



"The Royal Hunt of the Sun" by Peter Shaffer will be featured in this season's Howell Theatre productions. Dean Tschetter will design the masks for the show, scheduled for next May.

Campus editor finds . . .

# Personal interviews disclose European youth unrest

Following is a CDS article of European students by Brian Braun, Executive Editor of the University of Illinois, who visited England, Ireland, Italy, Spain, Greece, France and Spain during the summer and spoke with hundreds of students, faculty members and administrators there. The articles are reprinted from the Illinois by special permission of the author.

(CPS) — Four students met on a Paris corner three blocks from the Sorbonne late in August to talk about the Russian invasion of Czechoslovakia. The huddle grew to 20 within minutes, and only an hour later nearly 100 persons surrounding the St. Michel fountain were hashing over the developments of the preceding 24 hours and wondering what could be done in support of Czech freedom.

Announcements were chalked on sidewalks and walls as the students decided to meet for a rally at the corner of St. Germain and St. Michel that evening.

FOUR BLOCKS after the demonstrators had decided to march to the Russian Embassy, over 30 of the demonstrators found themselves starting out through the bars of Paris police vans.

The march had few repercussions outside the Paris student community, yet its construction and development make it a significant incident. Like its big sisters, the Berkeley 1964 riot and the May-June Paris student revolt, the Czech demonstration in Paris began with an overriding issue that had mass appeal.

Like Paris and Berkeley, the demonstration was not organized in a back room by outside agitators who in turn incited the students, but instead began with the students' unrest which later was magnified through the organization of experienced student and non-student leaders.

The discussion at the fountain provided an opportunity for the organizers, and they quickly became the planners and the protagonists. Like nearly every other student demonstration, the August Paris march was neither unplanned nor spontaneous. After the catalyst appeared and the rally was called, demonstration leaders met in a Left Bank coffee house to determine the proper course of action — they knew their decision could be forced later by a series of inciting speeches at the mass meeting.

Despite the presence of literally hundreds of Americans and other foreign students in the St. Michel crowd (many of whom had been involved in American protests of various kinds), the demonstrators were nearly all French.

buoyed by a feeling of security they derive from belonging to the group, they

were quickly moved to action. Foreign students were alienated by cultural differences and the existence of the already-established group — most of whom were Paris students or Left Bank dwellers whose communication lines and political interests were strongly established.

Among those demonstrators (nearly all of whom were in their late teens or early twenties), the same environmental factors which motivate American students seemed to be present. The majority indicated by their appearance and speech that they came from middle-class French families. As groups of them spoke later, their idealism was readily apparent and their anger, distrust and frustration with established politics was quickly recognizable.

IT IS not difficult to understand why these students are participants in this type of action. They are brought up in homes with middle-class values that often directly conflict with what is, in fact, the social norm. As children they learn right and wrong values, yet as they mesh into the university community they learn that grays fill the spaces between the extremes. Striving for independence, they are again bound by a rule-laden administrative body that appears remote and impersonal; none of the tactics that were previously successful against parents are now effective, so new paths for persuasion are found.

Bound together as a powerful interest group, the students are able to use their common frustration as a maypole to rally round. Sometimes the purpose for their action is muddled by the overriding motive — confrontation with wrong, confrontation with the establishment (black for liberation and justice (white)). The leaders come from roughly the same mold. Believing in right and wrong largely in terms of absolutes, and with a powerful need to lead and organize, they become the forces behind the group action.

After the confrontation with the police, I asked several students why they had marched. A 20-year-old girl told me they had hoped to show the Russians "they had made a mistake in Czechoslovakia." An arrested leader answered, "Like our confrontation with the University and the government last May, we marched

tonight to show our government and the Russians what must be done about Czechoslovakia."

A 22-year-old former Sorbonne student who lives near St. Germain in the center of the student district explained, "They were marching in frustration. They were genuinely mad at an older generation they view as a singular entity."

Europe is divorced from American students by an ocean, at least six hours and \$500 or more. While the continent is no more monolithic than Berkeley is like Bob Jones College, in the educational sphere similar problems haunt most European countries.

"In Vienna and all over Europe, the problems are the same. University facilities are inferior, we have no access to our professors, professorial appointments are determined by other professors, students have no voice in university government, course requirements are rigid and overcrowding is rampant." Walter Leinmuller, a University of Vienna student, said.

IN ADDITION to those problems, students in Greece, Italy, Spain and to a lesser degree France are faced with government interference in their education. Spanish students, like students in many communist countries, are faced with politically censored learning experiences, particularly in history, political science and other social science courses.

One student complained that "the government regulates our curriculum and confines our education to such strict guidelines the objective education is possible only in the physical sciences. When Franco protects his regime we get what is roughly equivalent to a Communist line."

Dr. Papisca Antonio, assistant professor of international

organization at the University of Parma (Italy) and a former Adlai E. Stevenson United Nations fellow said, "There are only two free universities in Italy — the rest are carefully controlled by the state. He added, "All professorial chairs are political issues in this country. Professors decide who will occupy any given chair and they are advised by the government as to who is acceptable and who is not."

"Even admissions are government-influenced. If an applicant to the university is known to be hostile to the government, he is denied entrance even if he is superbly qualified in every other respect. If his father has a long record of agitation he may be refused as well," he said.

Prior to the May revolution at the Sorbonne, French students found their educational facilities similarly controlled. With the appointment of Edgar Faure as minister of education, the French academic community is hoping the ministry will abandon its former role of educational dictator and assume the role of government-education liaison as Faure has promised.

Vienna student Leinmuller's charges reflect the problems faced by nearly every country on the continent. In Italy, Antonio notes that despite the fact that "only 10-15 percent of my countrymen are afforded the opportunity to attain a higher education, nearly every one of our universities is frightfully overcrowded."

Giuseppe Della Grotte, an assistant professor doing research work in Venice, said, "In some of the larger Italian universities like the Universities of Rome (70,000 students) and Milan (45,000) the conditions are so bad that sometimes as many as 50 or 60 students have to stand in back during lectures."

## Women's dean enjoys MB position

After one year as national president of Mortar Board honorary, Assistant Dean of Student Affairs, Helen Snyder says her position is time consuming, but very rewarding. "It's a very challenging job, as well as an opportunity to work with leaders all across the country," she said Tuesday.

SHE HAS HELD office during a period when Mortar Board chapters have begun to emphasize service as their main goal, she said.

She explained that members "used to spend a lot of time ushering and pouring tea, but now we're trying to get into ideas."

She said Mortar Board chapters are encouraged to assess needs on their campuses. Then, as student leaders, they can take steps to fill the needs, she said.

Dean Snyder pointed to NU's Black Masque chapter as a good example of the new trend.

Our chapter originated a system of counselors in the dorms and filled the positions for a year, and started a program to aid foreign students that is now carried out by People to People," she commented.

She said sponsoring of graduate seminars and Ivy Day has helped the honorary preserve its educational goals.

Miss Snyder was elected to a three-year term as president in the summer of 1967. She served as first vice president from 1964 to 1967.

PRIOR TO serving as a national officer, Miss Snyder was a regional director for nine years. She was a member of Mortar Boards at Lehigh, Wis., as an undergraduate.

Her duties as national president include calling council meetings each summer, organizing a school for regional directors each fall, making committee appointments and corresponding with schools concerning membership applications and problems.

She said four new Mortar Board Chapters will be installed this year, bringing the national total to 133. She will attend the installations.

## Clinic to review referee rules

Students interested in officiating flag football intramural games this fall must attend an official's clinic Wednesday at 4 p.m. in the Men's Physical Education Building if they did not attend an earlier clinic.

No person is eligible to referee football matches unless he has attended an official's clinic.

Flag football opened Monday with a six-game schedule on the East Campus fields.

## Rehabilitation seen as only hope for prisons

Continued from page 1 Guards have little training and little patience. Many times they are undesirable. Salaries are poor and anyway, nobody wants to be a guard, Londoner pointed out.

San Quentin was vastly overcrowded and understaffed when Londoner taught there. There were 5200 inmates but the small number of counselors, psychiatrists and guards were doing a pretty fair job, in Londoner's estimation.

Many prison officials, though, could not have cared less about rehabilitation. They wanted only to lock up the men and forget them, he said.

"I DON'T mean to paint an entirely black picture. San Quentin was a maximum security prison. The real tough cookies were there — the rapists, murderers, robbers and four-time losers. But three were some success stories even at San Quentin," he said.

One inmate, was converted to Christianity during his stay. He became a model prisoner and after parole, dedicated himself to helping other inmates, Londoner related.

The same man attempted to establish a half-way house in San Francisco. Prisoners would live together in this house where they could participate in small therapy sessions. They could hold jobs on the outside and could come back and discuss their problems.

Londoner calls this approach the most positive rehabilitation idea yet.

But it failed, because the town fought it. The community refused to help the prisoners. Nevertheless, he continued to help other inmates in every possible way, he said.

I never witnessed an execution, but I was close to them. I was there when Carol Chessman was murdered. And I say murdered because the people of California wanted him dead. Pat Brown, then governor of the state, was under pressure to execute Chessman," he said.

Capital punishment is definitely not the answer, in Londoner's opinion. On death row, the men are isolated, suffering extreme punish-

ment, he said. They are living dead-men.

Statistically, capital punishment has not proven to be a deterrent to murder and crime, he pointed out. But there is no simple answer.

Proponents of capital punishment have one point, Londoner said. Many criminals have returned to society, committed crimes and then came back to prison. Society is being hurt by this.

AT PRESENT, many people are struggling to find the answer to this problem, Londoner said.

"I visited a minimum security prison in California. It was truly revolutionary. There was only a barbed wire fence surrounding it. The men could talk with their wives. There was a golf course. It was like a college campus. But the idea caused havoc because people thought the state was going soft with criminals."

Society cannot just lock a man away for years, and do everything for him during those years, and then suddenly thrust him out into society and expect him to fend for himself, Londoner proclaimed.

Men could not be paroled without first having a job on the outside, he continued. But even so, the men almost always went back to their old ways and their old friends.

Someway, prisoners must be edged back into society. The halfway house idea may be one answer, he said.

Last year, while working for a Ph.D. at Indiana University, Londoner taught literacy skills at a women's prison.

The experience was quite different, he said. The cells were often decorated with curtains and pictures. Inmates had a more positive attitude.

Several of the women were

murderesses, he said. But generally, the inmates were not quite so hard and tough as those in San Quentin.

THE WOMEN attempted to shine up to Londoner. They were man hungry," he said. I had to quit using after shave lotion. It drove them nuts."

I've worked with many people in prison, men and women, Negroes and Mexicans. Sometimes I looked up their file to learn their background and why they were in prison. But I was sorry I did; I tried not to. Gradually, it didn't seem to matter what color they were or what they had done. They were just people. I saw them as people with needs," he concluded.

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