

# Transmittal

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Pat Holm



**COLUMBIA UNIVERSITY**

**BUREAU OF**

**APPLIED SOCIAL RESEARCH**

**AN ASSESSMENT OF THE COMMUNITY NEEDS OF  
DANBURY, CONNECTICUT AND THE POTENTIAL  
ROLE OF DANBURY STATE COLLEGE IN  
COMMUNITY SERVICE**

**A FINAL REPORT**

**BY**

**DAVID E. WILDER**

**FOR LIMITED DISTRIBUTION**





PART TWO:

T H E   C O L L E G E

**TABLE OF CONTENTS - 2**

<b>III. Existing Facilities for Meeting Community Needs</b>	<b>36</b>
A. Poverty, The Negro, and Human Relations	36
B. Planning and Growth	40
C. Cultural and Intellectual Leadership	42
D. Government and Politics	44
E. Educational and Research Facilities	45
 <b>PART TWO: THE COLLEGE</b>	 <b>47</b>
 <b>I. The Image of the College</b>	 <b>48</b>
A. The Normal School Legacy	48
B. The Broad Base of Local Support	50
 <b>II. Recommendations</b>	 <b>51</b>
A. Some Guiding Principles	52
B. Some Changes Prerequisite to Effective Action	53
1. Changing the Image of the College	54
2. The Need for Autonomy	54
3. Establishment of Formal Linkages throughout the Area	56
C. Recommendations for Action by Area of Need	57
1. Poverty, The Negro, and Human Relations	57
2. Area Planning and Growth	60
3. Cultural and Intellectual Leadership	61
4. Government and Politics	62
5. Educational and Research Facilities	63
 D. Summary of Findings and Recommendations	 68

## I

## THE IMAGE OF THE COLLEGE

After discussing the problems and needs of the Danbury area with respondents, we turned to the subject of the College itself. Our purpose in doing this was twofold: (1) to try to discover the image of the College held by leading citizens in the community, and (2) to ascertain the extent to which there is potential support or resistance to expanding the college and its community oriented programs.

A. The Normal School Legacy

Danbury State Normal School was established in 1903. It did not become a State Teachers College until 1937, and the first four-year degree was not granted until 1938. The name Danbury State College was assigned in 1959, and the four-year liberal arts program (Bachelor of Arts degree) was not introduced until 1961. Thus the College has been almost exclusively a teacher training institution throughout its history, and a large majority of its students are still education majors. The heavy emphasis on education has been both an asset and a liability for the college. It has been an asset in that there has been little tendency for town and gown differences to emerge. The cleavages that sometimes develop between townspeople and colleges has usually been a direct outgrowth of the fact that community residents are less affluent than those who attend and work at the colleges. This has been the case

in such places as New Haven, Cambridge, and Providence. In contrast, as a State supported college which has devoted its major resources to training teachers, Danbury State College has drawn the bulk of its student body from the families of modest means which reside within a twenty-mile radius. A college degree and a career in education represent upward mobility to most students who attend, and the College has performed an invaluable service in providing higher education at a modest cost to those who could not otherwise afford it. However, by the same token, the citizens of Danbury have sometimes treated the College as though it were a locally supported institution to which their children are entitled admittance regardless of their academic deficiencies. In addition, many of the new executive class which has moved to the area, attended prestigious Ivy League colleges or large universities and they tend to look down at teacher training institutions.

There were a few well-educated respondents who made disparaging remarks about the fact that education was so heavily stressed at the College, and one even referred to it as a "trade school." There were also some who felt that the College should make its facilities more available to the community, some who said that the College was too conservative and should take a more aggressive and active part in community affairs of all kinds, including politics, and one who said he thought the College was "too provincial." But these negative comments were made by only a small minority, and those who made them usually had positive statements to add as well. Many remarked that

the College had undergone favorable changes in recent years including the change to a liberal arts college, the addition of new faculty members of high quality, and the general expansion of facilities. Some spoke of the growing pains that the College has been undergoing as demanding so many internal adjustments that there have not been sufficient resources to direct outward to the community. But the outstanding fact that emerged from this part of the interviews is that virtually all the leaders of the community look with favor at the College.

#### B. The Broad Base of Local Support

The College is regarded as a still largely untapped community resource by the citizens of Danbury, and it is expected to provide much of the leadership and direction that the community will require in the coming years. The fact that strikes us as most unusual is that people in virtually all walks of life seem to have a special reason for wanting to see the College continue to expand, diversify, and improve in quality. As we have already mentioned, the new executives are largely college educated men who feel that a strong college will improve the community, will help to attract educated people to come to live and work in the area, and will provide the kinds of continuing and in-service education that skilled jobs require. At the same time, the workers in the factories of the area, the various groups with modest means, and the poor as well, all regard the College as a possible means for achieving The American Dream. Thus the College is in the enviable

position where it can count on support and enthusiasm for its future growth and development from a large majority of those who live in the area. The crucial questions are: Where can its energy and resources best be directed in order to achieve the most good for both the College and the community? And how can its resources be increased?

## II

### RECOMMENDATIONS

As we mentioned in the Introduction, the original purpose of this study was limited to reporting perceived problems and needs of the Danbury area. However, when asked whether it would be possible to make recommendations on the basis of our findings, we quickly answered in the affirmative. It had seemed to us throughout the summer that there were some rather specific courses of action indicated from our findings, and we were pleased to be given the opportunity to report them.

The recommendations that follow are sometimes taken from the actual statements of respondents, and sometimes constructed on the basis of our assessment of a complex situation on which many types of data were brought to bear. Some of these recommendations are obviously more carefully thought through than others. But it should be stressed that each of these recommendations is the sole responsibility of the author, and none should be regarded as constituting any formal commitment by the College or any other group or organization. Rather it is



hoped that they will be treated as what they are, the author's "informed opinions." As such, we hope they will stimulate discussion and help to clarify issues relating to the important decisions that need to be made.

A. Some Guiding Principles

The land grant colleges and universities have had a tradition of service in rural settings which was made possible by Federal funds administered through the Department of Agriculture and the Extension Services of the various schools. This facility has been the largest single institutional factor in the adult education movement in the United States. Today we are no longer a rural country, and the model of service for rural communities does not readily apply to urban settings. A growing majority of Americans now lives in urban places, and the ugliness of poverty has clustered conspicuously in the cities. As Federal funds have been made available for the war on poverty, a second major thrust in adult education has been made possible. As yet, there is no single institution which dominates or provides the most leadership for adult education in the war on poverty, and there are some who think this is as it should be. The colleges and universities have only begun to be active in extensive programs of urban community service, and it is already apparent that they have a great deal to learn. We have been unable to find examples of what we would regard as intelligent or appropriate guidelines or examples on which Danbury State College could base its own program, but we would like to make explicit the relatively simple principles on which we base our recommendations.

The next few years will be crucial for the future of both the City of Danbury and Danbury State College. Both the community and the College will grow dramatically because of factors largely beyond their control, but the direction and character of their growth is not yet wholly predetermined. Without special effort being made, Danbury could become just another industrial community with the problems of any other city concentrated mainly in the central area, and the College could become just another inflated teachers' college that has over-extended itself in its efforts to meet growing demands. As we have indicated, there are forces operating in the community to prevent Danbury from becoming just another urban catastrophe, and we think that the College can become an effective part of these forces. But to do this successfully, the College must lead from strength and build in a way that will best allow for its own future as well as that of the community. This means that it must realize its own limitations and try to correct these where possible and not waste effort on the remote or unlikely.

B. Some Changes Prerequisite to Effective Action

If the College is to successfully launch and sustain a program of community service, it must also make three rather basic changes in its relationships with the community and the State in order to improve its chances of success.

### 1. Changing the Image of the College

The College still suffers somewhat from its former status as a normal school. This has been partially offset in recent years by a broadened curriculum and change in name, but additional effort seems to be indicated. There is little danger that the College will create any feelings of animosity among the citizenry by trying to project a more sophisticated image, especially as long as the bulk of the students come from modest homes in the nearby area. Indeed, it is our belief that improvement of its image as a liberal arts college would be a source of pride for the community as a whole, and that the poor might even benefit from feeling that their children were going to an especially good college. Some of the provincial aspect of the College's image could undoubtedly be removed by an additional change in its name. As long as Danbury is in the name, it will be hopelessly tied to the local image, that of the hatting town and site for the State fair. It is our firm conviction that the College can only serve the community properly by becoming more cosmopolitan. Two names which immediately suggest themselves are Charles Ives College and Berkshire College. Either name could be adopted for obvious and legitimate reasons, and either would suggest a more academic and cosmopolitan atmosphere and orientation.

### 2. The Need for Autonomy

If it is to become an effective source of community service in the future, the College must be given more freedom to act than it now has. By this we mean the freedom to make important decisions at the



local level and to act on them. Effective innovation and response to the peculiarities and demands of an ever-changing local situation cannot be accomplished by an institution that is required to have each of its activities approved beforehand by an absentee bureaucracy. The College must be free to make its own mistakes and to learn from them. Without this freedom, the community will move without the College, and neither the community nor the College will realize its full potential. Perhaps the most obvious way in which the College is hindered is by its inability to commit funds for new projects and to meet payments,\* but this is only one symptom of the outmoded feudalism which underlies its relationship with the State.

It should be made clear that Danbury State College and the State of Connecticut are not unique in having to face the problem of local autonomy. Wherever state colleges have recently expanded and broadened their function this is the case. Even the State of California which is so often presented as having the most enlightened State educational structure in the country is having a struggle over this problem. As Glen S. Dumke, Chancellor, the California State Colleges, pointed out in a recent article in Saturday Review (August 20, 1966):

But despite resistance to the recognition of the state college, there is one hard fact: within a generation most educated people in America will be graduates of a state-college-type institution. . . . They will considerably outnumber the graduates of land-grant institutions, and overwhelm the graduates of private institutions in forming the bulk of the educated Great Society.

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\*In this connection, we regret to have to mention the fact that although the original agreement between the Bureau of Applied Social Research and Danbury State College under which this study was conducted called for a 50% payment at the beginning, and the other 50% at the conclusion, no payment has been received as of this writing.

or to inform the College of one another's activities. The College has been fortunate in having several capable individuals who serve on local committees or act as advisors to important agencies. However, the time has passed when community service, planning and communication can be left to depend on these informal and idiosyncratic arrangements. The College needs to establish formal linkages with a multitude of local agencies including voluntary associations, business and industrial organizations, the local government, the Board of Education, and the local newspaper. This means that, as a matter of routine, each of these organizations must be kept informed of what the College is planning and vice versa. Only through this type of open exchange of information and the expression of mutual trust and of common goals can effective cooperation between the community and the College be established and maintained. This will require special effort on the part of the College, but it should result in substantial gains in the long run.

C. Recommendations for Action by Area of Need

1. Poverty, the Negro, and Human Relations

The College should undertake four different but interrelated programs in response to the problems connected with poverty, the Negro, and human relations. These programs could each be coordinated with and contribute to already existing programs in the community. They would also strengthen the College in important areas.

- a) Enlarge the social and behavioral science offerings at the College.

This would require the expansion of the regular daytime credit curriculum and the adding of specific courses and personnel. Expansion would make a variety of activities and services possible that are now beyond the capacity of the college, including those discussed below. A major part of this change should be the offering of a social service Bachelor of Arts program which would prepare individuals for careers in public service and for graduate education in social work, community planning and the like. If possible, this coursework should include field experience with the poor of Danbury and neighboring communities. (The New York School of Social Work might be able to provide valuable advice and assistance in setting up this and the following two programs. The College is also in the geographic area covered by the recently established Center for Urban Education, which might also be a useful resource.)

- b) Give credit courses on working with poverty groups for teachers and nurses.

These courses would be a natural outgrowth of the above expansion and would add considerable strength to major existing programs of the College. They would also assure that newly trained teachers and nurses from the College would have the benefit of preparation for essential work that is not available now at many colleges. In addition, these courses could be offered in an in-service form for graduate teachers and nurses who are quite often ill-equipped for their current work with these groups.



- c) Provide human relations courses for other sub-professionals working in poverty areas.

In spite of the fact that a considerable amount of money has been spent or will soon be spent in Danbury as part of the poverty program, there is a paucity of training for this work currently available. Those people who constantly work with minority group members and the poor have, as we have seen, been criticized for not showing respect or understanding. As another direct outgrowth of the expansion in the social and behavioral sciences, the College should meet with community leaders and plan a program of human relations training for all those who are responsible for working with the poor in both public and private capacities.

- d) Provide scholarships for low-income students from other areas of Connecticut.

A special effort needs to be made to make it possible and attractive for the especially poor to attend the College. We were told that there was an alarming lack of knowledge about the College on the part of the youth in the area who came from low-income homes or were members of minority groups. We also found out that similar young men and women in other nearby cities of Connecticut had often not even heard about Danbury State College. In order to correct this situation the College should send special speakers and printed materials to the high schools of the Danbury region as well as to those in Waterbury and other neighboring cities. If possible, a scholarship program which includes provisions for living expenses should be

established in order to enable selected young men and women to attend the College when tuition allowance alone would not make this possible. It would be especially helpful if an exchange program with other colleges in the Connecticut system could be negotiated whereby young adults from Danbury could attend college at some other location while those who live near other colleges come to Danbury. In this way many young people could be trained for a variety of occupations and professions in communities where they would not have to encounter or overcome the special problems presented to them by their communities of origin.

## 2. Area Planning and Growth

This represents a problem area for Danbury where the College has little to offer from its own resources. However, both the University of Connecticut and Yale University have unusually good facilities and personnel. If the College could persuade either of these institutions to offer its services to the region, this could result in an unusual contribution. The College could then be the site for whatever activities grew out of this cooperative arrangement, and selected faculty members could serve as liaison, observers, or seminar participants. In this way the College could gain experience in areas of vital service and become prepared for whatever related expansion might eventually be required.

### 3. Cultural and Intellectual Leadership

#### a) Present a diversified concert and lecture series.

The College already has a good start in this area, but it needs to expand this program. It should be possible to enlist the support of leading and other interested citizens of the area to help sponsor both a concert and a lecture series supported partly on a subscription basis. If the present facilities of the College are not adequate, cooperation of the Board of Education should be sought in providing use of the high school auditorium for selected evenings. There is a desire among the citizenry for a program of this sort, and such a program could go a long way toward building a continuing relationship with and activating the support of the new executive class in the area. In addition, a certain number of seats could be made available to the poor at reduced rates through the various poverty programs in the City.

#### b) Establish a community forum series of lectures, debates, and open discussions on topics ranging from international to local problems.

The forum is one of the most challenging ideas which we encountered in our interviews, and if successful, it would represent a unique format for seeking solutions to problems and establishing a dialogue between differing factions in the community. This would admittedly be a more difficult task to accomplish than the concerts and lectures previously discussed and it would probably require special



financial support. It might be necessary to do a considerable amount of preliminary work in order to determine which topics would be most interesting to the largest group of participants, and who would be willing to serve as speakers or discussants. It would also be helpful if special invitations were sent to prominent persons and grass-roots leaders in the area. The forum would have to be well publicized, and the College should try to limit its role to one of a catalyst rather than attempting to present faculty members as speech makers. There are opposing points of view on many important issues within the community, but unusual ingenuity, leadership, and patience may be required to get these differences presented and discussed in the open.

#### 4. Government and Politics

- a) Request services of a university to analyze Danbury's special situation, to present alternatives, and to give expert advice.

Government and politics, like area planning, present a problem to which the College can make little contribution with its limited present facilities. However, the large universities in the State do have specialists in relevant fields, and their aid should be sought. Since the governmental and political problems of Danbury are partly a result of the problems presented by the State Constitution, it might be appropriate to ask the State university to offer assistance first.

- b) Utilize the community forum series and existing media to test and present alternatives and to stimulate public interest and action.

Whatever special service is enlisted to aid the City in this area can be directly tied in with the community forum series whenever this is established. Indeed, the assistance of outside agencies may become much more easy to obtain once it is known that there exists a facility for disseminating new ideas to the public and for provoking open debate.

#### 5. Educational and Research Facilities

- a) Prepare a proposal to become a demonstration college in a program of cooperative service with the school systems included in RESCUE.

The most obvious services that the College can provide for the Danbury region are those that have to do with education and the schools. This was perhaps the major reason for the original establishment of the College, and yet it is entirely possible that this service will not be provided to the fullest possible extent in years to come. As we have seen, the local schools have already made use of Federal funds for a variety of programs, but the College has not. As a result, the local school system is in some ways more affluent than the College and is better able to afford to purchase or to test educational services and innovations. The laboratory school run by the College presents an excellent illustration of what this has meant in recent years.

Laboratory schools are usually legitimated by colleges as providing a convenient place for the education departments to test and demonstrate the latest ideas, materials, and methods, and as a place for practice teaching and a few teaching fellowships. However, this rationale no longer applies to most laboratory schools, and this includes the one in Danbury. In recent years the laboratory school in Danbury, which was chartered in 1940, has been unable to provide substantial leadership for the local schools. Indeed, sometimes the situation has been reversed. For example, the College had to seek funds from the State for a laboratory school library after funds were made available for all the other elementary schools in the City; and as of the summer of 1966, teachers in the regular public schools were being paid for eleven months, while the laboratory teachers were only paid for ten. These situations reflect in part the problem of autonomy for the College which we have already discussed, but they also illustrate the fact that the laboratory school of the College has outlived its ability to meet a special group of needs for the College and the community. In addition, it makes administration of the local schools more difficult than it needs to be with regard to communication and a variety of staff and line functions. We therefore recommend that the laboratory school be discontinued as soon as possible.

In place of the laboratory school, the College should prepare a proposal to become a demonstration college in a program of cooperative service for the regional school systems included in RESCUE. By this we mean that as the only college located within the RESCUE area,



Danbury State College should enter into a symbiotic relationship with the RESCUE schools through the mutual exchange of vital services. From the schools in the area the College could receive a wide variety of classroom sites for practice teaching, supervision, observation, and experimentation. In exchange, the schools could receive the benefits of having access to expert advice and to a coordinated program of in-service training. As it now stands, the schools of the region already recruit many teachers from each graduating class of the College, but there is always a certain amount of retraining that is done by the local schools, much of which might be more efficiently handled by the College. By strengthening relationships between the College and the schools of the area, a dialogue could result between those who are faced with the everyday problems of teaching and those who must constantly ask the more general questions of theory and implications. Whatever gaps there are between what is taught in the College and what is done in the classroom would soon become evident. As new practices or materials are adopted by the local system, the College could serve as a vital check on the natural overenthusiasm of educators who must constantly justify expenditure and procedures, and the schools could serve as a sober check on the ivory tower tendencies of the College professors. Only by working together in this way for mutual benefit can the College and the schools of the region achieve their potential and provide the high quality in education which the community deserves.

- b) Study the feasibility of installing a computer and data processing facility at the college and providing related services and courses for regional public and private institutions.

In the recent proposal to the Federal Government, RESCUE, Division I, is described as an "Analysis Division to provide Data Collection, Reduction and Analysis Services." It is planned that this division will continue to study the program of the need for a data processing center, and it is clear from the following statement that RESCUE regards the College as the most likely candidate for providing this service. "It is currently envisioned that one of the local entities (perhaps Danbury State College, which is already looking into the problem) would house the center and the other organizations would share the cost of operation based in some way on their amount and urgency of use." (p. 26)

The College should devote special effort to aiding RESCUE in its continued study of the regional needs for this facility. It should also take the initiative of talking with representatives of existing data processing centers in order to gain a realistic sense of the amount of investment of personnel and other resources that a data processing facility would require. If implemented, the college should make this facility available to a variety of public and private institutions in the region and provide courses and training in the relevant techniques and problems.

- c) Develop a curriculum of business courses eventually leading to a variety of certificates and degrees.

The College should undertake a careful expansion in business related courses. These should range from business education courses through the more traditional areas of business administration. The former would add strength to the growing areas of concentration in secondary education at the College. It would also be a valuable resource for the RESCUE schools since many students in the region's high schools take non-college preparatory programs. Business education would, of course, include training for teaching bookkeeping, typing, shorthand, office management and other related skills. The business administration courses would probably be slower to develop but would be a useful addition to the small core of related courses now offered by the College. Eventually courses in economics, accounting, business statistics and marketing could be added. These two general curricula and a modern data processing facility at the college could combine to provide an invaluable array of coordinated services to the region in future years.

#### D. Summary of Findings and Recommendations

This study represents an attempt to assess the community problems and needs of the Danbury area and the potential role of Danbury State College as an agency of community service. During the summer of 1966, 180 selected community leaders were interviewed and a variety of documents were examined for information relevant to the stated goals. In this report, after presenting a brief history of Danbury, we described the following five general problem areas which were discussed by respondents:

1. Poverty, the Negro and Human Relations
2. Planning and Growth
3. Cultural and Intellectual Leadership
4. Government and Politics
5. Educational and Research Facilities

We then described briefly the existing facilities for meeting these needs in order to outline the general framework of services and institutions within which the College would be expected to operate. Next we discussed the College itself and pointed out that (1) it still retains some of its old image as a normal school, but (2) community leadership is unanimous in wanting to see the College expand and become a more effective force in the community.

In the last section of the report we have made a series of recommendations for action based on our survey findings and "informed opinions." First we make three recommendations for changes which are prerequisite to more effective action by the College:



The College should:

1. Change its image in the community and possibly its name.
2. Be given more autonomy by the State in order to innovate and to develop its potential.
3. Establish formal communication linkages with existing agencies and institutions throughout the area.

Finally, we make the following recommendations in relation to the five general problem areas.

A. Poverty, the Negro, and Human Relations

The College should:

1. Enlarge its social and behavioral science offerings and add a bachelor of arts degree in social service.
2. Provide credit courses for nurses and teachers on working with poverty groups.
3. Offer Human Relations courses and training for sub-professionals working in poverty areas.
4. Provide scholarships for low-income students from other areas and enter into an exchange program with other colleges.

B. Area Planning and Growth

Assistance in regional planning should be sought from an outside university facility.

C. Cultural and Intellectual Leadership

1. Present a diversified concert and lecture series supported partly on a subscription basis.
2. Establish a community forum series of lectures, debates, and open discussions on topics ranging from international to local problems,

D. Educational and Research Facilities

1. Prepare a proposal to become a demonstration college in a program of cooperative service to the school system RESCUE.
2. Study feasibility of installing computer and data processing facilities at the College with related services for regional public and private institutions.
3. Develop curriculum of business courses eventually leading to a variety of certificates and degrees.

July 30, 1963

p. 1 of 2

# Housing Code

## 'Slum-Ghetto,' 'Rent Gouging' Are Hit

By DON FRASER

DANBURY—Strong pleas to put an end to what residents charge is "an appalling slum ghetto," "deplorable housing," and "rent-gouging" came last evening during a public hearing on the city's proposed housing code.

The president of the area chapter of the National Association for the Advancement of Colored People (NAACP) supported the housing draft with a plea that it is needed here now for "the sociological elevation of the lives of human beings."

### Protect Renters

Dr. Frederick Adams also strongly urges the city to include some phrase or clause in any housing code adopted to protect renters from unscrupulous landlords who raise rents at will.

The city through its corporation counsel, Atty. Morton I. Riefberg, felt the subject of rent-gouging was a situation best left up to the General Assembly. Atty. Riefberg added:

"I prefer not to put into any code something that cannot be enforced."

### Won't Consider

Dr. Adams said that rent-gouging is a subject the Connecticut state legislature will not consider until 1965. He called upon the city to include something, even if it is only an "implied" clause, to protect residents against rent-gouging evils.

A crowd of about 50 persons sat in on the Common Council's hearing in high humidity and temperatures in City Hall auditorium.

The meeting was the result of a recent administration push to obtain housing laws "with teeth" to whip recalcitrant dwelling owners whom Mayor J. Thayer Bowman in some cases has called "slumlords" into line.

### Uncovers Abuses

The city building inspector has uncovered a number of abuses of standard and decent housing in the city. An out-of-town landlord who owns property at 16 Robinson Ave. has been ordered to "board up" the vacant premises against trespassers or the city would do it at his expense.

Atty. Riefberg, consulted briefly by Ald. Raymond S. Mann, president of the Board of Aldermen, said that while the support for an anti-rent-gouging clause in the proposed city housing code was "meritless" the function of rent-gouging must be left up to the legislature.

Atty. William R. Ratchford lash-

adopted in our city," said Mrs. Rothkopf.

Daniel Londa, a landlord, sharply criticized several aspects of the code as proposed now. He said he opposed a section which requires a landlord to obtain a certificate of approval from the city health officer every time an apartment is vacated and re-rented.

### Proposed Law

He also said he opposed the following under Sec. 5.3 of the proposed code:

"The occupants of two dwelling units may share a single water-closet and a single bathtub or shower, provided the habitable area of the rooms in each dwelling unit does not exceed 250 square feet and the installation is approved by the health officer."

Dr. Benjamin Sachner, a member of the Common Council, told Londa that he didn't think the city should "amend the law" just to provide for a few exceptions. He added that he didn't think 40,000 people should be subjected to an exception voiced by a man who would be forced to make a few alterations.

Londa questioned Sec. 8.1 It reads:

"Every dwelling unit shall contain not less than 150 square feet of floor space for the first occupant and not less than 100 square feet of additional floor space for each additional occupant thereof."

### Cites Example

Londa drew a hypothetical case. What, he said, is a landlord to do when after a period of years a family suddenly grows in size to a point where the number of people in that family exceeds the amount of allowable space permitted in any one apartment unit.

He was told that under such circumstances the family would have to move to bigger quarters.

Londa also questioned a section concerning unregistered autos left on the premises of rented quarters. He cited Sec. 6.7 of the draft. Alc Mann said the law is aimed at what he called "junk cars" left on the premises or abandoned.

Atty. M. Ford, who said the apartments in Danbury also questioned the section that would require a landlord to obtain



by Ald. Raymond S. Mann, president of the Board of Aldermen, said that while the support for an anti-rent-gouging clause in the proposed city housing code was "meritorious" the function of renting must be left up to the legislature.

Atty. William R. Ratchford lashed out at what he called "an appalling slum ghetto, a ghetto within which a majority of our Negro citizens are forced to live."

#### Slum Barons

"I cannot walk through lower Elm St., River St., and parts of Beaver St. without experiencing a sinking feeling in my stomach," commented Ratchford, who is one of Danbury's two state representatives.

He attacked what he called "Danbury's slum barons" who "are presently allowed to rent dilapidated, often unheated, sometimes vermin infested rooms, rooms which all too often also lack decent toilet and plumbing facilities."

He said he's observed "small children" who are "left to play in alleyways strewn with garbage and rubbish because the slum landlords haven't gone to the bother of providing disposal units."

"Yet this, too, is Danbury. And we have tolerated these conditions for a decade or longer. The shame of it is, or should be, a blot on the conscience of each of us. For it is we who have allowed this blight to exist for so long."

#### Full-Time Office

The lawyer said he strongly supports a city housing code to "require every landlord to maintain his structures in a safe, healthy and sanitary state of repair."

Ratchford warned, however, "if the present code is adopted, its success will be in danger, its value diluted, without a full-time health officer to enforce the high standards of the code."

"I would hope that its adoption would be followed shortly by the creation of a full-time health officer department under a director of health such as is called for in the consolidation ordinance."

Mrs. Max Rothkopf said "investigation by members of the Danbury Taxpayers Assn." has revealed that "deplorable" housing conditions exist, especially at 23, 27 and 29 Beaver St. She said rents of between \$60 to \$75 per month were being charged there.

#### Vermin Infested

She said some places were "vermin infested" and she added that dwelling places on Elm St. look like "palaces" in comparison to housing conditions elsewhere.

"We should be ashamed of ourselves to permit such conditions to exist in our city," she said.

She charged that some people are now living in Danbury area public housing who can afford to live in their own homes. She charged they sold their homes and moved into the public housing projects. She said this has forced those who really need public housing to locate in substandard places.

"We would like to see a code

on the premises of rented quarters. He cited Sec. 6.7 of the draft. Ald. Mann said the law is aimed at what he called "junk cars" left on the premises or abandoned.

Henry M. Ford, who said he also mentioned the section that would require a landlord to obtain a certificate of approval from the health inspector every time an apartment was vacated and re-rented.

He said he maintained his own staff of housekeepers and repairmen who take care of the apartments and keep them in good shape. He termed it a "misance."

#### Favors Retention

Councilman Eugene Gallucci spoke out in favor of retention of the clause as it is written because he said there are places in the city that are not maintained by landlords.

Mrs. Albert Kohn, head of the Human Relations Council, questioned the Common Council closely concerning the steps the city would take if persons were evicted from substandard housing because of violations found to exist under an adopted housing code.

Ald. Charles Barnes responded that "it is the primary function of a housing code" to upgrade living quarters.

City Building Inspector Paul Garofalo said that if stiff enough penalties are provided in an adopted code for use against convicted violators the cost of the fine could be far greater than the actual cost of making the required corrections.

#### Big Bite

He added that if a housing code could be used against about 60 substandard apartments known to exist in the city now it would help to take a "big bite" out of the number of dwelling units considered unsanitary or a health hazard.

Dr. Paul L. Sweet said he felt that by including a medical man on the housing appeals board, a group that would form to hear appeals from the housing inspector's decisions, it would tend to de-emphasize the authority of the city health officer.

Garofalo said, however, that by using the current building board of appeals with the sole addition of a medical representative it would give an area of stability to two levels. Those levels would be the level of initial decision and the level of appeal.

Dr. John D. Booth asked who would become the health officer's assistant or assistants. Riefberg said that the current health officer, Dr. Felix Tomalno, has an assistant.

Ald. Mann presided. Copies of the proposed city housing code have been on file in the city clerk's office. They were prepared by Technical Planning Associates of New Haven.

Need quick cash? Sell your "don't-needs" with a fast action Classified Want Ad in the Danbury News-Times. Reach more than 92,000 potential buyers this quick and easy and inexpensive way. Dial 743-5591.



Reports to the Commission on Civil Rights, Compliance Report  
(Fall,1970)

October, 1970- Negro- first year-6  
                                    second year- 15  
                                    third year- 4  
                                    fourth year- 9   total 34

Spanish surnamed American year 1- 21  
                                    year 2-13  
                                    year 3-5  
                                    year 4-6   total 45

total all students- year 1- 770  
                                    year 2- 705  
                                    year 3- 493  
                                    year 4- 456   total 2424

First time commission sought this information was in Oct, 1969

Numbers of minority students for past 4 years  
1966-67-10 x (negro only-"x"visual)  
1967-68- 18 x  
1968-69- 35  
1969-70- 49 plus 1 from Biafra

geographical distribution of 50 Negro (14- Fairfield country, 11-Ht  
country, 13 New Haven County) 43 hispanics (19 from Ht and 11 from  
NH).

1969 list from H.Burke- 14 foreign students (Asia, Europe,  
Carribean, 1 from Africa)

Estimated number of negro students 1968-69 compiled by Dr.and  
Mrs. Geddes (1/23/69)

fr	12	F	8	M---	20	total	
so	7		4		-	11	
Jr.	1		1		2		otal 21 F; 14 M, 35 total
Sr.	1		1		2		

A MILD SHOUT: ANTI-WAR PROTEST  
AT WESTERN CONNECTICUT STATE COLLEGE  
1967-1969

Colleen Blair  
April 25, 1994  
Historian's Craft  
Dr. David Detzer

It is a common misconception on the part of many Americans that the anti-war sentiments, which emerged during the Vietnam conflict, were a new and unusual event in America. In fact, the modern pacifist movement in America has a long history that can be traced to the turn of the century. Granted, the peace advocates of the 1960's were more radical in their public displays than their earlier counterparts. One cannot deny the fact, however, that anti-war roots are buried deep in American history.<sup>1</sup>

In their essay, "While the Whole World Watched: Rhetorical Failures of Anti-War Protest", Justin Gustainis and Dan Hahn argue that there was no organized anti-Vietnam War movement, but that the anti-war forces were a loose unorganized coalition of groups that ranged from inactivity to the highly active. They also state that the means of activism varied from group to group, and even within a particular group, depending on the recent activities of the war or the activity of the American government.<sup>2</sup>

Even a place as small and insulated as the campus of Western Connecticut State College in Danbury, Connecticut was touched by anti-war sentiments. How did the students and faculty of Western Connecticut State College reflect the national trend toward anti-Vietnam War sentiments, and how did they express their sentiments? There were two groups on the Western Connecticut State College campus that sought to

heighten the awareness of the campus population and also to express their own dissatisfaction with the Vietnam War.

The first anti-war group, The Students United for Peace, appeared in 1967. The later, more active group, called the Committee to End the War, was formed in 1969 in response to a national call for a moratorium to end the Vietnam War. In addition, there was also a group that formed in 1969 to show its support for the government's policies in Vietnam. This group was called the Pride Committee.

In 1967, Western Connecticut State College was a small state college seemingly dropped in the middle of a semi-residential section of Danbury, Connecticut. The campus, then as now, is intersected by the grid of city streets. The din of vehicular traffic can be heard in the classrooms.

The College, during the academic year 1967-1968, was a school in transition. The new Ruth Haas Library was nearing completion. A new female dormitory was in the planning stages, and the students were benefiting from expanded classroom space through the acquisition and remodeling of the former Danbury High School, now called White Hall.

The president of the school was Dr. Ruth A. Haas. Dr. Haas was a "very conservative administrator who felt the



community looked to her to keep the kids in line," according to James Dyer, a former vice-president of the Student Government Association.<sup>3</sup> Dr. Haas was unique in that she was the only female president of a state college in Connecticut up to that time. By 1967 she had already been associated with the school for thirty-six years. Dr. Haas had witnessed the school's growth from a tiny all-female teacher preparation "normal school" to a state college on the brink of a huge growth spurt.<sup>4</sup>

"Ruth Haas knew everything."<sup>5</sup> This view of the all-knowing college president was presented by most of the individuals to whom I spoke. She was characterized, alternately, as a grandmother type who cared for the students, and a gutsy politician who knew how to play the political game and play it well. She was "concerned that the kids were going to hurt themselves or ruin their future."<sup>6</sup>

Of the 1,774 full-time day students attending the school during the 1967-68 academic year, more than half of that number lived within commuting distance of the college. The student body was predominately female with a ratio of approximately two female students to every male student.<sup>7</sup> It was suggested by a member of the administration and also in a Letter To The Editor that appeared in the student run newspaper, The Echo, in December 1967, that this ratio was a contributing cause of the lack of student anti-war protests

during the early stages of the Vietnam War.<sup>8</sup> Given the fact that women in America are not subject to the draft, this may be a reasonable assumption. Another, and more probable, cause for the lack of campus anti-war protest prior to the winter of 1967, could be attributed to the fact that the nation, in general, was not in opposition to the war, and that this feeling was reflected by the students at Western Connecticut State College. In a 1965 Gallup pole, sixty-four percent of those polled believed that the United States was justified in its involvement with Vietnam.<sup>9</sup> This was clearly the predominant feeling at the school.

Numerous articles and letters to the editor supporting President Johnson's actions in Vietnam were printed on the pages of The Echo during the 1966-1967 academic year. One editorial went so far to say that President Johnson would be remembered for his glorious victory in Vietnam and would be condemned for his wasteful "Great Society" fiasco.<sup>10</sup> Another columnist wrote that the "immediate withdrawal of our troops from Vietnam is a repugnant, selfish idea."<sup>11</sup>

By the fall of 1967, the attitude of the American public was beginning to shift. More people were beginning to question the United States' involvement in the Vietnamese conflict.<sup>12</sup> This also became the prevailing attitude on campus. A maverick group, The Students United for Peace (SUP), was loosely formed under the direction of James Rowland, a Junior

enrolled at the college. The group was not heavily supported by the student population, nor was it supported by the Student Government Association.

There were rumors that the Students United for Peace were involved with the Students for a Democratic Society (SDS), a radical student group formed at the University of Michigan and involved in major anti-war protests at large university campuses across the country. There was, however, no evidence that the SDS had any appreciable membership on the Western Connecticut State College campus other than a few students who claimed to be members, and at least one person on the faculty who was a "card carrying" member.<sup>13</sup>

According to Linda Boddie, a former member, their group, Students United for Peace, was not very organized. It had a membership of only twenty to thirty students. Students United for Peace was not a very active group either. "We had a few sit-ins, maybe a march or two, and I seem to remember a protest on the lawn outside of Higgins Hall."<sup>14</sup>

The major activity staged by The Students United for Peace was held on Tuesday, December 5, 1967, on the Higgins Hall lawn. The gathering was assembled in order to get names on a petition that was intended to be submitted to the college administration. The petition was seeking equal time to set up a peace table, next to the armed services recruiter table,

on campus. According to an account in the Danbury News Times, the "meeting", as it was termed by Rowland, was not violent, but involved some good-natured arguing and discussion among the forty or fifty students that assembled for the petition drive.<sup>15</sup>

There was no actual article about the event in The Echo. By its omission as a news story in the student paper, one must question the motives of the newspaper staff and, ultimately, of the college administration. There was a reference to the incident in The Echo in the form of a Letter to the Editor. Therefore, the letter was neither subject to the scrutiny of administrative edit, nor could it be misconstrued as portraying the views of the editorial staff. This letter described the peaceful assembly of the Students United for Peace and the subsequent heckling of that group by a group of students who were described as the "seat of apathy." The letter was written to the paper by Robert Baraclough, one of the regular columnists on the staff of The Echo.<sup>16</sup>

Dr. Harold Burke, Dean of Students at the College, recalled that there were a number of attempts by the students to obstruct the military recruiters on the campus. He said that he explained to the students that although he personally did not agree with the aims of the war, he felt that people had a right to speak to recruiters and learn about the military if they chose. Dr. Burke would "lead the recruiter through the mob," to the recruiting table.<sup>17</sup>



Mrs. Boddie stated that her sympathy with the anti-war movement, and ultimately her association with the Students United for Peace, was mostly influenced by the media. She said, "the news showed that you would be sent to Vietnam and you would die. That information would flavor the thinking of a whole generation. We felt that it was not our war. We [the United States] were involved for purely economic reasons; it was senseless."<sup>18</sup>

Mrs. Boddie felt that her involvement with the anti-war group jeopardized her acceptance into her major field, elementary education. She said that she was told that she could continue to attend the college, but that she would have to change her major. She said that the administration felt that she would not be a good candidate for the teacher preparation program. Because of this administrative attitude she dropped out of the college before her Junior year. "That could have been a reality," Dyer admitted. "We like to think that those things don't happen, but they did happen, they do happen. Especially in that climate it could have happened."<sup>19</sup>

By the end of the 1967-1968 school year, The Students United for Peace was floundering in a sea of bureaucratic red tape involving the Student Government Association and the administration. The group had not yet developed a statement of purpose and their membership was dwindling.

After the Tet Offensive, which was a major attack by the North Vietnamese Army in February 1968, there was "a transition in popular attitudes toward the American presence in Southeast Asia."<sup>20</sup> Even so, the editorial staff of The Echo still held to the idea that because of the nature of guerrilla warfare and the "simple arithmetic" of troop strength, "we are winning."<sup>21</sup>

Other ideas however, were becoming be evident on the campus. Gradually, more articles questioning the American presence in Vietnam began to appear in the pages of The Echo. In March of 1968, The Echo conducted a poll of some students. The survey asked the students their feelings about the War in Vietnam. It also asked whether they would classify themselves as "Hawks", supporters of the war, "Doves", those who did not support the war, or "moderates", those who wanted to see an end to the war but, didn't want the United States to lose face. The results of the poll were presented in a very confusing and ineffective manner which rendered the poll useless. However, the interesting point is that the number of respondents seemed to be split evenly between those who supported the war and those who did not.<sup>22</sup>

By February 1968, there was a regular column in The Echo titled "The Loyal Opposition". It contained articles on a variety of topics, usually with a liberal slant. One article printed in February 1969, gave a heart-wrenching

account of the experiences of Vietnam veterans during their tours of duty. At the end of this article, the address of the Boston Draft Resistance League was given.<sup>23</sup>

Throughout the spring of 1969, the volume of anti-war articles in The Echo increased. In addition, the tone of the articles became increasingly more hostile toward the Nixon administration and its handling of the War.

During the summer of 1969, not all of the young people in America were in upstate New York listening to rock music and bathing nude in streams. A small group of students were in Washington, D.C. trying to implement the idea of three young men: Sam Brown, David Hawk, and David Mixner. Their idea was to make a nation-wide, anti-Vietnam War statement. The committee to promote the idea of a National Moratorium Against the War in Vietnam was formed. From this spark, a current of excitement flashed to colleges and universities across the nation. In time, the spark ignited interest in community and church groups who were also displeased with the war, but who, up to this time, had no way to make a public statement about their displeasure in a manner which they considered acceptable.<sup>24</sup>

The Student Government Association at Western Connecticut State College, under the direction of Karen Burns, a girl "way before her time in many areas"<sup>25</sup>, conducted a student referendum. The referendum read:

"Wesconn students should not attend classes on October 15 in support of the National Student Moratorium Against the War in Vietnam thereby voicing their opposition to the war and the policies which led to the United States involvement in Vietnam.<sup>26</sup>

On Friday, October 3, 1969, 856 of the 2,053 students eligible to vote, took part in the election to decide whether Western Connecticut State College would participate in the Moratorium. By almost a three to one margin, the students passed the referendum.<sup>27</sup>

Even before the vote was counted, a group of students and faculty members met, and formed The Committee to End the War. This group, according to faculty member, Wallace Lee, "just got together to try to build up support for ending the war." The primary organizer for the Committee was faculty member Andrew Kahn.<sup>28</sup>

The immediate goal of the Committee was to help with the preparations for the upcoming Moratorium. They distributed information to the students and faculty about the War and tried to generate excitement about the Moratorium. Some of the ways they tried to inform the public was through information booths which were set up in local shopping centers. The group also purchased a full-page advertisement in The Danbury News Times. The cost of the notice in the



newspaper was underwritten by a stipend allocated to them by the Student Government Association. Another project was to transform the Fine Arts Lounge in Memorial Hall, the student union building, into a memorial chapel. In the chapel, members of various faiths conducted prayer services throughout the day. The committee compiled and displayed a book of the Danbury residents who were killed in Vietnam.<sup>29</sup>

One major problem faced by the Committee to End the War was the influx of radical material from other groups. The Committee would meet to discuss the possibility of distributing some of the inflammatory literature. Most times, it was decided that the material was too radical. "We wanted to keep our distance from the groups that were looking to change the government," remarked Lee, "We felt that we were protesting the war because it [protest] was something patriotic, that it [the War] was something good for our government to get out of."<sup>30</sup>

The membership of the Committee to End the War was not limited to faculty. There was a core group of students, and from that core, the group tried to expand the membership. Some student members had purely personal reasons for their anti-war activity. Fred Farnham, whose brother was killed in Vietnam on Christmas Day, 1968, expressed a hope that no other family would have to go through the pain and sorrow of such a loss. Charles Demarias also had personal reasons for

his involvement with the Committee to End the War. His brother was also in Vietnam. His brother was there "because he was told to go," remarked Mr. Demarias, "I couldn't do that." Other students and staff were committed to the Moratorium because of a broader sense of responsibility. Some, like member Jean Buck, felt they "just had to do something."<sup>31</sup>

On October 14, 1969, just a day before the Moratorium, the Pride Committee was formed to "declare our support of [President Nixon's] efforts to achieve a peace negotiated to fairly consider the aspirations of all concerned."<sup>32</sup> This campus group began to work to distribute information in support of the war. Organizations such as the Veterans of Foreign Wars and the American Legion worked closely with them to help in this effort. Their first goal was to collect signatures on a statement that supported the United States' efforts in Southeast Asia thus far. They were also focused on the effort to draft a constitution and present it to the Student Government Association to gain recognition as an official group on the campus.<sup>33</sup>

This last goal, seeking official organization status, might not seem like such an obstacle. However, that step presented numerous problems for the Student Government Association. The Committee to End the War was also seeking Student Government Association approval. The two

constitutions were submitted to the student Senate for ratification at the same meeting.

The student Senate assembled in an emergency session, and passed three proposals. The first was a reaffirmation by the Senate to reject the principles that were keeping the United States involved in the Vietnam War. The second proposal was to support the Committee to End the War as a campus organization recognized by the Student Government Association. The next proposal, seemingly in direct opposition to the first two, was to approve the Pride Committee as a recognized organization. Why would the Senate approve the latter committee when the Pride Committee's objectives were not in conjunction with the Senate's feelings about the war?

Some senators and executive board members felt that they had to support both positions to get the more conservative students on the Senate to allocate the funds for the Committee to End the War. "It was is what a college is supposed to do," remarked James Dyer, "address controversial issues."<sup>34</sup>

The Committee to End the War, in conjunction with The Greater Danbury Peace Fellowship, planned the events that culminated in the "Teach-in" held in Berkshire Auditorium on the evening of October 15, 1969. The Moratorium started

with a rally held at the Kennedy Fountain at the old Main Street Mall. The Reverend Joseph Duffey, national chairman of the Americans for Democratic Action, addressed the crowd at the Fountain. In his address, he applauded the young people of America for "waking up" the older generation.<sup>35</sup>

Approximately 1,000 people attended the rally, which then proceeded in a clergy-led candlelight march down White Street toward the college. The participants marched in an orderly and peaceful manner with a police escort. At one point everyone was holding his breath when a pick-up truck, with a sign reading "Bomb Hanoi" on the side, tried unsuccessfully to enter the procession. The marchers did not react to this intrusion and continued the procession toward the college.<sup>36</sup>

The marchers carried three flag-draped coffins along the parade route. The crowd chanted "Peace Now" while they slowly made their way to the campus. When they reached the campus of Western Connecticut State College, the war protesters filed into the Berkshire Auditorium. There was a capacity crowd in the auditorium. The overflow crowd was directed to the gymnasium, where they observed the proceedings on a closed circuit television hook-up.<sup>37</sup>

The crowd was welcomed by Dr. Haas, who was not pleased with the anti-war activity on the campus. However, she



recognized that opposing viewpoints existed and after some persuasion, gave her permission for the teach-in to be held. The official position of the administration was one of neutrality.<sup>38</sup>

The program of the teach-in consisted of a debate between two members of the college faculty. Taking the conservative position, and supporting the President and the war, was Dr. Eric Roman. In opposition to the war was Arthur Levy. They debated the proposition that American troop withdrawal was the only way to end the war. In addition to the debate, the crowd was addressed by other noted speakers. These included Louis Untemeyer, a poet, playwright Claude McNeal and historian John Toland. The event was moderated by Rabbi Jerome Malino.<sup>39</sup>

Dr. Roman, who held the minority opinion concerning the war, was lauded in The Echo and The Danbury News Times for his display of courage in making public his stand on the war which was not the popular view at this time.<sup>40</sup> During Dr. Roman's presentation, some of the crowd started to boo him, but he continued his remarks and countered the audience with an admonition that they would hear what we had to say that evening.<sup>41</sup>

In his presentation, Arthur Levy outlined the government's position on the Vietnam Conflict. He then gave his own view

of the United States' support of Ngo Dinh Diem whom he termed a dictator, not a leader who supported democracy.<sup>42</sup>

During the program, a group of motorcyclists entered the auditorium and caused a disturbance. Their antics were ignored by both the crowd and the participants on the stage. The program proceeded as scheduled.<sup>43</sup>

Participation in the event exceeded the expectations of the Committee to End the War. Because of the positive response to this program, the Committee was encouraged to participate in other anti-war events. In mid-November the Committee to End the War sponsored a candle-light vigil in Rogers Park, Danbury. Individual members also attended a March on Washington in November of 1969.<sup>44</sup>

On the Thursday before the trip to Washington, the Committee to End the War organized a memorial service for the Vietnam War dead in the Berkshire Auditorium. Local religious leaders were invited to speak and lead the audience in prayer. There were also two guitarists who led the assembly in song.<sup>45</sup>

After the November March in Washington, the Committee to End the War was not very active. There was discussion by the Student Government Association about the original purpose of the Committee. Some senators believed that the Committee's

sole purpose was to plan the campus activities for the October 15 Moratorium. They felt that the Committee should not be an on-going organization that would initiate anti-war activity on campus. In its place, the Student Government Association wanted to set up a Student Government sub-committee to handle this task.<sup>46</sup> In any event, this in-fighting appeared to be the demise of the Committee to End the War.

This flutter of activity at Western Connecticut State College is a reflection of the level of involvement that has traditionally been experienced on campus. The anti-war activity on the campus was representative of the community in which the college is located, the make-up of the student body, and the philosophy of the college administration.

The City of Danbury "has always had a record of being a relatively conservative community," remarked Dyer, who after his college career, was elected as Mayor of the City.<sup>47</sup> The students, many of whom were first generation college attendees, reflected the values of their blue-collar roots. The fact that most students commuted to the school, reinforced the strong tie of the college to the community.

The administration had a very strong influence on the size and scope of the activities on the campus. Dr. Haas' matriarchal approach to her interaction with both the

students and faculty led to a conservative and controlled anti-war response. The unilateral chain of command within the administration did not allow for wide variations of behavior on the part of faculty or student. One former student reflected that he chose not to be involved with the Moratorium because he did not want to draw attention to himself. "I was a student who was on the edge academically, I felt that if I openly opposed the war, my activity and my poor academic performance could be used to force me to leave the college. Then I would have opened myself up to the possibility of being drafted."<sup>48</sup>

It was also felt, by James Dyer in particular, that Dr. Haas could see the change in the attitude of in-coming students.<sup>49</sup> Perhaps Dr. Haas felt she could stem the tide of radicalism on the campus by allowing a controlled and calculated anti-war response through the involvement of responsible faculty and students.

The influence of the Committee to End the War was very short-lived on the campus. As a freshman entering the college in the Fall of 1970, I had heard of neither the Committee to End the War nor the Teach-in. It was not until twenty-four years later, while doing research for this paper, that I became aware of these activities. It is also interesting to note that very few of the students who were actively involved in either the Pride Committee or the



Committee to End the War are on record as graduates<sup>of</sup> Western Connecticut State College.<sup>50</sup> Perhaps their withdrawal from college left a void on campus which no other activist was willing to fill. This lack of involvement effectively ended the Committee's work.

Everyone who made himself available to me for an interview was flattered to be given the opportunity to reflect on his involvement. Not one expressed regret that he had been involved with activities to stop the war. There are, however, a number of people whom I contacted who did not respond or were unwilling to share their experiences. I can only speculate that either they would have felt uncomfortable with their former activities, or, had forgotten what role they played in the history of Western Connecticut State College. There are also a number of people who played key roles at this time whom I could not locate. In addition, constraints of time precluded my contacting more people.

## END NOTES

<sup>1</sup>Charles DeBenedetti, An American Ordeal (Syracuse: Syracuse University Press, 1990), p. 9-17.

<sup>2</sup>Justin J. Guatainis and Dan F. Hahn, "While the Whole World Watched: Rhetorical Failures of Anti-war Protest," Communication Quarterly, 36, (Summer 1988), 203-205.

<sup>3</sup>James Dyer, Interview with author, March 28, 1994.

<sup>4</sup>The Wesconn Echo, May 29, 1968.

<sup>5</sup>Paul Hines, Interview with author, April 6, 1994.

<sup>6</sup>Ibid.

<sup>7</sup>Connecticut State Colleges Semi-Annual Statistical Report, March 15, 1968.

<sup>8</sup>The Wesconn Echo, December 8, 1967.

<sup>9</sup>George Gallup, The Gallup Poll: Public Opinion 1935-1971, 3 vols. (New York, 1972) 3:1971, 2010, 2052.

<sup>10</sup>The Wesconn Echo, December 8, 1967.

<sup>11</sup>The Wesconn Echo, February 16, 1968.

<sup>12</sup>Kenneth J. Bindas, and Craig Houston, "Takin' Care of Business: Rock Music, Vietnam and the Protest Myth," The Historian, 52, (November 1989), 13.

<sup>13</sup>David Detzer, Observed by author, April 4, 1994.

<sup>14</sup>Linda Boddie, Interview with author, March 21, 1994.

<sup>15</sup>Danbury News-Times, December 6, 1967.

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## State Colleges Invite More Negro Students

DANBURY—A "warm image of welcome" to encourage Connecticut Negro youths to attend the state colleges and university branches was urged Thursday evening as one way of persuading college-bound Negro citizens to study within the state. The suggestion was made at a meeting sponsored by the Human Relations Committee of the Danbury Area and the Connecticut Civil Rights Commission at Danbury State College.

The meeting was attended by about forty persons, including school guidance personnel from Ansonia, Danbury, Stamford and Norwalk; representatives of the National Assn. for the Advancement of Colored People and NAACP youth groups; Negro students from Danbury State College; DSC faculty members, and members of the Human Relations Committee and the staff of the Civil Rights Commission. Dr. Chester G. Anderson, chairman of the HRC, presided.

### Curious About Students

Anderson opened the meeting by saying that the HRC was curious to find out why so few Negro students apply for admission to Danbury State College and other nearby state facilities for higher education. He pointed out that the education offered is good, the cost to the student relatively low, and the employment opportunities for graduates in teaching and other fields excellent, regardless of race. Nevertheless, only three Negro students are currently enrolled at DSC and few are applying for next year.

Merrill W. Walrath, registrar and director of admissions at DSC, outlined the admissions requirements, costs and curricula at the college. He said that admission depends on three factors, weighed in their complex combination for each individual applying: College board examination scores to show verbal and mathematical aptitude, secondary school academic record to show achievement and the kind of courses taken, and an interview with a faculty member to try to find facets of the applicant's motivation, aptitude, achievement and personality not determined by the examinations and the written record.

### Lead to Degrees

He said that the curricula lead to four-year degrees in elementary education, music education for both elementary and secondary school teaching, secondary education with majors in English, mathematics, history, sociology, chemistry, physics and biology, and the liberal arts, with majors in zoology, botany, biology, physics, chemistry, history, mathematics and English.

Minimum costs to the student for each year, including room and board, amount to about \$1,110, \$1,000 to \$2,000 less than the cost at many private universities and colleges, because the taxpayers' money makes up the difference.

After these two introductory statements the meeting started an open discussion, in which key participants included the Rev. Simon Peter Montgomery, representing the Stamford NAACP; James E. Calkins, director of guidance and special services for the Norwalk schools; Clifford Barton, speech and hearing specialist for the Westport schools; Joseph DeVita, administrative assistant for guidance in the Norwalk high school; Miss Sharon Perdue and Miss Barbara A. Blackbear, students in the Stamford High School and others.

### Conclusions Reached

The upshot of the discussion was, according to Anderson, that the Human Relations Committee, working with DSC administrators and with officials from other institutions nearby, such as Waterbury and Stamford U-Conn, would try to do two things this spring:

1. To send representatives—including Negro students and alumni—to visit youth groups of the NAACP and Negro churches to encourage aspirations for a college education and to point out the advantages offered by the state institutions.

2. To request DSC and the university branches to hold a meeting or series of meetings to which Negro high school students would be invited through the guidance officers in their schools and through Negro youth groups, and at the "warm image of welcome" would be created for those attending.

"Those who so generously participated in the discussion seemed to agree," Anderson said, "that because of the Negro's history in America, a special approach is needed which goes to him rather than merely asking him to come to us. If we are successful in persuading 10 or 15 qualified Negro young people to come to DSC, I think that the number will increase steadily because they will find it a good place to study and will find at least some of the social advantages which many now seek in Negro colleges in the south or



*Article used  
on News wire in Dec  
1966 (no date) with pic*

## THE DANBURY TUTORIAL PROJECT

(An undertaking which is not sponsored by the college, but which seems valuable to both college and community.)

*Can in 58*

By C.G. Anderson

At a recent faculty meeting several teachers voiced concern that underclassmen at Danbury State College have opportunities to work with children in learning situations. Some freshmen and sophomores find such opportunities in their own families or as Sunday-school teachers or as schoolbus drivers or in summer jobs as playground supervisors or camp counselors; but the opportunities are few and are met at haphazard.

### Opportunity Smacks on the Doorpost.

Within the last six weeks, however, a new and valuable opportunity has been developed by the DSC students themselves in the Danbury Tutorial Project. Thirty-six tutors--most of them DSC students--have been engaged since April 1 in the project, tutoring about seventy youngsters from the seventh, eighth and ninth grades of the Danbury schools. Since the project has made a very successful beginning, I thought the faculty would like to know how it began and what it amounts to now. It seems to me that it is worthy of every encouragement from faculty members to ensure its continued success--not only because it gives our students an opportunity to work with children, but also because it enables the students to cooperate with the community of Danbury in trying to solve the pressing problems of "dropouts" and "underachievers".

The Danbury Tutorial Project began with a telephone call from Miss Elizabeth Krom, education staff member of the Connecticut Commission on Civil Rights, to me as chairman of the Human Relations Committee of the Danbury Area. She wondered if there might be any students at DSC who would want to join the Northern Students Movement, an organization which was founded a few years ago in sympathy with southern student "sit-ins" and "freedom rides," but which had found its metier in successful tutorial projects in Philadelphia, New Haven, Middletown and elsewhere. There were, Miss Krom said, such groups on the campuses of private colleges in Connecticut, but not on the campuses of the state colleges.

Several students--Mr. Dan Washington, Miss Roseanne Janosov, Miss Sandy Berkofsky, Mr. Bob Contessa, Miss Kathi Hanlon, Miss Theresa Moffa, and Miss Kathy Elbaum--responded immediately to my bulletinboard inquiry, and luckily I had sense enough to turn them over to Mrs. William Goodman, a member of the Human Relations Committee.

### Seven Steps.

At Mrs. Goodman's home during the latter part of February Mr. Washington became the leader of the group. It has been primarily his factive personality, combined with his devotion to the task at hand, which has led to the careful planning and execution of the project. He set up a difficult timetable which would bring tutors and tutees together by April 1. At this meeting the group decided to do seven things in five weeks:

1. To seek the blessing of the Danbury Board of Education.
2. To seek the cooperation of Mr. Frank Polermo of the Main Street School, Mr. William McKee of the Locust Avenue School, and proper authorities at the high school in the recommendation of potential tutees.
3. To find as many tutors as possible from among the student body--enough for one tutor to every two tutees--who would commit themselves to persevere

- in tutoring once they had begun.
4. To ask tutoring facilities from DSC authorities and from clergymen.
  5. To arrange meetings for instruction of the tutors by Mr. Lee Jacobus and Mr. Lon Edwards, DSC faculty members, and by Mr. Peter Countryman of Yale University, executive secretary of the Northern Students Movement.
  6. To compile a cardfile of tutors and tutees, so that subject proficiencies and deficiencies could be matched and so that lines of communication could be established.
  7. To meet with tutees and their parents on April 1, so that tutoring could this spring instead of in the summer or fall.

### Delirium.

Older and wiser heads thought the timetable unrealistic, if not impossible; but, fortunately, delirious youth prevailed. All of the seven steps were accomplished because of the energetic dedication of the students--particularly of Mr. Washington, the director of the project, and of Miss Janoscy, its secretary. The Board of Education and the school administrators were most cooperative. On April 1 Higgins 114 was packed to the reostats with tutees, parents and tutors.

Tutoring began the same week. It has carried on in the early evening in DSC classrooms and in the facilities of the St. James Church. A few problems have arisen when tutors or tutees have failed to show up or when tutees have come for instruction without registering, but most of these have been quickly resolved. Some anticipated problems, such as personality conflicts between tutors and tutees, have not arisen.

Instruction is being given in mathematics through Algebra I, English, social studies and French. One tutee whose problem is simply that he speaks Portuguese well, English badly, is being helped by a DSC student who speaks Portuguese, and Mr. Washington says that Italian and Spanish language problems could also be handled.

### The Great Reward.

Many of the tutors have had the great reward of seeing concrete evidence of progress in their charges. One tutee, for example, passed her first social studies quiz this year, with a grade of 78 per cent, the day after a tutorial session. Many, too, have begun to learn that the "problem" frequently has its roots in the family or social situation of the tutee, with only the unhappy blossom blowing in the tutee himself. As one tutor put it, "I wish I could get to that boy's step-father--that's where the trouble lies."

Another tutor summarized a common feeling of commitment among the tutors. "You're really on your own in tutoring. It's like playing golf--there are no victories except those you win over yourself and over the game. Nobody is there to see your mistakes or the things you do right except you and the kid."

### Outsiders.

The Danbury Tutorial Project is not an official student organization at DSC. It is an "outside group," although the college has cooperated fully, through the office of Dean F. Burton Cook, in providing most of the physical facilities in which it operates, and although faculty members Lon Edwards, Martha Counts, Doris Crozier and Truman Warner have given it encouragement. Mrs. William Goodman continues to be its adviser, just as she advises the smaller group of DSC students who through-

out the year have participated in the "cultural enrichment" program in the Mill Ridge public housing development.

The project accepts tutees without regard to race, color, creed or national origin. Additional tutors and tutees would be welcomed.

At a meeting in Higgins Hall this Monday evening, May 20, at 8:30 p.m., probably on the second floor, the tutors will plan for the future of the project, with a view toward continuing it this summer and next year. Interested faculty members are welcome to attend the meeting.

#### Membership.

The tutors are Sandy Berkofsky, Kathi Brogan, Mary Carroll, Bob Contessa, Juan Cardona, Christine Dellee, Randy Ferrara, Barbara Fesh, Bill Foley, Susan Friedman, Diana Giancola, Jim Ginet, Bob Groeschner, Kathi Hanlon, Judy Hartell, Regina Jarkowski, Kathy Kieras, Dennis Lauro, Rosemary McNamee, Jerry Milious, Tom Millea, Terry Moffa, Carol Pease, Joseph Pirri, Elliot Sossei, Bill Tesbir, Ed Walendzik, Dennis Wasylean, Lucy Pereira, Mary Frances Stumpf, Sandy Connors, Geri Hansen, Marge Byrtek, Maureen Kienle, Tony Delurio and Kathy Elbaum.

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