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### Connecticut College Increases Faculty in More Departments

(Editor's Note: This article is the second of a series. The third will appear next week.)

There have been some additions made to the faculty of the philosophy, chemistry, language, physical education and government departments this year at Connecticut College. Robert W. Jordan, now the chairman and professor of the department of philosophy comes from the University of New Hampshire where he was chairman of the department of philosophy from 1955-1963. Mr. Jordan, who is currently interested in the relationships of philosophy, poetry and theology, and the problems of knowledge as they apply to these particular disciplines, has published articles in the *New Hampshire Alumnus*, *The Phi Beta Phi Journal* and *The Nation*. Mr. J. Melvin Woody, a new instructor in philosophy spent 1960-1963 at Yale where he was an assistant in instruction. He has recently finished his dissertation entitled, "Dialectic of Freedom."

Several members have joined the language departments. Miss Ruth Sedgwick, a visiting professor of Spanish has been an instructor at Goucher College and a research assistant for the Pan American Union. Miss Sedgwick, who taught at Mount Holyoke from 1935-1963, has published articles in *Hispania*, *Bulletin of Pan American Union*, *Revista de Literatura Iberoamericana*. Miss Martha Calhoun, an instructor in German, was recently an instructor in German at Newton College of the Sacred Heart. Her main interest lies in the field of German lyric poetry.

Mr. Kurt Opitz, a new assistant professor of German, has for the past three years been an assistant professor at Skidmore College. Mr. Opitz's main interest lies in contemporary literature, especially that of Germany and Holland. He contributes reviews to the periodical *Books Abroad*. Mr. James Williston, a new instructor in the French department, has

### College Orchestra Begins Rehearsals, Uses Outside Help

The Connecticut College Orchestra, conducted by Mrs. Margaret Wiles of the department of music, began full rehearsals at Holmes Hall, October 9 at 7:00 p.m.

Organized by Mrs. Wiles in 1957, the orchestra began with a group of 18 and has now grown to a membership of 40. Any deficiency in sections is filled by cadets from the Coast Guard Academy and by interested members of the community.

In addition to an annual spring concert, the group has played for Vespers programs and has been heard via tape recording over CBS, as well as over WCNI, the College radio station. In 1962, the woodwind section combined with the Wesleyan Symphonic Band for a concert here at the college.

This year there are eight new members from the freshman class. There is, however, still a dearth of violinists.

New members include: Karen Stotkert and Hollis Ward, violins; Elizabeth Deane, viola; Frances Rakatansky and Rosemary Kawry, cellos; Pam Baker and Suzy Encel, flutes; and Barbara Tanenbaum and Anne Clement, clarinets.

taught French and Spanish at Columbia University and the Agnes Russell School. Miss Helene Remond, who in 1962-1963 was a visiting lecturer in French at Dartmouth College, will be a lecturer in French second semester.

New additions to the faculty of the government department include Mr. George K. Romoser and Miss Diane Monson. Mr. Romoser, an assistant professor of government, participated in the Fulbright program in 1962-1963. He has published articles in the *American Political Science Review* and the *Christian Century*. Mr. Romoser's main interest is German studies in contemporary political thought; he is working presently on a book concerning anti-Nazi resistance in Germany. Miss Monson, a new instructor in the government department, has been an instructor at New York University from 1961-1963. Her publications include "The Dawn of Mechanical Translation" in the *American Behavioral Scientist*.

Miss Faith Gulick, an assistant professor of physical education, formerly taught at Colby College where she was assistant professor of physical education from 1959-1963. Miss Theodora Wiesner is the new director of the School of Dance. Miss Wiesner has previously been administrative assistant at the Connecticut College School of Dance during the summers of 1954-62 and associate professor of physical education, and director of dance at Brooklyn College.

### Students at Brown, Pembroke Plan Actions for Civil Rights

A group of 130 Brown and Pembroke students recently expressed concern with civil rights at their first meeting of the Northern Student Movement. This movement is not a club, but rather a coordinating organization through which students can present individual programs for work in many areas of civil rights.

The purpose of the initial meeting, held on September 26, was to plan a tutoring system for Negro children in the Providence area, and to discuss the imminent visit of Governor Wallace to the Brown campus.

The predominantly Negro elementary schools in Providence are poorly equipped, and are as much as three years behind their white counterparts. About 60 Brown and Pembroke students are assisting in a new tutorial program to improve this situation. Due to limited cooperation from the school board in the past, the NSM plans to bypass the school system altogether, and work with four churches in the area.

The most pressing problem of the meeting was introduced by the statement, "Governor Wallace is coming to Brown on November 7, and I think we should do something to take part in his reception." Angry members of NSM replied that the governor is a "vicious man" and a "demagogue," and that he is "directly implicated in the murder of four children." Among those attending the meeting was Mr. Mason of the Providence NAACP, who suggested that a block of tickets be bought for Negro citizens so that Mr. Wallace would be confronted with a mixed audience. This idea was met with favorable reception. A subdued picket line

was formed outside the auditorium to protect the ideals which Wallace represents. The Movement feels, however, that the governor's right to speak should not be contested, and that students should listen to him, yet let him know of their opposition.

### Rabbi Malino To Deliver Talk About Creeds

Rabbi Jerome R. Malino will be the Vespers speaker this Sunday, October 13, in Harkness Chapel at 7 o'clock. He has addressed many colleges and universities throughout the New England area. The title of his sermon on this occasion will be "Religion and Creed."

Born in New York City, Rabbi Malino in 1931 received his B.A. degree from the College of the City of New York. Four years later he was ordained at the Jewish Institute of Religion where he also received the degree of Master of Hebrew Literature. In June of 1958 he received the honorary degree of Doctor of Humane Letters from Alfred University, and in 1950 the honorary Doctor of Divinity degree from the Hebrew Union College—Jewish Institute of Religion.

Rabbi Malino's interests range from music to social problems. He serves as chaplain at the Federal Correctional Institution in Danbury and was formerly chairman of the Synagogue Council's Commission of Prison Welfare. He is currently a member of the Executive Board of Human Relations Committee in the Danbury area. Rabbi Malino has just completed serving his fifth term as the president of the Danbury Board of Education of which he has been a member since 1948.

Rabbi Malino is a contributor to religious journals and the author of the *Bible Jingles Coloring Book*.

### Wyatt Walker, Bayard Rustin To Address Rights Conference

During the weekend of December 6, the Civil Rights Club of Connecticut College will sponsor an intercollegiate conference on the various facets of the civil rights issue. Approximately 150 delegates from 100 different schools will assemble on the Connecticut campus. About forty delegates will represent Connecticut College. Members of the Civil Rights Club will be given first choice to become delegates. Any remaining vacancies may be filled by interested students.

Two keynote speeches, one Friday evening at 8 and the other Saturday morning at 10, will highlight the three-day conference. The prospective speakers will be Mr. Wyatt T. Walker, executive secretary of the Southern Christian Leadership Council (Martin Luther King, Jr.'s group) and Mr. Bayard Rustin, coordinator for the August 28 "March on Washington." These speeches will be open to everyone.

Workshop discussion groups, for delegates only, will gather in different rooms of Crozier-Williams on Saturday. The leaders of these meetings will include lawyers William Kunstler and William Higgs.

On Saturday night, after a banquet for representatives, everyone is invited to listen to a student panel composed of active participants in civil rights movements. Following this debate, Mike Meeropol, a folk singer from Swarthmore College, will provide entertainment. Sunday's events are as yet indefinite.

Karin Kunstler '65 will head the conference. She explained that the purpose of the conference is "to keep Northern college students in touch with the progress

### College Welcomes Alumnae, Students

Connecticut College held a combination Prospective Student Day and Alumnae Day on Saturday, October 5. Approximately 250 alumnae, guests, and prospective students attended the special programs.

A registration desk was set up in Crozier-Williams where the alumnae registered themselves and their guests. Saturday morning classes were open to alumnae and guests, and each person had a schedule from which she could choose the classes she wanted to attend. At 12:30, the alumnae and guests attended a luncheon in Crozier-Williams. Miss Elizabeth J. Dutton '47, president of the Alumnae Association, presided. President Charles E. Shain spoke briefly to the guests, welcoming them to the college. Dr. John F. Kent, professor of zoology and chairman of the department spoke on a new subject in the college curriculum, Radiation Biology. The topic of his speech was "Radiation Biology — What and Why?"

The staff of the admissions office arranged a special program for prospective students. At 11:00 a.m., the pre-college students met in Hale Laboratory for a conference, during which they learned something of the programs of Connecticut College. Following this meeting, the prospective students had lunch in different dormitory dining rooms. They were then taken on a tour of the campus, and the swimming pool in Crozier-Williams was open for them from 2:00 to 3:30 p.m.

and problems of this country's revolution." She hopes it will encourage further activity, both on and off campus, in the field of civil rights.

"Those interested in civil rights will have the opportunity to discuss issues among themselves and with those who have been directing action in civil rights," commented Sandy Sunderland, president of the club. "We have brought the conference to this campus to make it available to people here. It is not to be just a meeting of outsiders. Instead, it's to benefit everyone."

Marcia Geyer, Beth Weinberger, and Mary Emery are the banquet committee heads; Jane Ferber is in charge of mailing; and Lucia Pellicchia and Betsy Staples will take care of the rooming situation. It is hoped that the girls can be placed in the dorms, while the boys would be housed by townspeople, members of the faculty, and by the local NAACP.

Subsequent meetings will be held to form these committees. Anyone interested in doing publicity work, waitressing for the banquet, or helping in registering the delegates, contact Sandy Sunderland, Box 1007, or Karin Kunstler, Box 558.

At the October 3 club meeting, the members adopted an amendment to their constitution. Article 9 now permanently provides for the tutorial project to be under the auspices of the Civil Rights Club.

### Renovations Appear: Buildings, Grounds Renewed, Improved

Connecticut College students and faculty were greeted by several campus structural face-liftings. The Freshman Quad (The Old Campus) has undergone complete renovation. Last year, Branford was inhabited by freshmen; but Plant was used only for offices and Gallery '65. Blackstone was not used at all. Over the summer, however, work was done on all three dorms. The outside stonework was repainted, reinforced and waterproofed. Inside, all of the rooms were painted, tile floors were laid and the electrical wiring was replaced. Modern bathrooms, with new fixtures, ceramic tile walls and floors were installed in Blackstone and Plant.

Winthrop, which was originally a dormitory, was redesigned for the economics and sociology departments. The basement of Thames is now being used for sculpture classes and for a new course in metal work. Zoology laboratories in New London Hall have been enlarged and modernized.

In Fanning, the Bursar's office has been moved to an enlarged area on the first floor. The Cashier's office is now in rooms 105 and 106.

The facilities of the physical education department have been improved by the addition of a chipping and putting green north of Crozier-Williams. A new archery range has been set up behind the North Dormitory Complex.

In addition to the many renovations last spring and summer, the College bought six pieces of property near the campus which will house eight faculty families.

Remember  
INSIGHT!



# ConnCensus

Established 1916

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## Editorial

### Out of Sight . . .

Last year, this column allotted considerable space to an evaluation of our honor system and the regulations of which it is comprised. As a result of our endeavors many of the petty rules to which we objected have been dropped and the honor system as a whole has undergone a major revision into the two categories of "honor" and "responsibility." It appears, however, that many items still need revision, one of which we would like to discuss at this time.

We refer to that regulation in the *C Book* which states that students are not permitted to take overnights in that area near the college defined as "vicinity" without getting special permission from the office of the dean.

Last week one of our transfer students spent the night at the house of a classmate, a house which happens to be within the "vicinity." The student, who had not been aware of the regulation, reported to the dean's office as soon as she discovered her error and was then asked to report herself to honor court. She received a three day campus which includes Saturday. The facts are simple, the penalty moderate. Yet there is something in the situation as described which strikes us as bordering on the ridiculous. Since the absurdity does not lie in the length of the campus we must assume that it lies in the regulation itself.

The rationale of the rule as stated by the Chief Justice of Honor Court is that such a stipulation "protects the reputation of the college." In other words, by seeing to it that all Connecticut College young women are either in their dorms or far away, we are somehow better off. The implication is clear. We are practically told, by such a ruling, that if given the chance we would all sign out for overnights in order to get around the 1:30 curfew, and secondly that our behavior on such occasions would be a discredit to the college. We will not make an issue of the fact that we are insulted—it is an obvious insult and apparently acknowledged. We can, however, defend ourselves against the implicit accusation. We do not think that our behavior is such to warrant the regulation as it stands.

Second we may analyse the intent. It appears that the college wishes not only to protect its reputation but "to protect" us from the evils of overnights. There is the assumption that if we were allowed to take overnights in the locality we would be more prone to take them (i.e. that it would be more convenient). To begin, we are of the opinion that we do not need such "protection," that our social life be left to our own discretion. In addition, it is, if anything, less likely that we take overnights in the New London area since the number of boys in the vicinity with curfews later than ours is decidedly limited.

It is also proper that we concern ourselves with the administration of the rule. As it stands there can be little doubt that it is enforced in a peculiarly petty fashion. Resident students who live in or near New London must go through the formality of getting permission to go home for a weekend; students who are guests of either friends or relatives in the area must similarly have their visit approved. We cannot understand why such a format need be followed. So far as we see it serves no purpose whatsoever.

It is our opinion, in conclusion, that this regulation is a perfect example of legislation outside of the jurisdiction of Student Government, regulating an action which needs no regulation. We hope that with student response action will be taken to repeal this rule.—J.T.M.

#### CAPITOL

through October 14th  
**WIVES AND LOVERS**  
**PARIS PICKUP**  
 October 15 through November 2nd  
**THE LEOPARD**

#### GARDE

October 10 through October 15th  
**FOR LOVE OR MONEY**  
**MILL OF THE STONE WOMEN**  
 October 16th  
**PAL JOEY**  
 October 17th  
**RAMPAGE**

## 'The Group' Offers New Anthropology Of College Girl '33

The *Group*, by Mary McCarthy, (New York, Harcourt, Brace & World, 378 pp., \$5.95). "Previously unrecorded female lore," chants *Time Magazine*, referring to Mary McCarthy's newly unearthed cult of anthropology: the study of the college girl, based on eight Vassar graduates, the Class of '33.

The *Group* is written for women and dedicated specifically to the behaviour of women's heads, hearts, and bodies. Compounded on all the complications indigenous to every woman's life, there is a special series of circumstances peculiar to the genre of Miss McCarthy's "group." The eight girls are well-to-do; they emerge into a world of 1930—democracy and 1930—Marxism. The Class of '33 had to adjust itself to a new social order, ethical order, scientific and educational order quite different from the Old Order their parents knew and lived. The *Group* smartly tarnishes the silver glow of progressivism which bathes psychiatry, birth control, child care, love, politics, and the Vassar girl. It is an amusing book.

Mary McCarthy jumps right into the middle of her "group," however, with little concern for the sociological aspect which radiates from the story only as politics or convention concern the characters. Miss McCarthy's *Pris*, who is hardly political minded, comments on the Roosevelt Era in an ideally womanly moment as she faces maternity: she says in effect, "How like the New Deal, this mixture of methods. Breast and bottle feeding both! I'm sure the nurse is a Democrat!"

From Kay and her husband who are "too busy and dynamic to let convention cramp their style," to Polly who fights with the existential question "to market or not to market," the Vassar ladies are followed from June of 1933 until each life reaches some semblance of stability during the War years. Each incident along this rocky way leaves the reader with a definite "impressed" feeling shaded by the sheer starkness of the characters and their lives. "He tried to rape me. My black dress is ruined. Did you like that dress?" Is this sort of dialogue heard very often? It is however, the type of statement characteristic of the "group's" Libby.

The *Group* is not a romantic story, or an optimistic story. It is entirely credible fiction. It can turn the stomach. It is, however, inspirational as, thirty years later, students eye their "groups" to find a "Kay" who lacks a certain spark of talent, a "Dottie" who is naive, courageous, and too proud, a "Libby" who's a bit ingenuous, a "Pokey" who is lazy and insignificant, a "Norine" who is simply undisciplined, a "Polly" who is apparently too good to be true, a "Pris" who tries very hard to be, and a "Lakey" who is a Lesbian. Voila! The new anthropology.

Karen Stothert

Peace Corps Meeting  
 Thursday, October 17  
 7:45 p.m. Fanning 315

20% Off Regular Rates for  
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## Cyril Black Surveys Varied Russian Historians' Attitudes

This year's presentation of the Lawrence Memorial Lecture was given by Dr. Cyril W. Black, Duke Professor of Russian history, at Princeton University, on Tuesday, October 8. In his introduction, President Shain pointed out that the purpose of this annual series is to "review current happenings in the light of history." The series was inaugurated in 1945 with a lecture, given by the late Dr. Seymour of Yale, on the possibilities of planning a peace at the conclusion of the war. Continuing the spirit of the lecture series, Dr. Black spoke on "Russian Interpretations of World History."

Dr. Black described the three basic problems which face the historian trying to interpret his country's history. The first is the problem of identity, i.e., What is the particular character and background of a country? Secondly, how does a country relate to all the other countries? Lastly, how do countries fit into the world as a whole? Russia's main problem has been that of her relation to Europe. Is she part of Europe and could her people be completely European? In the modern sense, the question has been extended to include the West, and particularly the United States. The Russian historian must answer all these questions without making his country appear to be the center of civilization.

Professor Black divided his discussion of Russian history into three parts, based on the works of three historians who reflect the period of history during which they lived. The views are those of a Nationalist, a Marxist, and a Marxist-Leninist.

#### Donnelevski Develops Laws

The nationalist, Donnelevski, published a volume in 1869, entitled *Russia and Europe*. Donnelevski was not an historian but a botanist who had been involved in the revolution of 1848. In his book, he divided the civilizations of the world into three cultural and historical types. His basic premise was that the civilizations of Europe and Russia were antagonistic toward each other. He developed five laws by which any civilizations achieved greatness. A civilization must have common linguistic bonds, political independence, a culture that is not transmissible, an ability to put creativity to use, and the power to reach maturity in a time span of many centuries. Donnelevski criticized Europe on the basis of anarchies, religious, political and social, and philosophical. He concluded that Europe could never fulfill the five laws because of these internal archaic contradictions.

He then discussed Russia's potential for achieving greatness. Donnelevski believed that the Russians, with the Greeks, were the "principle guarders of living religious truth." Professor Black

also noted Donnelevski's conviction that Russia was the only country that had never, nor would ever, have a revolution. Russia would, however, not achieve greatness automatically. The country must work to pass the above-mentioned five laws.

Concluding his discussion of Donnelevski's work, Professor Black criticized the book for having a fallacious basic thesis. Donnelevski's history was wrong in that no antagonism existed between Europe and Russia.

Professor Black did point out that Donnelevski contributed two important ideas to the study of history. His concept of civilization, though not original, was well developed. Secondly, his thought that Europe was on the decline was quite true. This author was important in influencing public opinion and in providing a scientific truth for Russia's ambitions.

#### Roshkev Rejects Cycles

The second author discussed by Professor Black was Roshkev, an historian and a Marxist politician. He worked closely with the Bolshevik party as a journalist from 1905 until the revolution of 1917. He became less extreme in his views and eventually left the political scene entirely. He published *A Russian History from a Comparative Historical Viewpoint* in 1923. Roshkev's most important characteristic was his independence of mind. He was also noted for his preference for discussing countries rather than civilizations, and for his belief that civilizations do not develop through cycles. He did, however, devise nine stages through which history develops. That is to say that all society moved from primitivism to capitalism and on to socialism. Koshkev emphasized social statics, viewing a society as being in equilibrium, and social dynamics, the changes that occur in society. The Marxists opposed Roshkev's concept of social dynamics involving a variety of changes. They felt there could be only one change, revolution.

Roshkev was convinced of Russia's supremacy in passing through the nine stages of history he had outlined. Russia, however, had already reached the final stage, that of socialism.

#### Committee Controls Research

The final historical work reviewed by Professor Black was the ten volume edition, *Universal History*, recently published by a committee of the Communist Party, under the supervision of Zhukov, head of the Scientific Section of the department of history of the department of history of the Academy of Science of the U.S.S.R. Simply stated, he is in control of all historical research in Russia.

These volumes are organized on the basis of the present Soviet

See "Black"—Page 4





## Optimism, Necessity Surround Activity on Civil Rights Bills

During the summer of racial turbulence, all eyes turned to Washington to see what the administration, one whose 1960 platform had promised immediate attention to the country's racial strife, would offer as its solution to a problem it had practically neglected during the two and a half years of its term in office.

Pressured by mounting tension, violence, and unrest, President Kennedy introduced an omnibus civil rights bill which the administration felt would provide a legal basis to abolish discrimination in several areas—voting, public accommodations, education, employment and legal processes. The bill, however, has many loopholes which led Congressman Robert W. Kastenmeier of Wisconsin to introduce a subsequent bill which is far more inclusive. It is these two bills and several other less inclusive and specialized bills that have been before the Senate and House Judiciary Committees and the Senate Commerce Committee which concerned itself with the public accommodations clauses of the bills. The bill which will finally pass the Congress will be a synthesis of the many bills which have been introduced.

The Kastenmeier bill is the strongest of the bills that have been introduced, and it includes the best features of bill introduced previously by members of both parties. It also contains much new material that will significantly increase the effectiveness of the legislation.

Areas in which the Kastenmeier bill differs significantly from the Administration bill are those which provide for the guarantee of suffrage, injunctive relief, public accommodations (the section of both bills which has met with most difficulty in the Congress), FEPC, and school desegregation.

The significant change in the voting rights title is its prohibition of a test or device if it denies the right to vote or falls more heavily on one class than another. This would make illegal the use of a literacy test whose sole purpose is to discriminate against any social class or racial group.

Kastenmeier's bill also gives the

Attorney General the power to initiate suit on the part of a person whose civil rights have been denied if the victim is unable to sue on his own initiative, because of insufficient funds or fear of economic reprisal. He is also permitted to intervene in private school desegregation suits and in suits in which the party whose rights have been denied has been harassed under cover of state law because he has protested against the denial of equal protection of the law.

The Administration bill relies mainly on the commerce clause of the Constitution for its public accommodations title while the Kastenmeier bill relies strongly on both the commerce clause and the fourteenth amendment. Both bills make illegal discrimination by owners of hotels, motels and lodgings serving guests in interstate commerce. Also included are stadiums, theatres, department stores, drug stores, and restaurants if their business substantially affects interstate commerce.

In both bills, Title IV provides grants and technical assistance to the states to aid them in the desegregation of schools and employment of additional personnel to make the process a peaceful one. The Kastenmeier bill, however, requires the school boards to submit a desegregation program with first-step compliance by September 1964. This then provides for a guarantee that the assistance given the states will be used wisely and promptly.

The bill before the Congress now includes sections of almost all the bills that have been introduced in the past few months, though its basic form is that of the Administration bill of early June 1963. It is difficult to assess what will finally meet the approval of the Senate, the House, and the President. It is assured, though, that an omnibus civil rights bill, of unknown inclusiveness, will be passed by the present session of the United States Congress, an institution which, together with the Kennedy administration, is finally bending under the pressure of social protest, public opinion, and a growing awareness of the need for a solution to a problem that has too long been neglected.

K.K.

## Students of Russian Attend Conference On Soviet Realism

The controversial topic of whether or not great art can be produced under the strait-jacket of Soviet Realism was just one of the topics discussed by a group of Connecticut College students who attended an intercollegiate conference at Dartmouth College this weekend. Connecticut representatives were president of the Russian Club, Monica Blum, Marcia Galati, Muriel Harman, June Sapia and Susan Wolfenden, all Russian language students. Representatives from the Connecticut faculty were the chairman of the Russian department, Mrs. Reeve, Mrs. Kassembeg, and Mr. Mickiewicz. The Connecticut delegation was one of the largest of those representing the eastern men's and women's colleges. The conference centered on Soviet literature, poetry and drama. It was one of the first conferences in this field to be held at the undergraduate level.

The conference commenced at 1:00 p.m. on Friday in the new Hopkins Center, with a witty welcome by Dean Seymour of Dartmouth. Friday afternoon was devoted to literature and Professor Ernest J. Simmons of Wesleyan was the key speaker. Mr. Simmons discussed the "Organizational Man in Soviet Literature," giving insight into the newest developments in the party attitude toward literature, and the attack in Pravda of March 1963, on the increasing "Western" influence on Soviet literature. Friday evening, the delegates combined to create their own entertainment. The highlights of the evening were Russian folk songs accompanied by the guitar, and three Mount Holyoke delegates who played Russian folk songs on the balalika, the Russian national instrument.

Saturday, the last day of the conference, Professor Franklin D. Reeve, of Wesleyan, lectured on "The Works of Russian Poets Today." Mr. Reeves considered the commitment of the Soviet poets to the future, expressing an opinion that poetry is perhaps more loyal to the country than is the

Soviet propaganda. Mr. Reeve also mentioned that the "New Poets," i.e., Yevtushenko, Voznesensky and Martinov, have been constant in their effort to reaffirm freedom from politics. Lastly, Professor Reeve maintained that poetry has a determining role in politics in the U.S.S.R. and that there is a tendency to have poetry adjust to politics so that politics will adjust to it. A discussion followed the lecture in which Mr. Reeve, a poet in his own right, defended the possibility of having great poetry emerge from the framework of Soviet realism.

The afternoon lecture, given by Professor Norris Houghton of Vassar College, centered on "The Russian Theater Between 1930 and Now." Mr. Houghton indicated the revival of interest in drama in the U.S.S.R.

The final lecturer at the conference was Professor Helen Muchnic of Smith College, who spoke Saturday evening on "The Concept of Tragedy in Russian and Soviet Literature." The entertainment for the evening was provided by the Yale Russian Chorus, directed by Mr. Mickiewicz, at which time the emphasis of the conference was shifted from literature to music. In retrospect, the conference was very informative, and all delegates responded enthusiastically to the proposal that such undergraduate conferences be continued.

Muriel Harman '64

## Students Volunteer For Learned House

Charity in our bureaucratic society has assumed a general and impersonal significance. One tends to associate it with the slogans, cardboard thermometers, and other trappings of a large-scale campaign. To the Connecticut College volunteers at Learned House, however, charity means direct contact with youngsters who want and need their help.

The Billings P. Learned House on 130 Main St. in New London, once part of B. P. Learned's private estate, is situated in the heart of a section where its services are in great demand. The mission itself was founded in 1859 by the Reverend B. G. Wilcox,

pastor of the Second Congregational church, in an effort to provide activities for underprivileged children of New London "with a religious atmosphere." Since that time, the mission has made impressive strides toward improving its services while making them available to more people. In 1862 a summer school was started. By 1912, the organization was employing a paid superintendent and had enlarged its program to include "sailors, homeless men and unfortunates."

Connecticut College participation began in 1927, when the school's Social Service League became interested in the project. Today there are three full-time mission staff members. Connecticut College volunteers take over from there, teaching and supervising the house's many and varied activities.

Learned House, planning its programs for children four to fourteen, functions daily from 3:30 to 6 p.m., and during the evening as a study hall for those wishing to use it. An average afternoon sees the attendance of anywhere from sixty to one hundred youngsters.

Among the activities planned are coloring, supervised play on the outdoor playground, ping pong, nature study, singing, piano lessons, Jubilettos (like the Girl Scouts) and painting instruction. College volunteers tutor those who want help with their school work. An innovation in this year's program is instruction in modern dance.

Kay Karlslake, chairman of college participation in the project, discussed the student's role in a recent interview. She reported enthusiastic response to the committee's call for volunteers. By Monday, forty-nine had signed up. The class breakdown is twenty freshmen, seventeen sophomores, eleven juniors and one senior.

One of the tragedies of poverty is its frequent association with lack of skill. Talents are often unrecognized and undeveloped. "Many times it makes you stop and think," said Kay, a history major with plans to teach after graduation. She cited several instances in which youngsters with ability were encouraged and given

See "Learned House"—Page 4

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### All's Fair in Love, War, Mascot Hunt; Dekes Join Ranks

The signal was given, and the crowd in Crozier-Williams began to move. The shuffle reached near-riot proportions as Sophomores swarmed towards the main doors, only to be forcefully repelled by the unwavering front line imported by the Junior class. As 150 Sophomores gleefully threw themselves into the waiting arms of some 25 stalwart Deke pledges from Wesleyan, the annual massacre known as Mascot Hunt began again. Brawny Dekes stood back to back as slender Sophomores confronted them, and charged. At last, through sheer force of numbers, the Sophomores broke through, and the revel began in earnest.

Outside Crozier, shrill screams and hoarse bellows filled the air as one luckless sophomore was dragged off, who knows where, over the accommodating shoulder of a wild-looking Deke. High in a birch tree in front of Larrabee, an agile Wes man planted two dainty penny loafers, wrenched forceably from some poor girl far below. From out of nowhere, a group of girls pelted frantically down the road to Burdick with a group of howling men in hot pursuit. The entire mob disappeared into the depths of Burdick. Weird shadows appeared on sundecks and roofs all over campus; the sounds of running feet and agonized breathing rent the air. Hands reached out, and yellow gym suits were pulled from screaming Juniors; flying tackles brought many a girl low, only to have her assailants realize she was in their class. Fistfuls of hair lay in clumps on the grass, panting girls sprinted through the underbrush in desperate attempts to evade innumerable pursuers. Squadrons of bicycles moved vengefully through the gathering gloom, their piercing headlamps picking out stark images of fleeing figures.

In a few pockets of calm, the less rampant of Mascot Hunt manifested themselves. A cluster of souls turned meditatively toward chapel, while other intellectual types roamed about intoning clues, attempting to fathom their deep and hidden meanings: Benny Goodman, Updike, Licorice, rabbits: Bill Hall!

Far into the night, sounds of revel floated on the air, until at last, spent and exhausted, Sophomores, Juniors, and recruits gathered at the bonfire at the far end of campus. Suddenly gone was the mood of rampant aggression,

replaced by a spirit of sisterly love inspired by the wholesome, girl-scout pleasures of fire, cider, and donuts.

The animals have run back to their dens; warmth and fellowship prevail again, until next year.

M.R.

### Black

(Continued from Page Two)

view of Marxism. Russian history is divided into three periods; the feudal period, from the "beginning" to 1861; capitalism from 1861-1917; and socialism from 1917 to the present day. This current history maintains that since Russia has advanced farthest, to socialism, she is the best of all nations.

Professor Black said that in quality, this history is the best of the three. However, it presents history with an air of finality; opposing theories and concepts are never offered or discussed.

Universal History envisages the victory of socialism throughout the world as the result of small revolutions but never as a world war. The history ends with Russia emerging as the dominant factor. When the class struggle ends, change will cease, and socialism will prevail.

Professor Black concluded his lecture with the comment that although these history books may be tinged with propaganda, they have been written by sincere people. He hoped that they may serve as a challenge to the world to write and teach history with

the utmost effort and concern.

Perhaps many members of the audience were misled by their own expectations of hearing an explanation of the role of politics in Soviet literature. We expected Professor Black's discussion to be considerably more stimulating and provocative than it proved to be. Professor Black noted some very interesting facts about Russian history, but he rarely gave any very probing opinion on his subject. His comments were precise, objective, and often witty. We were disappointed that Professor Black used his great knowledge and experience in this field on such an objective level. The role of criticism in Soviet historical and fictional literature is currently of great concern to us all. Professor Black's talk was highly informative. He failed for some of us, however, in his disinclination to search farther below his fine surface of objective description.

T. M.

### Learned House

(Continued from Page Three)

their first training at Learned House. One girl discovered an interest in art and eventually won a scholarship to an art college. Another youngster's progress on the piano after two years of instruction at Learned House so impressed her parents that they decided to give her professional lessons.

Kay related her experiences in conducting a sewing class for little girls during her freshman

year. At first all of them were anxiously vying for her attention "but in three or four weeks they would try to work it out themselves or to help each other. They didn't give up."

John Kashanski, executive director of the project, holds a demanding full-time job. "John loves the kids and they respect him," said Kay. He is anxious to begin working with youngsters when they are four years old "to get them ready for school." One of the goals of the program, explained Kay, "is to help kids say 'thank you' and 'please.'" In addition to his work with the chil-

dren, Mr. Kashanski spends time during the morning talking with mothers of Learned House youngsters.

Because Learned House is in the heart of the redevelopment area, Kay expressed the hope that a new structure would be built at a different location within the next year.

One thing about Learned House is evident: its spirit is conveyed to the volunteers. "If you're ever depressed, when you go to Learned House you completely forget about it," commented one volunteer. "It's excellent. Sometimes you need a break . . ."

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