Eminent Classicist Plans Campus Visit For Lecture Series

Professor H. D. F. Kitto, a distinguished author and classicist will visit Connecticut College Thursday and Friday, November 8 and 9. Having retired from the University of Bristol just this year, he had been associated with the University of Glasgow from 1921 to 1944. Mr. Kitto was a visiting professor at Cornell and Brandeis Universities, and in 1960-1961 was the Sather Professor of Classical Literature at the University of California.

Peace Corps Representative Discusses Its Aims, Origins

From the time President Kennedy introduced his plans for a "Peace Corps," the public imagination has been roused by various ideas of ideals behind the Peace Corps. It is not a new or unique idea and has its roots deeply implanted in history. But what is new is that the Corps is joined with the power and the desire to implement it." Congress designed the program as a means to promote world peace and friendship by introducing qualified Americans to foreign countries. It is "to be a continuation of the old concept of American responsibility." The human side of International Relations. An enduring, long range aspiration, it is not particular to America but is "particularly American."

The means of attaining the ideals behind this program rests upon the provision of development projects with "doers and helpers" who contribute their various skills toward the advancement of countries while sharing its way of living. Each volunteer must be over eighteen years of age, as Miss Wilson noted, the Corps has brought out an awareness of our responsibility as citizens and human beings in all generations. The volunteers serve two years, 3 months of which are devoted to a training period in which they are trained for a particular project not organized in the States but submitted by the country asking for aid. Although the training is specified in some areas, there are some common elements such as learning a language or culture, a thorough acquaintance with the ideals and policies of the Peace Corps, a medical course, a history of the country to be visited, as well as a physical training period which can be as extensive as one chooses. It was pointed out that liberal arts students are qualified in many areas such as social work, community service programs, child care, fundamental nursing, and above all teaching, since most of the fluent in one language. As Miss Wilson said, "the Corps is responsible for creating an American of new dimensions. But most important is the effect that these new Americans have on the foreign communities, acting as catalysts for positive social change."

Reorganization Proposal For Vespers Rejected

Recently, two Connecticut College students proposed a measure to establish a compromise between the Student Government and the administration. Miss Helen Wilson said that "the idea joined with the consideration of the idea joined with the idea was the Corps is responsible for creating a sort of American in each country, not in the sense of American responsibility for the country, but in the sense of the idea of the American responsibility for the country."

In answering this petition, thought that the suggestion was not in accordance with the best interests of the student body or the college as a whole. In arriving at this decision, Religious Fellowship gave primary consideration to the history and present character of the College. The heritage of the school has always been that of the Unitarian tradition of keeping with the original ideas and ideals of the founders. This has naturally caused the Vesper Committee to call upon more Protestant speakers than Catholic or Jewish ones.

Their answer, then, considers the historical tradition of the college in relation to the student's moral beliefs. "Because the speakers are primarily Protestant in their affiliation does not mean that they address themselves only to Protestants. We feel that these men are of such worth to the college that any religious tradition may receive something from their talks."

The college has always believed that it is important for the student to be exposed to all aspects of worship, including liturgical music, hymns, and scripture, as a significant part of college life."

Cuba Action Error Says Prof. Hughes

A candidate for the United States Senate during the last week that an invasion of Cuba would be a "diplomatic and moral catastrophe of the first magnitude."

Speaking before a meeting called for consideration of "alternatives to war over Cuba," Stuart Hughes, Massachusetts independent, declared that invasion of Cuba would shatter American prestige around the world.

"Remember how we felt six years ago, when the Soviet tanks rolled into Budapest," Hughes told the overflowing meeting of over one thousand Harvard students and faculty members, "that is how the rest of the world would feel if American Marines marched into Havana."

Hughes, a Harvard History Professor, entered the Massachusetts race with a petition drive which collected over 54,000 signatures supporting his candidacy. His campaign has focused on "alternatives to the arms race" and civil rights.

Hughes denounced the "contrived and theatrical atmosphere" of President Kennedy's announcement of our blockade of Cuba. He said that the President's action has created a great danger of "escalation" to nuclear war.

He decried the President's implication that Cuban-based Soviet missiles constitute a radical change in the balance of nuclear force.

Following the meeting over 300 telegrams were sent to the President urging restraint from any contemplated invasion. Police estimated that one thousand people were turned away from the overflowing hall.

Other speakers included Dr. Harrington Moore, Jr., a Senior Fellow at Harvard's Russian Research Center and Prof. David F. Cavers of the Harvard Law School.

Prof. Cavers asserted that according to International Law neither the United States nor the Soviet Union was a clear violator but that the actions of both sides had "not been in the spirit of the United Nations." Dr. Moore de-
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**There Are None So Blind**

As Those Who Will Not See

After I write this article I am going to put the impetus for its comments, one page of mimeographed insanity, into a covered garbage can, for to look at it makes me physically and emotionally sick. I cannot say that it makes me intellectually ill, as it is addressed not to the intellect, but to that dark area of heart-learned fear and prejudices which, though they may lie dormant, are always present somewhere in the human complex.

In the midst of our politically inspired confusion last week, the aforementioned communication was received in the ConnCensus mail box. Its envelope bears no return address and the only clue to the identification of its sender or senders is to be found in what looks like the signature at the bottom of the page, "By Order of the Seeing Eye." (It should be noted that the term "Seeing Eye" is commonly applied to dogs, dogs which lead blind people through life.) At the top of the page appears the question: "What Is Wrong With America?" There follows a garbled answer to this question in which the author or authors, using twisted or out-of-context quotations, proclaim the following: The Jews are the destroyers and seducers of the world; the Jews are not Semites or the descendants of the ten lost tribes of Israel; but Khazars, a Turco-Finnish race who stole Palestine from the Semite Arabs; the Jews started World War I and II; Talmudism = Judaism = Communism; the Jews plan to rule all of it, must lie in the logic and pattern of existence to find why we are susceptible to such a dilemma. Often, being unable or unwilling to find the answers here, we look around frantically for some convenient rack upon which to hang the culpability. Though certainly not deserving of approbation, such an act is forgivable, human creatures being what they are. However, the line must be drawn somewhere to rule out forgiveness. It must be drawn when we reach the area of national crisis and begin to look for a scapegoat, one group to answer for our failure as a nation, our inability to form for ourselves the world of which we dream.

Where does the blame lie? Obviously our world leaders don't know and neither do I. Some of it, perhaps much of it, perhaps all of it, must lie in the logic and methods of Seeing Eyes. B.—J.R.
NSA: Affiliation or Independence

The Student Government is currently discussing a revision of policy concerning affiliation with national groups. The main organization under consideration at present is the United States National Student Association. The USNSA was founded in 1946 at the University of Chicago as the American branch of the World Student Congress. Since then it has been expanded to include 400 member schools in 21 geographic areas. Each region has one representative in the National Executive Committee, a group which meets twice a year to review the operations of the association.

The primary purpose of the USNSA is to encourage student participation in legitimate social and political activities. It is the belief of this organization that the student should be an active, informed, responsible participant in the democratic life of the campus, local, state, national and international communities. The student should seek with interest those problems which would lead to responsible involvement in social and political action. In this connection the student should be concerned not simply with problems pertaining to the academic community, but also with those of our national and international life.

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Cybernetics: Topic Of Smith Interim

Smith College has announced that the topic for their Interim Session this year will be "Cybernetics and Its Impact on Society." In a series of lectures during the three-week Interim, speakers will focus on the vast changes that cybernetics is bringing about in contemporary society. The announcement precipitated an article in The Sophian (Oct. 25th), evaluating the Interim plan.

Smith's Interim Session was initiated this year through a three-year trial basis. Under this plan, first semester classes and examination are concluded before Christmas vacation. Students return in January for a three-week program of independent study. Areas of study and bibliography may be discussed with faculty members, but the Interim project is formulated, instructors should be completely absent. If they (students) study, let them study alone."

The Interim system has provoked much comment, not only at Smith but at other colleges, where students have urged the institution of a similar plan. The Sophian article presents Smith faculty opinions on Interim.

Dean Doris Silbert admitted that Interim "was not as effective" as she had hoped. "I learned that students have to be taught to use their free time fruitfully." For this reason, the '63 session will provide voluntary study programs, reading lists, and research projects for freshmen and sophomores.

Robert T. Peterson of the English Department comments, "Interim? Merely the best scheme possible for cutting into the most destructive weakness we have: excessive dependence." Mr. Peterson realizes that some students may not be capable and eager in independent study, but he points out that "loss can have a positive value." The student may "learn things about herself and her ways of working that can't easily be learned otherwise."

Richard B. Young, colleague of Mr. Peterson's in the English Department, agrees with him that the responsibility of the individual should be stressed. Mr. Young opposes the inclination to place a greater share of the responsibility on the faculty for supervision and direction. "To spend two weeks doing badly what could be done better in a regular course is nothing more than pious hypocrisy. If the Interim idea is to be tried out, don't compromise it."

Faculty comment on the whole favors the institution of independent study but has reservations as to what will make the plan more effective: greater or less faculty supervision. The problem should be clarified by the results of this year's Interim.
"Snarkophiles of the world unite; you have nothing to lose but your brains!" We may be at odds on the Cuban situation, but I am sure that both Snarkocrats (Democratic Snarkophiles) and Snarkxists (Communist Snarkophiles) will agree that the day on which Martin Gardner’s *The Annotated Snark* appeared was easily one of the most Irabjous of our time. Here in effect is what the world has been waiting for, a Variorum Snark. For the uninitiated who still think that I am writing in hieroglyphics, I hasten to explain that *The Annotated Snark* is a meticulously and thoroughly annotated edition of Lewis Carroll’s answer to Homer and Vergil, his great nonsense epic, "The Hunting of the Snark." For the poem itself, I can praise it sufficiently only by saying that it is pure unadulterated Carroll, and that, I should think, is enough to make everyone rush out and read it immediately. The story concerns the adventures of nine improbable shipmates, led by a bell-ringing captain who resembles Lord Tennyson, as they hunt for a Snark. They undergo many harrowing experiences, including encounters with a Bandersnatch and Jubjub Bird, before the tale reaches its hair-raising conclusion. Incredibly clever and downright hilarious in spots, "The Hunting of the Snark" is an epic of great power and, "was responsible for 49½% of the cases of insanity and nervous breakdown which have occurred during the last ten years" (according to Snarkophilus Snobbs, who wrote in 1901, Appendix p. 96). The poem is amazing; but doubly amazing is Mr. Gardner’s edition, which is one of those rare documents having the power to overcome even the most extreme case of Footnoteophobia (an irritating disease common among college students in which the sufferer becomes highly aggravated and often resorts to four-letter Anglo-Saxonisms at the sight of a page liberally spattered with footnotes). Mr. Gardner’s annotations of the difficult words, e.g. “frumlous” and abstruse allusions in the “Snark,” See “Snarkv-PePage 5
Snark

(Continued from Page Four) are all most interesting, and if they will not be of much value on comprehensive exams, they will certainly be invaluable in Life (and also at cocktail parties). How can one be truly educated and remain ignorant of the derivation of such important words as "uffish," "galumphing," and "outgrabe"? How can one assume the role of the intelligent and informed citizen without knowing the characteristics and significance of a Snark? Obviously, one cannot.

As Mr. Gardner (and Lewis Carroll) point out, the overall symbolic and philosophic meaning of the "Snark" is a rather ticklish problem. Carroll himself claimed that it was quite beyond him to find a meaning in the poem; however, several other clever souls have proposed theories of their own which Mr. Gardner summarizes in his introduction. These interpretations range from seeing the poem as a satire on a voyage to the Arctic (with the Snark a symbol of the North Pole), a satire on business (the Snark a symbol of a depression), and a satire on Hegelian philosophy (the Snark a symbol of the Absolute). By far the most timely and interesting interpretation is Mr. Gardner's own suggestion, which has particular significance in the light of last week's events. I will not spoil it by giving a poor precis here, but will leave it for future Snarkophiles to discover for themselves. In addition, two of the most delightful pages of Mr. Gardner's book are Lewis Carroll's own preface to the "Snark," in which he includes a short guide to the pronunciation of those tricky words of "Jabberwocky" fame, so necessary to proper English diction.

No review of The Annotated Snark would be complete without a word about the pictures. Henry Holiday's original illustrations executed as wood engravings. These marvelously appropriate drawings have a Bosch or Breughel-like quality that is at once grotesque and humorous, and they add immeasurably to the reader's enjoyment of the "Snark."

I should like to say more about The Annotated Snark, but I have to run out and see if I can find a copy of Martin Gardner's other edition of Carroll, The Annotated Alice.

S.S. '63
(not Snarkophilus Snobbs)

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