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Connecticut College

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# CONN CENSUS



CONNECTICUT COLLEGE

Vol. 51, No. 7

New London, Connecticut, Tuesday November 8, 1966

Price 10 cents

## Poland-Cryer Production of "Fantasticks" To Be Staged



FANTASTICKS DIRECTORS contemplate production.

by Ruth Kunstadt

"The Fantasticks," produced by the Albert Poland-David Cryer Company, will be presented Friday, Nov. 11, at 7:30 p.m. in Palmer Auditorium.

A musical fantasy, the story revolves around the love between a young boy and girl and the obstacles placed before them by their fathers. The mute, a dancer who is always on stage and contributes to the actions, adds to the aura of fantasy. Kathy McLaughlin, president of Wig and Candle, says, "It's like gossamer; the whole thing is so light and delicate."

Author and lyricist Tom Jones and composer Harvey Schmidt created the show. They first began collaborating in 1951 while they were students at the University of Texas. After a sojourn in the army, when they wrote songs by long distance mail, they came to New York and began writing revue material.

"The Fantasticks," their first full-length musical since college, premiered May 3, 1960, under the production of Lore Noto and the

## Symphony To Play In Concert Nov. 13

The Eastern Connecticut Symphony will present Ingeborg Scholz, soprano, Lillian Fessenden, alto, and Clinton Thayer, trumpet, in its second performance of the 1966-67 season, Nov. 13 at 8:30 p.m., in Palmer Auditorium.

Thayer, a member of the Coast Guard Band, will be presented first in a performance of Ernest Bloch's Proclamation for Trumpet and Orchestra, followed by Mozart's Symphony No. 40 in G Minor.

In Debussy's "La Demoiselle Elue," the orchestra will combine with the Connecticut College Chorus with solo parts taken by Ingeborg Scholz and Lillian Fessenden. Ravel's "Bolero" will close the program.

Miss Scholz studied in Germany and the United States and is noted for her concert and church performances.

Miss Fessenden has been heard by New England audiences in choral and operetta presentations.

direction of Word Baker. Mr. Noto said, "I loved it and it was my belief that a show of this quality would find an audience." Since opening, "The Fantasticks" has played in over 300 American cities and 25 foreign countries. On November 5 it will become the longest running musical in United States theatre history.

Jones and Schmidt also were represented on Broadway with the music and lyrics for "110 In The Shade." Their short film, "A Texas Romance-1909," won first prize at the San Francisco Film Festival. Currently they are working on a new experimental musical called "Ratfink."

The Campus production of "The Fantasticks" is directed by Donald Babcock. He has appeared (Continued on Page 5, Col. 1)

## Service League to Hold Drive For Student Community Fund

Dorm Service League representatives will collect contributions and pledges for this year's Student Community Fund this week, Nov. 7-11.

Pledges made during this week will be payable until Dec. 9.

Diane Cole, chairman of Student Community Fund, stressed that all the money donated during the drive will go to student causes. "Everything we're giving to is student oriented."

### Faculty Auction

The money raised by the drive this fall will be supplemented by the profits received from a faculty auction, similar to last year's auction, planned for February or March. This year, for the first time, Student Community Fund is asking faculty members to participate in the faculty auction in lieu of contributing to the Fund during the fall drive.

Diane explained that 80 per cent of the funds collected remain on campus to support the Connecticut College Foreign Student Fund which yearly supports six one-year foreign students. She continued that the remaining 20 per cent goes to charities which are "specifically student oriented."

(Conn. College News Office) Steadily rising costs have forced the Trustees of Connecticut College to increase its tuition next year by \$250 and its charges to resident students for room and board by \$50.

Beginning in September, 1967, the annual cost of a year's resident study at the liberal arts college for women will be \$3,150. Day students will pay \$2,030.

### Comprehensive Fee

However, the \$50 comprehensive fee included in the above figures and paid by all students will remain constant. This covers charges for laboratory courses, instruction in studio art and applied music, and entitles undergraduates to elect non-credit courses in typing and shorthand. It also underwrites participation in student organizations and campus activities and provides each student with medical services and use of the campus infirmary.

In a letter sent Wednesday to parents of students now enrolled, President Charles E. Shain noted that the Board's action had been decided upon "reluctantly" but that it was "necessary to maintain our fine faculty and to attract talented new teachers at a time of teacher scarcity."

"At Connecticut, as at all independent colleges, the fees paid by an undergraduate do not cover the full cost of education, and the difference must be made up through endowment income and current gifts. Every student at Connecticut College is, in fact, given an annual subsidy to meet the costs of her college year."

According to Richard S. Lewis, Treasurer of the College, the most recent auditors' report indicates that each Connecticut College student receives an annual subsidy in excess of \$600 when direct costs

alone are considered. The differential would be much larger if depreciation costs were assigned.

President Shain assured parents that the "Trustees of the College are anxious that this increase will not be a hardship on the parents of current students or qualified students entering in next year's freshman class who need financial help to meet the cost of a Connecticut College education. To this end they have directed me to increase our program of scholarships and loans. We intend to keep our Student Financial Aid program in step with the rising costs of education."

### Financial Aid

This year 265 students, or 19 per cent of the undergraduate enrollment, are receiving a total of \$323,310 in financial aid in the form of direct scholarship grants and low-interest college loans. Individual awards range from \$100 to full support and are determined

impartially on the basis of demonstrated financial need and academic performance.

Commenting on these statistics, Pres. Shain further noted that "the growth of state and federal scholarships, the ready availability of private and public loan funds have also tended to lessen family financial burdens. We are also proud of recent alumnae successes in increasing the annual giving program, which provides direct support to our annual scholarship program."

### Campus Work Program

Through an extensive campus work program, Connecticut College also makes it possible for an even larger group of students to earn and learn simultaneously. During the 1965-66 academic year 47 per cent of the student body received pay checks from the College totaling \$52,664 in return for their part-time services in instructional and administrative offices.

## Profs. Goodwin and Niering Named Recipients of Grants

Dr. Richard H. Goodwin, Katherine Blunt Professor of botany and department chairman, and Dr. William A. Niering, professor of botany and director of the Connecticut Arboretum, have been named recipients of a \$30,000 grant from the National Science Foundation which will enable them to study the effects of controlled burning upon the plant communities of Southern New England and to evaluate the stability of shrub communities.

A long range project, the study will make use of the northeastern section of the Connecticut Arboretum.

The idea for the study was partly the result of Dr. Niering's interest in the use made by the Indians of fire to clear the underbrush in order to facilitate hunting and traveling. His hope is to simulate the conditions under which these fires were started.

Although prescribed burning is today a standard practice in the Southeast, it has not been practiced in New England.

Mrs. Sally Taylor, instructor of botany, will also make a study of the effect of climatic change on the area to be burned. She will compare the average temperature change of the area before, after, and during the burning process.

This summer students will help collect soil samples and map out the area which will be burned next year, either in the late fall, early



Dr. William A. Niering

winter, or late spring.

Forest areas are not the only areas to be burned. The effects of fire on grassland communities will also be investigated.

The consequences of burning on (Continued on Page 4, Col. 1)

## French Novel to be Subject of Lecture

Mr. Jean Thibaudeau, visiting lecturer in French, will speak on "Le Roman Francais Aujourd'hui" Thurs., Nov. 10, at 7 p.m. in the main lounge of Crozier-Williams.

Editor of *Tel Quel*, a literary review published in Paris, Mr. Thibaudeau earned his Bacc. Philosophy in 1954 from the Lycee Henry IV, University of Paris, and his CELG there in 1955. His current research projects include: *La Nuit, Roman (Ouverture II)*, translation of *Cosmicomiche de Italo Calvino*, and *La Course*, television (BBC).

He spoke at the French Institute, NYU, John Sanford Saltus Foundation Lecture Program, October 12, on "Valery Larbaud and the Affirmation of Language."

The following list of books has been suggested for reading before the lecture: *Aurelia and Sylvie* by G. de Nerval; *Drame* by Philippe Sollers; *L'Ecluse* by M. Pleyret; *Les Idées* by Denis Roche; *Compact* by Maurice Roche; *Ouverture* by J. Thibaudeau.



Dr. Richard H. Goodwin

# ConnCensus

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## Editorial . . .

### GYM: A Rational Look

The approach of the physical education department is an anachronism in the system of education at Connecticut College. Its treatment of the student is inconsistent with the respect she deserves and gets in her academic courses.

The relative value of the program has been satirized, lampooned, and cartooned in *Conn Census*. Lovers of freedom, the sedentary life, and fun have been complaining loudly for years. In considering the issue once again we would like to abstract some of the myths and question reasonably the role of physical education in the context of our total education.

That there is value in physical education and physical fitness, that it should be a required program, we do not deny. That the value of phys. ed. is subordinate to our academic commitments, that the current requirement is too great, that the approach of the physical education department is too rigid, we most undeniably assert.

The most glaring inconsistency of the gym department with the academic departments seems to be in requirements for class attendance. Failure to attend all but one of the gym classes results in a grade of failure or incomplete. A grade of incomplete may be given when a student has several excused absences which she has not had the opportunity to make up. In their "Information for Students" the phys. ed. department lists as excused absences: "1. Infirmity excuse. 2. Excuse by the instructor for minor illness. 3. Academic conflict. 4. Other valid reason."

This list is misleading. A student is usually not placed on the infirmity "sick list" for colds, monthly ailments, or physical exhaustion. These fall under the heading of "minor illness." To be "excused by the instructor," however, the student must leave her dormitory and no matter what the misery of her "minor illness," no matter what the temperature or the distance to the hockey field, she must find her gym instructor to report herself in as ill.

All excused absences must be made up. Long-term illnesses or absence from the college are not exceptions to the "make up" rule. The student who has been in the infirmity most of the semester, who broke her leg, transferred from U. of Michigan, or spent her junior year abroad must take double courses in gym until she has fulfilled the three-year requirement.

Only specifically scheduled lectures or class meetings constitute an "academic conflict." Studying time needed in preparation of a paper or for an hourlie is not considered a valid academic conflict.

There are very few "other valid reasons."

Based on a 26-week year, a rough estimate reveals that in our four years at college we are required to take 156 hours of gym. If we assume three hours of preparation for each hour of class time, a one year academic requirement demands 312 hours of our time. In their definition of "academic conflict," however, the phys. ed. department discounts 234 of those hours. We are left, therefore, with 78 hours of scheduled class time in a one-year academic requirement, exactly half the requirement of the gym department.

It seems logical that a two-year course of 104 hours of gym would be a more than sufficient requirement in the liberal arts curriculum. It seems reasonable that a more flexible system of attendance is in order. Perhaps the student could be required to attend, for example, a minimum of 20 out of 26 classes. Even this number is less than the one-third cuts permitted in academic courses. She could be allowed to cut for reasons of her own choosing and still be given the opportunity to show her effort and improve her skills in make up classes.

The physical education department views the student as a child who must have discipline imposed upon her. The rest of the college realizes that the student has come to college for the opposite reason, that is, to learn self-discipline.

The students are, unfortunately, powerless in making curriculum changes. We, therefore, ask that the faculty and administration reconsider the role of phys. ed. in the curriculum. We would like to see the fun and spontaneity put back into athletics. We would like to invite the phys. ed. department to join the rest of the college in its approach of and attitude towards education.

J.M.G.

## A MAN'S OPINION

by michael

How does the future of Conn. College depend on you?  
How does your success after graduation depend on the reputa-



tion of Conn. College?

The student has a responsibility to assist the college in preparing for the future. The value of the diploma the student receives upon graduation is only good as the quality of the education being received by future generations of students at the college. The college which cannot keep up with the rest of academia is jeopardizing its alumnae's ability to use that degree as a stepping stone for future education or employment.

The responsibility of the student is clearly seen in terms of the Alumna who is asked by the college for money. But the student has a distinct responsibility while in college to help the college prepare for the future. The college, in its own self-interest, must give the student body the freedom to help the college prepare for the years ahead, not only with Alumnae money, but through constructive criticism, co-operative planning,

and a continuous dialogue between students and the faculty and administration.

No one has a monopoly on what a good education is, or what a good college should be. No one really knows the best way to teach, what the best curriculum is, or what the best way to administer a college is. Some people have had more training and more experience than others, but they will be the first to recognize that they do not have all the answers.

A good educator is constantly learning. A good teacher will be the first to admit that the classroom is a good place for the teacher to learn. With the increasing quality of secondary education, upgraded admissions requirements, and expanded body of knowledge to be mastered, today's college students are better trained, more intelligent and more knowledgeable than ever before. A professor at Yale once commented to his class that by today's standards he would not have been accepted at Yale, nor could he have handled the work he now normally assigns. He went on to say that he regards his students as an excellent source of ideas and knowledge for his own continuing education.

One of the most significant ways that the student can make a meaningful contribution to the college is through active participation in student government. This includes voting, holding office and being an informed member of the college community.

As a specific example of how student government can help to improve the academic atmosphere of a college, here are just a few of the student-initiated and supported programs that were enacted during a five year period at an eastern men's college. Each of (Continued on Page 4, Col. 2)

## Letters to the Editor

### TUITION INCREASE

Letter to Editor .....

Anyone walking past the post office last Wednesday afternoon could not help but hear the cries of anguish, surprise, and disbelief that shook the old green building. Generally, the uproar echoed "Impossible!" "Wait until my parents see this!" "You must be kidding . . . they NEVER raise upper-classmen's tuition, only incoming freshmen!" "EEK . . . for what???"

Probably for the first time in the history of the post office those ugly, folded, mimeographed notices were not nonchalantly tossed in the green garbage pail unscanned. For once they were read (and re-read), and girls came streaming out of that building clutching the "community" notice in one hand while making a fist with the other!

Even with the initial shock of a tuition increase hovering over the student body's head and its resultant excitement, there was noticeable "level-headed" discussion on the issue. Besides "Down with the Great Society" and "Down with the Rising Cost of Living," there were enough "whys" uttered to warrant some further explanation.

Aside from the fact that the new tuition rate puts us (C.C.) only about \$200.00 behind Sarah Lawrence and over the fees of most of the "Seven Sisters" where else is the money going????

To maintaining an outstanding faculty . . . hopefully and primarily To paid workers to eliminate duties . . . are you kidding? that would cause an increase of an even larger sum!

To "better" (ie. more varied, balanced, and tasty) food . . . that is dubious  
Toward that Art and Music building . . . ??

Toward an American Studies program . . . whatever happened to that???

Toward needed enlarged facilities for the library, art department and the like . . . probably not.

Most of the large scale improvements that are and have been under constant discussion will probably still be dependent upon large donations and grants, won't they?? The increase of \$300 per resident student will help only nominally, (Continued on Page 4, Col. 1)

## NEWS NOTES

Newly elected officers of the junior class are: Jane Ranallo, Junior Show director; Cindy Stork, Boutique chairman; and Phyllis Benson, library committee representative.

Connecticut College has received a \$1000 unrestricted aid-to-education grant from the Equitable Life Insurance Society. The college is one of five privately supported schools sharing grants made to 157 Connecticut schools by the company.

Wendy Peter '68, has been appointed African coordinator of the International Association of Students in Economics and Commerce. She will coordinate U.S. and African applicants to the student exchange program and serve as chief advisor to the African delegation to the National Committee of AISEC in New York.

Charles Price, assistant professor of art, lectured in Bill Hall on Nov. 3, on "Nineteenth Century Landscape Painting."

First requested several years ago and approved last March following a fatal accident there, a traffic light was put into operation at the Mohegan Avenue entrance on Oct. 31. The city and college will share costs.

Plans to adopt a Vietnamese child for 1966-67 have been announced by the Young Conservatives.

The Connecticut College Chorus, directed by James Armstrong director of Choral Activities, was featured in a program with the Eastern Connecticut Symphony on November 6 at Willimantic State Teachers College, in its first program of the year. Clinton Thayer, trumpet, Lillian Fessenden, alto, Ingeborg Scholz, soprano, were also featured.

The home of Dr. Edgar Mayhew, associate professor of art and associate director of the Lyman Allyn Museum, was recently featured in a New York Times article, Oct. 29 as a prime example of American Empire style. The house, built in 1829, is open to the public by appointment.

Mr. Jerry Vogel, director of the Overseas Youth Program for Operation Crossroads Africa, will be on campus Nov. 8 to speak to interested students.

### FERNANDA



BEFORE I LEFT FOR CONN. MY MOTHER LECTURED ME, AND EVERYONE TOLD ME HOW WILD COLLEGE LIFE WOULD BE.



THEY WARNED ME ABOUT THE "FEROCIOUS YALIES," "SNEAKY COASTIES," AND "WET" WESLEYAN WEEKEND



I WAS REALLY CONCERNED BUT NOW THAT I'VE ENCOUNTERED THE FORE-MENTIONED ZOO...



I'VE FOUND OUT IT WAS ALL UNTRUE! I'M PERFECTLY SAFE! MY MOTHER'S FEARS WERE COMPLETELY UNFOUNDED...



DARN IT!

K. Maxim '70

## Shakespearian Songs Topic Of Mr. Seng's New Book

by Lynn Kinsell Rainey  
The Vocal Songs In The Plays Of Shakespeare is the title of Dr. Peter Seng's latest book, to be released by Harvard Press in early



ARMCHAIR INTERVIEW: Mr. Peter J. Seng  
Staff photo by Marjie Dressler.

1967. Mr. Seng, associate professor of English, was on a leave of absence from the College during second semester last year to complete the research and preparation of this extensive work.

Mr. Seng modestly describes it as a "revision of my graduate thesis" (*Songs in Shakespeare's Plays*,—Harvard 1955), which brings study in this area up to date.

He eagerly emphasized the significance of songs in Shakespeare's plays, which are too often obscured by modern unfamiliarity with Elizabethan vernacular and rich folklore. Study of the songs is not included in Mr. Seng's Shakespeare course here, except when it is specifically relevant—to explain a relationship, to reveal foreshadowing, or other symbolism, or perhaps, to demonstrate Shakespeare's unique ability to use this dramatic technique.

Since the original publication of Shakespeare's plays in 1609, the songs have received little attention in scholarly research and writings. As a result, Mr. Seng said his use of primary sources has necessarily led him to Harvard, Cambridge and Oxford libraries, as well as the Folger Library in Washington, D.C., and the Boston Public Library.

His book contains authentic texts of the 70 songs and sum-

marized comments of all past Shakespeare editors. He said he included textual comments on meanings of lines, of words, and their significance in the play. A section of analogues for each song helps trace the origin of the song, its entirety (if fragmented in present form), its literal characters, the tradition associated with it and its purpose in the play, he explained.

There follows a collection of musical references for each song, including many original melodies as well as improvisations. Mr. Seng said he did not reproduce any written music, and explained that there has been much work in this field, all of which is footnoted in his book.

Finally, he said, he discusses the dramatic function of each song within the context of the play. His studies reveal that as Shakespeare used more songs in each successive play, he became more proficient in dealing with them; the songs were "richer in depth and meaning" and they were more of an integral part of the play.

### Research Facilitated

Mr. Seng observed that the type of research necessary for this book and the hours and circumstances which it dictated were incompatible with scheduled academics. He therefore regarded his leave as "indispensable" to facilitate the completion of his work. Mr. Seng's preparation of this manuscript was assisted by students now graduated: Sandy Holland, Lynn Adkins Doormann, and Robin Lee.

His next book, now in the formative stage, is titled *Sixteenth Century Songs and Ballads*. This book includes both lyrics and music, he explained. Mr. Seng hopes to finish it soon, pending a trip to England to check its references. A Spring vacation's length of time will facilitate this, he commented, though he understandably admits "there is nothing like a leave. . . ."

## Stanford Freshmen Offered Seminars

STANFORD, CALIF. (CPS)—Freshman English, once the bane of all first year students, may easily become the favorite course for freshmen at Stanford University.

Professional writers will teach a creative writing program for freshmen in a three-year experiment. The writers, brought to Stanford from universities across the country, will devote their entire teaching time to seminars consisting of only 20 freshmen. Professor John Hawkes, novelist and member of the Brown University English Department, is director of the project. His latest novel, *Second Skin*, was nominated for the National Book Award.

First term instructors, in addition to Hawkes, include short story writer Sylvia Berkman, Wellesley College, and novelists Leo Litwak, San Francisco State, and Jerome Charyn and Clive Miller, both of Stanford.

Others teaching during the academic year include novelists Mitchell Goodman and Mark Mirsky, both from City College of New York, and poet-playwright Professor William Alfred of Harvard, author of the current New York stage hit, "Hogan's Goat."

Novelist-critic Benjamin DeMott, head of the Amherst College English department, is scheduled for next year. Novelist Kay Boyle, San Francisco State, is a consultant.

The U. S. Office of Education is supporting the project with a \$185,000 contract.

David Lattimore, assistant professor of Chinese at Brown University, will give a slide lecture on Mongolia Thursday, November 10, at 7:30 p.m. in Bill Hall, Room 106.

Dr. Lattimore has traveled extensively and is an expert on Mongolia. The slides he will show will appear in a future issue of *National Geographic* magazine.

## Mrs. Vidich Speaks at Banquet For Frosh and House Juniors

By Ann Miley

Mrs. Virginia Vidich, instructor in sociology, was the speaker at the banquet for freshmen and house juniors in Harris Refectory Wednesday, November 2.

Before presenting the speaker, Miss Alice Johnson, dean of freshmen introduced Mrs. Mary Foulke Morrisson, an alumna and trustee of the college, whose granddaughter is in the Class of 1970. The house juniors were presented with Connecticut College pins as tokens of appreciation for their help to the Class of 1970.

"Society: The Machine" was the title of Mrs. Vidich's speech. Based on the freshmen reading assignments in *Man Alone*, the speech explored the alienation of man from himself in the fast-moving, technical society of today. Mrs. Vidich pointed out that life becomes more mechanized and man's relationship to his word and his world become less personal. Mrs. Vidich remarked that she was not pessimistic, however, nor playing the role of a prophet as she presented this task of reality. She left open the question of whether man would let himself succumb to the trend toward alienation or pull himself out to work toward greater personalization. Faculty members led seminars on the topic in the

individual dorms following the banquet.

Man and his relation to society was the theme of the summer reading assignment for freshmen. During freshmen week, Dr. Konrad Bieber, professor of French, lectured the assembled class on the protections and restrictions that society placed on the individual, as pointed out in the novel and four plays assigned.

### Follow-Up Planned

Both topics demonstrate an attempt to establish man's identity and his place in the world. Whereas the theme of freshmen week reading assignments previously has centered on education, with little or no follow up, more reading assignments, lectures and seminars on related topics are planned for the remainder of freshman year. The theory is that these are vital questions of man's relationship that will begin to be answered in the course of the freshman's college career and thus are pertinent to the beginning of the college experience.

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## Girls Give Up Evening Meal In Fifth Annual Freedom Fast

Students who wish to participate in the Fifth Annual Fast for Freedom may sign up in their dorms before Tuesday, November 8.

Participating students will join 75,000 other students at colleges and universities throughout the country in the Freedom Fast. These students will give up their evening meal Thursday, November 17. The money thus saved will be used to support programs of food distribution and to assist self-help cooperatives in the South.

According to Jane Silver, Fast coordinator, last year's fast involved approximately 75,000 students at over 120 colleges and raised over \$26,000.

Coordinated by the United States National Association, this year's Fast for Freedom will send money to three organizations: the National Farm Workers Association, the Associated Communities of Sunflower County, and the Poor Peoples Corporation.

The Poor Peoples Corporation is a group of self-help cooperatives in Mississippi, which is trying to free Southern Negroes from economic dependence on white people. It produces hats and books that are sold at the Connecticut College Bookshop. The money received from the fast will buy raw materials so the Negroes can continue to support themselves.

### BIOLOGY GRANT

(Cont. from page 1) the mineral content of the soil will be examined, too, along with its long range effects.

Dr. Goodwin and Dr. Niering will use weed killers to create a variety of biotic communities by eliminating the area of trees and by conserving the shrubs. The same procedure will be utilized in the study of grassland communities.

### LETTERS (Cont. from page 2)

Granted that the Comprehensive Fee of \$50 is comparatively small, it seems amazing that it can possibly cover all those items listed on our notices. Granted that the cost of living and the cost of education is constantly escalating and the education we are receiving at Connecticut College is a "fine" one, could someone please explain where our parents' (and some of our) money is going????

I sincerely hope that our parents at least got those mimeographed notices in expensive envelopes to assuage their shock. I think everyone deserves a little more detailed explanation than what we have so far received.

Sara M. Busch, '69  
INFIRMARY POLICY

To the Editor: We would much appreciate if the infirmary would further clarify its policy for parental interposition in the sex lives of their married offspring of under 21 years of age.

Susan Ninde '69, Sally Foskett '68, Janice Robinson '67, Jane Hartwig '68, Ellen McVay '70, Joan Price '68, J. R. Littell '67, Ellen McCreery '68, Sue Fitzgerald '69, Linda Carpenter '68, Priscilla Jones '70, Cathy Glover '68, Roberta Barrows '70, Margery Gans '68, Mary Thompson '70, Anne Wadleigh '68, Jill Hegleman '67, Cherry Young '68, Karen Lane '68, Marianne Bauer '67, Mary Miller '67, J. L. Katz '67, Helen Epps '68, Yvonne Richardson '67, Debby Small '67, Judith Greenberg '68, Ruth Cheris '68.

## MR. G MOVES NEARER CAMPUS; SPEAKS OF FRIENDSHIPS AT CONN



MYSTERY MOZZARELLA? Louis Giannakakos, Mr. G., serves up a pizza at his new restaurant on Williams Street.

Staff photo by Marjie Dressler.

by Dana Phillips

Greek pastry, pizza, grinders and the amiable Louis Giannakakos—better known as Mr. G.—have been favorites of Conn College girls for nearly 17 years. Last spring, the restaurateur moved

rejected, but rather debated, and the students are encouraged to re-submit their plans after further deliberation. I cannot think of one plan, including one recommending the abolition of grades, that was automatically rejected, but rather the debate continues in a serious responsible fashion with a joint student, faculty and administration committee.

I am not qualified to make any judgments about Conn., as I am not a student here and I am not a fully qualified educator. What I can do is ask a few questions.

Are Conn. College girls included in the process of improving the academic environment of Conn. for the future?

Does the College have the mechanisms for facilitating meaningful dialogue between students and the faculty and administration about educational matters of concern to the whole college? If these mechanisms exist have they made significant contributions?

Can you, as a student, make a meaningful contribution to the future of Conn. College as a student or must you wait a few years until you are an Alumna when you are asked for a financial contribution?

As future college graduates of an above-average woman's college, you and the men you marry are going to be the leaders of the future. Why wait for graduation to begin responsible leadership? Behind every really successful college there is a responsible student body.

The Rev. Maurice Ouellet of St. Edmund's Novitiate, Mystic, will speak on "Civil Rights" Tues., Nov. 8, at 7:00 p.m. in the student lounge.

from The Willow, on Bank Street in downtown New London, to the brand-new "Mr. G.'s" on Williams Street near the College.

Nicknamed by a group of students who could not pronounce Giannakakos, Mr. G. boasts a long-standing friendship with the College. When The Willow opened in 1950, he said, "I became friends with some girls from the College and before I knew it, I was very popular."

Since his move from the old location, he has been able to serve Conn College girls, he said, "in a better atmosphere."

Mr. G. commented that since the move, he has had no troubles or complaints from the administration, only an increase in College business. "Friday is my busiest night," he added.

The average Friday night at Mr. G.'s may include special Greek food, a request to Eddie, the accordion player, and perhaps a friendly discussion with Mr. G. himself. He may even tell his audience the story of his life, which

he one day hopes to print on his menus.

Born in Sparta in 1914, Mr. G. lived in Athens for many years and was educated there. "I have travelled all over the world," he said, noting that he receives many post-cards each year from Conn. girls who go abroad and see the sights he has described.

In 1941, he explained, he was on a merchant marine ship which sank in the Atlantic, and was in the ocean for 24 hours until an American destroyer came to the rescue. Consequently, his first three weeks in the United States were spent in the Naval Hospital in Norfolk, Va.

When he recovered, Mr. G. volunteered for the U.S. Army and served as a military policeman during the war. After his discharge, he lived in New York, where a long-lost friend from Greece introduced him to a girl from New London, Conn. They were married in 1944, and now have six children, three of whom attend the University of Connecticut and Central Connecticut State College.

Mr. G. said he has not returned to Greece since before the war, but in 1958 he brought his mother to the United States to end a 21-year separation.

In addition to his life story, Mr. G. reminisces about the 17 Connecticut College graduations he has seen. He likes to show his collection of year books, with their fond messages from satisfied College customers, and his many letters from graduates.

Mr. G. explained his many friendships at the Conn: "The girls feel like they're at home when they visit my place, and they never forget me."

### SARAH LAWRENCE COLLEGE SUMMER SCHOOLS IN:

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  - ITALY** From June 16 to July 27 in Florence at Torre de Bellosguardo, 16th Century Villa. Centered on the Italian Renaissance, courses in art history, literature, music, Florence from Dante to the Medici, and humanism and philosophy will be taught in English. All levels of Italian language are offered. OPEN TO UNDERGRADUATE WOMEN. Board, room, tuition and two excursions ..... \$700
  - ENGLAND** From June 30 to August 11 in London at College Hall, Malet Street in Bloomsbury. 18th and 19th Century English literature, art History, theatre and society will be taught. OPEN TO UNDERGRADUATE MEN AND WOMEN. Board, room, tuition and three excursions ..... \$700
- Classes in all schools are taught by Sarah Lawrence faculty and others and include lectures by distinguished writers, artists and political leaders. A two-week tour of Greece and the Greek Islands will take place after the Florence and Paris summer sessions. A Sarah Lawrence faculty member accompanies the group, and the itinerary includes the most important historical and archaeological sites. Sarah Lawrence College also accepts students entering their junior year from other colleges for its JUNIOR YEAR ABROAD program in Paris, Geneva and Rome. Instruction is given in the language of the country; therefore, a knowledge of French or Italian is required.

For information and applications write: Foreign Studies, Sarah Lawrence College Bronxville, New York 10708

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