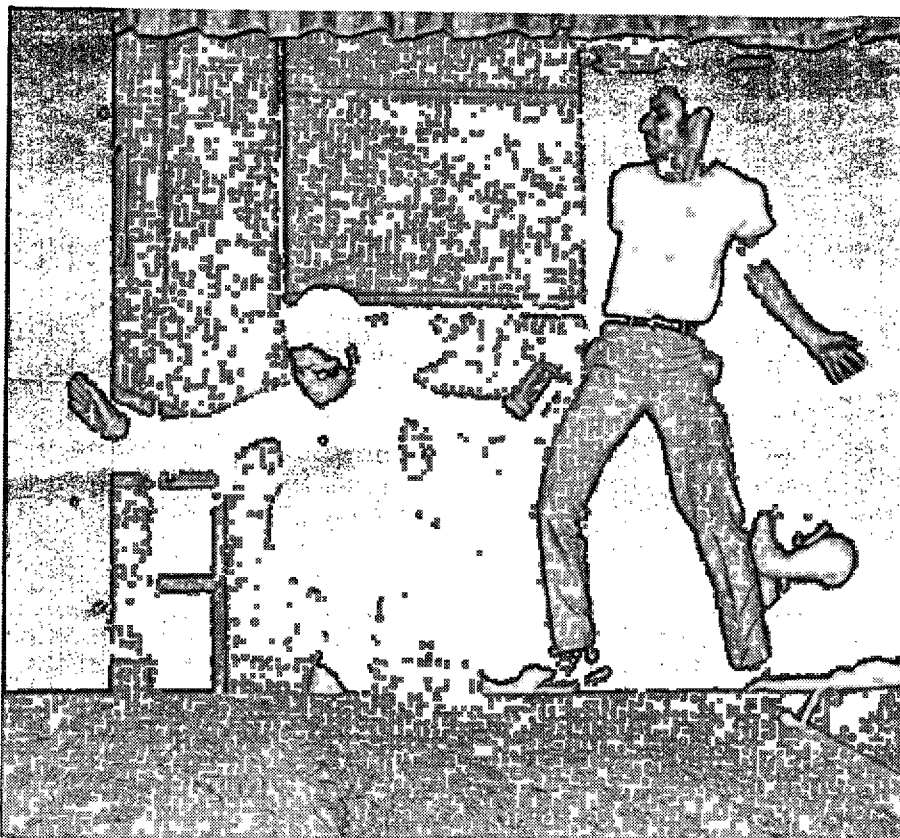


## Pre-Registration

Ends

The

20th



# Pollution

**Editor's Note:** The following articles are an introduction to a series by Tony D'Aniello and Sue Chiefsky on ecology and pollution in the local area.

By TONY D'ANIELLO

Our great and industrious United States is overflowing in problems. One seemingly meager problem is water pollution. It is in comparison relatively small to what it can become. However, something has to be done, and done quickly. Our once beautiful rivers, ponds, streams, lakes even oceans, have been contaminated by filth in every form; such as, garbage, industrial wastes, sewage, pesticides, acids, fuel oils and the like. In the judgment of the Secretary of the Interior it presents an "imminent and substantial hazard to public health or welfare." Both Senate and House bills include provisions to deal with this, but many believe this is not enough. These bills and provisions must be analyzed, and a showdown on legislation would greatly strengthen and broaden the nation's war on water pollution. But, both the House and Senate cannot agree on certain provisions. A balance should be made so that all can see the outcome after Congress convenes. Pressure has been steadily mounting in Congress to dramatically increase federal appropriations for financing waste treatment plants—a key element in the war on water pollution. A House campaign to secure one billion dollars for the fiscal year of 1970 is being lead by John D. Dingell of Michigan, to appropriate money for his fight for clean water.

The people in America are becoming aware of pollution. Our recreation facilities such as beaches become marred by vessel pollution, and we have to suffer for it. We are only hurting ourselves if we do nothing about it, and don't think that we can. Concerned citizen's action has brought victory in San Francisco. Through their awareness of the situation, their influence prompted the California legislature to "save" San Francisco Bay from indiscriminate and destructive filling and development.

It would be great if people followed the ideas of others, like the concerned citizens in San Francisco. It will take more than just a few concerned people to help curb an ever-growing menace to America.

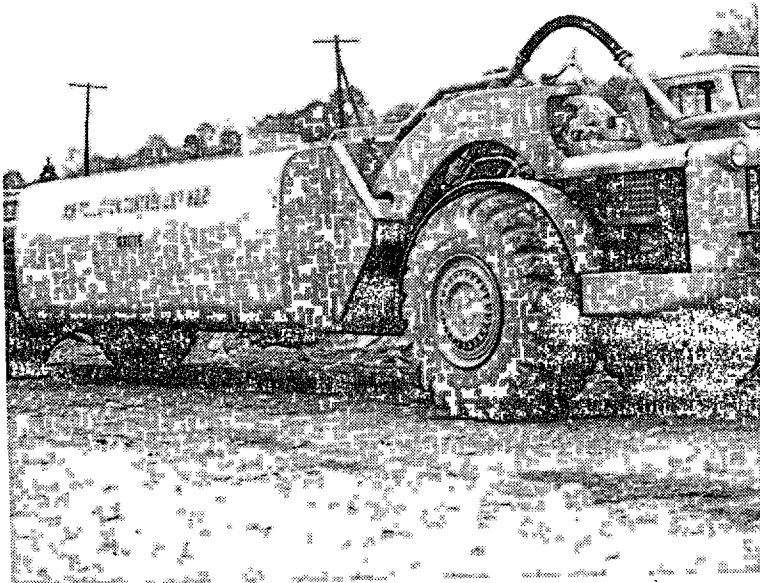
(Continued from page 4)

Goursat's for instance was for the students of the 20's (and that so many still think is the last word!).

His extensive and fundamental contributions to Science were recognized by the French Government who made him a Cavalier of the Legion of Honor, and by the French intellectual community who in 1968 elected him to the Academy of Sciences.

Prof. Dieudonne has obtained fundamental results in all fields of mathematics, published through the years under his own name. His research covers the theory of functions, general topology (his celebrated continuous partitions of unity), topological vector spaces, integration, simple and semisimple rings, classical groups' formal Lie groups, etc. His decisive contributions to Functional Analysis were spelled out by the famous Prof. Kothe in Nice, last year.

In addition to his monumental work as a professional mathematician, Prof. Dieudonne has delivered hundreds of lectures in all Continents, except Australia: many of them warn against the inadequacy of the high school mathematics curricula and ad-



Pollution is one of the nationwide and truly shocking problems in America today. This menace is increasing as daily life continues. Here in the United States, the wealthiest and most progressive country, people continue to choke and drown themselves in filth. Our streams and lakes, rivers and oceans are rapidly becoming polluted with sewage. But this is not affecting humans as much as it is killing our wildlife and the vegetation by which these animals live. Besides polluted water, we also have polluted air, which is becoming one vast, nauseating smog. You can smell it, see it and practically feel it. But where does it end? No one knows because it also affects another aspect of life; sustenance—our food supply. With the use of pesticides and insecticides, we are endangering human lives. The President has set up a committee to help curb pollution but more than a handful of people are needed to tell about pollution and how to rid ourselves of it. Conservationists are studying the endangered ecology of wildlife and their findings are shocking. Some revisionists say that we have already disgressed into an unsavable state. How true this may be! With everyone taking an active part in anti-pollution campaigns, we can be rid of it. Or, if you rather, it will get rid of us.

vising the termination of what he characterizes as "the fossil mathematics" (les mathematiques fossiles), that outdated teachers delight on, and to spend that time teaching modern general methods. His book "Linear Algebra and Elementary Geometry" has been written to show teachers how elementary geometry should be taught nowadays.

Finally, we translate from the Foreword of his "Calcul Infinitesimal": "It is necessary to keep repeating that there is no such thing as 'modern mathematics' opposed to 'classical mathematics' but simply a mathematics of today that continues that of yesterday without a profound rupture, and that tries first of all to solve the great problems that our predecessors have handed down to us."

Those who meet Prof. Dieudonne and attend his talks will verify that he is fulfilling the wish that the great E. Cartan thirty years ago addressed to him: "You have the enthusiasm of the youth, and I wish that you conserve that virtue all your life."

Progress, as defined by The Great Enclopedic Dictionary, is "A moving forward nearer a goal; advancement toward maturity or completion; gradual development as of mankind or civilization; improvement." This well describes what progress certain industries are making. But, did you ever stop and think of what this progress is doing to us, not for us? Well, 'progress' is destroying the one place where we are living—the earth. However, not only are we threatened but so is our wildlife, their homes and our resources. The progress through which this is done can be looked upon as a vicious circle. Round and round we go, where we are going to stop, nobody knows. This is exactly the way the circle functions. For example, man expands industries, destroys our woodlands and kills our wildlife. When the industry is developed, excess wastes and smoke pollute our air and water. Is it too late to stop this revolving wheel? According to some revisionists, we have gotten ourselves into a pretty big mess. We are destroying more than we are replenishing. This includes food, resources, wildlife and woodlands. Can we call this progress? Are we moving towards a better tomorrow? Is this gradual development or genocide?

(Continued from page 2)

that are running the system. It is they that must be removed not the system. I cannot comprehend a system being prejudiced in a democracy of all people, but I can very easily see people twisting a system to fit their own bigotry. We attack a system which has problems, but people have created these problems. No matter what type of government is set up on the face of the earth it cannot work properly as long as there are people with ideas and prejudices that are not identical.

One last thought keep in mind two things, repression breeds violent revolution — violent revolution breeds repression. The evolution of freedom and peace cannot be stopped or brought about by repression or violent revolution.

(Continued from page 3)

are the best answer and the auto-makers don't carry much weight in Washington any more since The Nader Raiders did a job on them in '65. Both Ford and GM have come up with alternate systems (also with drawbacks) that DOT won't fund the money to develop and test. Looks like the balloons have it.

I've got an idea, why not string a whole mess of those balloons together inflate them with helium and float from place to place without cars. Better yet maybe we could start wearing the safety belts we've already got.

## Contemporary Psyc:

### An Interview With

### Edward Malin

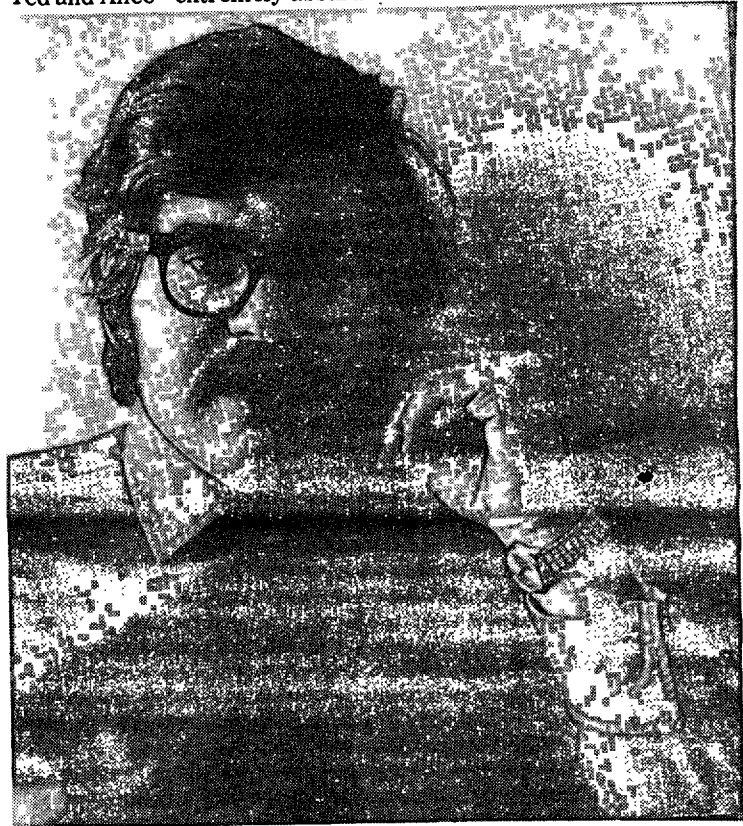
**Editor's Note:** The following is an interview with Edward Malin of SHU's Psychology Department, concerning his research, and his opinions on current issues in

1. Obelisk: Why do you think the "Human Potential" movement developed?

Malin: Historically, it's a natural offshoot from humanistic psychology or humanistic philosophy, which is interested in the person as a person. I think socially that kind of thing was able to develop simply because people have become more open talking about their feelings. I don't know whether the world is ready for it in its most extreme sense—the "Bob and Carol and Ted and Alice" extremely absurd

darize IQ tests they just mailed thousands of copies to schools and said "administer these to your students." Everyone became a psychologist. You could open the "Ladies Home Journal" and take a psychological test which would tell you why you hate your wife, or why your husband doesn't love you, that kind of thing.

That's not a direct answer to your question, but I think the idea of human potential developed because there is a large number of people with a lot of leisure time, a lot of time to think about that kind of self-actualization. There is a large number of highly educated people in the U.S. now



kind of thing, particularly the scene where they're in a restaurant and the waiter comes over and says "I hope you enjoyed your meal," and someone says "Do you really think that, what do you really think?" I think there is a great deal of our society that's not ready to talk about what they really feel.

If you consider the development of psychology in the United States in general the popular psychology derived mainly from the work of the Armed Forces after World War I. That's where most of the American IQ tests, for example became popular. Psychology in general has worn two masks since then. One is the mask of the bearded fellow with the couch who is incidentally not an American image but a German one. The other is the person with the bundle of tests under his arm. There was a time for example, when trying to stan-

who also have time to think about that kind of thing. People have become more free in talking about each other, so we can discuss with each other our potentials and our reactions.

Obelisk: Do you think it has implications for education?

Malin: Of course. The whole concept of the student-teacher relationship for example, has changed. Very few students would put up with a course where his professor walks in and says, "This is the course and you will enjoy it and you will take notes and you will regurgitate my lectures to me on a test." I think the first sign of this is the fact that most college teachers are more open to comment from their students. I personally in my classes work for a discussion more than a monologue. Incidentally, this is not a new idea.

(Continued on page 7)

## FREE CAR WASH

WHEN YOU FILL UP (5 gal minimum)

Low Gas Prices



WASH & DRY. MON.-THUR. \$1.25  
FRI.-SAT. \$1.50

484 Tuxis Hill Rd. Fairfield

CAR WASH ¼ Mile North of Topps-Arlans  
Sacred Heart University Special

Bring this coupon and get a Hot Carnauba Wax application  
Free (Reg. \$1.00) Expires Dec. 31, 1970



## Malin Cont. From Page 6

Socrates tried it before there was an America. I think that as far as education is concerned, in trying to develop the human potentials new concepts are developed in terms of what a liberal education means. It is no longer considered necessary that you be liberally educated have to know metaphysics and Thomistic philosophy and four foreign languages. There's an attempt to make liberal education more relevant to the person. That's the first sign. We can all look forward to a freer kind of educational system in which people are trying to develop themselves rather than trying to fulfill the requirements of a department or of a school.

2. Obelisk: Could you briefly describe your research with computers?

Malin: The first thing with computers is simply statistical, using the computer as a tool in all kinds of research to analyze large amounts of data. So the computer first of all has been in terms of allowing the other kinds of research I do to take on more involved designs. I can plug in huge amounts of data and get huge amounts of results. That's one kind of computer research I've been doing.

The other kind of thing I've been doing is developing computer models. For example, I am interested in vision, the visual aspects of psychology, the information processing techniques in the human visual system. For example, What does the eye do with light when it comes in that makes light a meaningful stimulus to the brain? What kind of nervous impulse comes to the brain? The first point is how much light is necessary? One of the first things I did was to develop a mathematical model of the eye in this sense, introducing a theoretical amount of light, just a number representing an amount of light. This computer program will check the number to see if it is large enough to produce a response. Then it would produce a detection response—yes, the light is there. There are other characteristics of light, aside from how much is there—what kind of light is there, what color is there?

You can put additional tags on the stimulus you're presenting to the mathematical model—additional numbers which will represent, for example, the wavelength of light which is an effective cue for color. Then this mathematical model will assess the number and see what kinds of response there is in terms of a color response. To make it as simple as I possibly can what happens is I have a model of the eye, a mathematical model. At the present stage, this mathematical model will consider such things as intensity, size of light stimulus and the color of the light stimulus, and can make discriminations between lights of different colors, different intensities, and different sizes. In this sense I can in the program do an experiment which would require me to present to the subject 4,000 different kinds of light stimuli and get 4,000 different responses. In the lab this would take months. A computer handles it in a couple of minutes. Now the test would be, which hasn't been done yet, is if the response of the computer would match up is I did this for months in a lab with subjects, with real human beings.

You might be interested in why I bother. There are a number of benefits in using a computer in this way. First of all simply tackling the problem of how to develop a mathematical model, requires you to sit down and think out very carefully the theoretical implications. In other words, if I tell my computer model there are ten quanta of light coming in

could I expect the human eye to distinguish ten quanta? You've got to very carefully define the problems you are going to deal with. Then in gaining this, just in the actual writing of the problem, worrying about writing the problem, aside from being good mental discipline is good theoretical mulling over. There's a problem for example in color vision as to whether we need three receptors for color or two. So you have to make a decision between the two theories, whether I am going to put two color sensors in my computer or three. In tackling the problem, then, you've got to assess the available material, the theories that are available.

There is another obvious advantage that if the model works I can spend fifteen minutes doing experimentation that would take me a year.

I am also involved in a theoretical discussion concerning computerized intelligence, which is the next logical outgrowth from this. If I can develop a computer eye, and if someone else or myself can develop a computer sense of smell, a computer sense of taste, a computer sense of touch and if someone else can logically tie these all together—are there any limitations? In other words, is it possible to develop an android or a computer like Hal in "2001"? What if I told you that I'm a robot, I'm not really a human being. Edward Malin, instructor at Sacred Heart University is really a robot. How would you find out if this is true? What kinds of things could you do to find out if I am a robot or a human being? Assume that technology has progressed so that my joints, limbs look the same, my skin feels the same, and I am speaking to you. How would you find out whether I am or not a robot? That is not a simple question, but it's the kind of thing you are involved in when dealing with computers and intelligence.

3. Obelisk: What is the role of motivation in perception?

Malin: Recognize first of all what a motivation is. It is that which moves you to act, and in one sense this can be tied very neatly to biological drives. A number of people like Maslow, Gardner Murphy, and Lewin would like to add other things to motivation. So consider first of all biological drives—sex, hunger, need for shelter, and also responses to biological states in your body. Hunger is a response to a biological state of an empty stomach. Sex drives may be considered as a biological reaction to hormone levels. So a motivation in that sense is a reaction to some state of your body. Motivations in general are goal-directed.

In terms of perception if you want to talk about how motivation will affect it—you can see what you are motivated to see. For example, if I starve you for four days and then I present you with some ambiguous figure and asked you to tell me about it. It would not take a great psychological mind to say that most of the things you say are going to deal with food. Some people would say that your high motive state towards food means that you would be interpreting the visual stimulus as a food object. There's a lot of research indicating that kind of thing. Is that your perception of the object or simply your response to the object? There could be a difference between the way you see something and the way you respond to something.

If you take children from poor and rich families and put some money on a board and ask them to estimate the size of the coins the poor people in general will estimate the size of the coin as being larger than the rich people.

In general this has been interpreted to mean that the subject's response is mediated by his attitudes at least towards money. It is important to him, his perception really changes. Again I wonder if the perception really changes or whether it is the responses to the stimulus which is changing, which may be different than the perception. A perception is generally a finished product in the sense that I could show you a light and you could say that light is bright and it appears to have a certain color. These are sensations. If I asked you what that light means I'm asking you for a perception. If it's a red light, a traffic light, it means stop. So, the interpretation of that light meaning stop is a perception. The difference between percept and sensate is simply that a percept requires the mediation of many other things—your past experience, what you have learned to interpret this light as. Insofar as motivation can affect your learning, it can affect what you remember in your past experience and so then it can effect your perception of objects.

4. Obelisk: Do you agree that a conflict exists between psychology and the law?

Malin: Yes. Just to give you a gross example, what the law considers insane, psychology does not. It is generally easy to understand why there is a conflict. Laws are made by congressmen and not by psychologists. There are other things such as what a lawyer or judge would accept as a reasonable motivation for a crime, as opposed to what a psychologist might accept.

In general, the psychological interpretation of a person's actions is a lot more humanitarian than a lawyer's or judge's. I think that has to be, but I think the law will change, and there is a process of evolution. The law

always reflects what the general opinions of people are, the accepted opinion. "All men are created equal" in the time of the revolution meant quite a different thing than it means now. There is some evidence to indicate that when the founding fathers said "all men are created equal" they meant all men with property and education are created equal. And that's quite a difference from how we interpret it today.

I don't think it's a bad thing if there is a conflict. I think what comes out of it is that psychologists are made to be a little more precise in the way they talk and lawyers are made to be a little more human in the way they interpret behavior.

5. Obelisk: The president of the APA has said he thinks Clinical psychology will disappear in its present form. Do you agree?

Malin: Psychology purports the scientific study of human behavior. Clinical psychology started out where experimental psychology would like to be 200 years from now. Freud, from a different tradition than Wundt and Bretano who are considered fathers of psychology, began to deal with things like the unconscious, explaining really deep-seated and complicated kinds of behavior. He did this with impunity. Experimental psychologists are dealing with very basic things, sensation, methods of perception, information processing, motivation, learning, that kind of thing. I think the intent and hope of experimental psychology is eventually to be able to logically arrive at consistent ways of predicting behavior, dealing with it in the ways clinical psychologists are now—Clinical psychology in the sense that a patient comes in and you give him tests and you talk to him for interminable hours about his problems and the patient comes

out feeling much better. Experimental psychology would like in the far distant future to be able to use tests which are much more precise evaluators of what particular problems, are, to be able to predict and control—the word control is perhaps a frightening one in that sense but you are certainly subjected to all kinds of psychological controls, by advertising at least. Eventually experimental psychology would like to build up a logical, precise, concrete body of psychological knowledge so that with confidence we can make the kinds of predictions, the kind of diagnostic work that's being done by clinical psychologists now. I think that when the president of the APA says that clinical psychology will disappear I think that's very true.

I think there's a great deal of doubt whether psychotherapy is a consistently helpful thing. An experiment was done by Eysenck with schizophrenics in a hospital. He left one group alone and did nothing with them, and submitted the other to many kinds of therapy. In the end there were more cures in the sense of people who could walk out of the hospital and deal with the society in the group in which nothing was done. This raises great doubts about the value of Clinical Psychology. Sometimes it's a ritualistic thing, also a superstitious kind of thing.—"I'm going to go to the shrink and he's going to tell me what's wrong with me. If I do the right things, if I talk to him in the right way he will be able to help me." There's a lot of superstition involved there and I think that kind of Clinical Psychology is going out. There's some very exciting things done with behavior modification, applying Skinnerian kinds of psychology, behavioristic kinds of psychology to deal with really more complicated kinds of psychological problems like homosexuality and that sort of thing with success.

**NOBLE PANTS BARN**  
**279 NOBLE AVE., BPT.**  
 OPPOSITE WNAB

**We Have 2,000 Varieties of THE HOTTEST PANTS IN TOWN**  
 Values From \$7 to \$25.00  
 our incredibly low prices

**\$3.99 \$7.99**

GROOVY STYLES FOR  
 MISSES & JUNIORS  
 CORDUOYS TIE  
 DYES VELVETS  
 GAUCHO PANTS  
 BUTTON FRONT  
 KNICKERS - MEN'S  
 FLARES & JEANS.

FUR VESTS at BELOW  
 WHOLESALE COST!

**OPEN 10 to 6 PM**

Library  
 Lecture Hall

Fri. & Sat.

Nov. 20-21

\$1.00

**TWALZO**

**8 PM - 12 PM**

Presents

**The Marx Bros. in HORSEFEATHERS**

**& W. C. Fields in TILLY & GUS**

**& Laurel & Hardy in Towed In A Hole**

# Ivy Weekend



Velvet Night



Ivy Weekend Queen



Fraternity Bros. Glean The Fields