STUDENT BODY VOTES TO ADJOURN AMALGO EARLY

A student body vote of 576 for and 455 against limited the business of the January 10 Amalgo to a vote on the reading week issue.

Immediately after the meeting opened, Tracey Spracely, '68, moved to adjourn discussion and Mrs. Woody to Act

As Freshmen Dean

Dr. Susan M. Woody, assistant professor of philosophy, has been appointed Acting Dean of Freshmen. She will serve in the absence of the late C. R. Johnson, associate professor of English, who will spend his leave preparing for the teaching of Matthew Carey, an Irish printer, professor of colonial period.

Chairman, Arts Center.

DANA FOUNDATION GIVES COLLEGE $400,000 GRANT

At '67 Baccalaureate Service

The Reverend Mr. John B. Coburn, D.D., Dean of the Episcopal Theological Seminary, Cambridge, Mass., will speak at Baccalaureate Services, Saturday, June 3, according to Stephanie Fierson, graduation chairman.

Mr. Coburn taught English and biology at Robert College, Istanbul, from 1928 to 1939. He served as a U.S. Navy chaplain during World War II both in Korea and aboard the USS Sheridan in the Pacific theater.

In 1935, Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in that position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

Mr. Coburn is a member of the Board of Trustees of Princeton University and of the Board of Deans of Union Theological Seminary. He is a member of the Faith and Order Commission of the World Council of Churches.

Mr. Coburn participated in the Joint Commission on Ecumenical Relations of the Protestant Episcopal Church.

Mr. Coburn has published widely in the fields of theology and education, that the Professors Are People, Faith and Doubt, and Theo, and Technology (Editor with N. Pfeiffer). A graduate of Princeton University, and Union Theological Seminary, Mr. Coburn was ordained in 1943. He received his Doctor of Divinity degree from Asbury College in 1955 and Princeton University in 1960.

The Reverend Mr. John B. Coburn

Services, Saturday, June 3, according to Stephanie Fierson, graduation chairman.

Mr. Coburn taught English and biology at Robert College, Istanbul, from 1928 to 1939. He served as a U.S. Navy chaplain during World War II both in Korea and aboard the USS Sheridan in the Pacific theater.

In 1935, Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in that position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

Mr. Coburn is a member of the Board of Trustees of Princeton University and of the Board of Deans of Union Theological Seminary. He is a member of the Faith and Order Commission of the World Council of Churches.

Mr. Coburn participated in the Joint Commission on Ecumenical Relations of the Protestant Episcopal Church.

Mr. Coburn has published widely in the fields of theology and education, that the Professors Are People, Faith and Doubt, and Theo, and Technology (Editor with N. Pfeiffer). A graduate of Princeton University, and Union Theological Seminary, Mr. Coburn was ordained in 1943. He received his Doctor of Divinity degree from Asbury College in 1955 and Princeton University in 1960.

The Reverend Mr. John B. Coburn

Services, Saturday, June 3, according to Stephanie Fierson, graduation chairman.

Mr. Coburn taught English and biology at Robert College, Istanbul, from 1928 to 1939. He served as a U.S. Navy chaplain during World War II both in Korea and aboard the USS Sheridan in the Pacific theater.

In 1935, Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in that position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

Mr. Coburn is a member of the Board of Trustees of Princeton University and of the Board of Deans of Union Theological Seminary. He is a member of the Faith and Order Commission of the World Council of Churches.

Mr. Coburn has published widely in the fields of theology and education, that the Professors Are People, Faith and Doubt, and Theo, and Technology (Editor with N. Pfeiffer). A graduate of Princeton University, and Union Theological Seminary, Mr. Coburn was ordained in 1943. He received his Doctor of Divinity degree from Asbury College in 1955 and Princeton University in 1960.

The Reverend Mr. John B. Coburn

Services, Saturday, June 3, according to Stephanie Fierson, graduation chairman.

Mr. Coburn taught English and biology at Robert College, Istanbul, from 1928 to 1939. He served as a U.S. Navy chaplain during World War II both in Korea and aboard the USS Sheridan in the Pacific theater.

In 1935, Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in that position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

Mr. Coburn is a member of the Board of Trustees of Princeton University and of the Board of Deans of Union Theological Seminary. He is a member of the Faith and Order Commission of the World Council of Churches.

Mr. Coburn has published widely in the fields of theology and education, that the Professors Are People, Faith and Doubt, and Theo, and Technology (Editor with N. Pfeiffer). A graduate of Princeton University, and Union Theological Seminary, Mr. Coburn was ordained in 1943. He received his Doctor of Divinity degree from Asbury College in 1955 and Princeton University in 1960.

The Reverend Mr. John B. Coburn

Services, Saturday, June 3, according to Stephanie Fierson, graduation chairman.

Mr. Coburn taught English and biology at Robert College, Istanbul, from 1928 to 1939. He served as a U.S. Navy chaplain during World War II both in Korea and aboard the USS Sheridan in the Pacific theater.

In 1935, Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in that position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

Mr. Coburn is a member of the Board of Trustees of Princeton University and of the Board of Deans of Union Theological Seminary. He is a member of the Faith and Order Commission of the World Council of Churches.

Mr. Coburn has published widely in the fields of theology and education, that the Professors Are People, Faith and Doubt, and Theo, and Technology (Editor with N. Pfeiffer). A graduate of Princeton University, and Union Theological Seminary, Mr. Coburn was ordained in 1943. He received his Doctor of Divinity degree from Asbury College in 1955 and Princeton University in 1960.
**Editorial...**

**A Change For Reading Week**

The definition of Reading Week as a time for students to immerse themselves in independent study elicits cynical smiles from a great number of students who see that in practice it is something quite different. The picture is not one of the pervasive scholar joyfully engaged in reading for reading's sake. Instead, we see the few who have undergone the strenuous and arduous additonal assignments in time to prepare for exams. In many cases, mental potential for satisfaction on the material's significance is expended in attempts to calculate the weight the assignment will carry on the final.

This is not intended as a criticism of the student. People who are scholastically confident enough to enjoy the week unhampered by course demands are the exception, not the rule. The problem lies in the Reading Week set-up itself. The idea of Reading Period is too good to be designated by its inclusion in the schedule at a time when students are most conscious of how their learning looks on paper.

We think that Reading Period should be held at a different time. A suggested plan is suspension of classes for a week during the fall semester or for the same period of time at the beginning of the second semester. Prior to the Reading Period, teachers and their classes would choose a provocative topic related to the course subject. The professor would make available to his students a list of suggested books, one or several of which could be read during the week. The first meeting of each group following resumption of classes would be devoted to discussion. Held during the fall semester, the period would break up the longest stretch of the school year at a time when students are not besieged by end-of-course demands. If planned for the first week of second semester, the program would serve as a stimulating initiation to individual courses.

Such a change would not be a panacea for the ills inherent in any Reading Week plan. But it would lend itself more easily to the realization of the objective of Reading Week. If it is intended to be a week of independent study, its physical and psychological association with final examinations should be broken.

**Thank You**

For many, Wednesday saw the dreary afternoon or the weary anticipation of a late night spent cleaning up and packing up for spring break. The atmosphere brightened considerably at 4:20 when President Shattuck announced that a budget of $28,000 in grants which will enlarge the library, enrich the history of the college, and prepare us for a substantial part in realizing plans for the long awaited Arts and Music Building.

Judging from the enthusiasm on campus following the president's announcement, we think that we can speak for the student body when we congratulate Charles A. Dana and the other donors for their generous contributions to the future of Connecticut College.

---

**UNIVERSITY BRIDGE**

*By Larry Cohen*

---

**Dirt!**

- North
- Vuli: North
- QJ1052
- 1006
- 5

**West**

- 474
- AK95
- 663
- 624
- QJ83
- 73

**South**

- AQ
- AKQ5
- AK10642

---

**Letters to the Editor**

The Editor:

Eugene Melton was worth every penny of the cost! Rarely has a lecture done me more good. I was awed growing with my stilts and still aching with my muscles. My pent-up aggressions and represent emotions have been slowly and effectively relieved of it. I feel grateful toward the cost of it. Under no circumstances had the students of the senior class and who had given so free that the performance was entertaining without that you similarly exhibit their gratitude.

(Continued on Page 4, Col. 4)

---

**Thank You**

For many, Wednesday saw the dreary afternoon or the weary anticipation of a late night spent cleaning up and packing up for spring break. The atmosphere brightened considerably at 4:20 when President Shattuck announced that a budget of $28,000 in grants which will enlarge the library, enrich the history of the college, and prepare us for a substantial part in realizing plans for the long awaited Arts and Music Building.

Judging from the enthusiasm on campus following the president's announcement, we think that we can speak for the student body when we congratulate Charles A. Dana and the other donors for their generous contributions to the future of Connecticut College.

---

**UNIVERSITY BRIDGE**

*By Larry Cohen*

---

**Dirt!**

- North
- Vuli: North
- QJ1052
- 1006
- 5

**West**

- 474
- AK95
- 663
- 624
- QJ83
- 73

**South**

- AQ
- AKQ5
- AK10642

---

**Letters to the Editor**

The Editor:

Eugene Melton was worth every penny of the cost! Rarely has a lecture done me more good. I was awed growing with my stilts and still aching with my muscles. My pent-up aggressions and represent emotions have been slowly and effectively relieved of it. I feel grateful toward the cost of it. Under no circumstances had the students of the senior class and who had given so free that the performance was entertaining without that you similarly exhibit their gratitude.

(Continued on Page 4, Col. 4)
**SYMPOSIUM: THE EDUCATED WOMAN**

by Jacqueline Earle

"Oh, come on! Femininity is not being helpless!" Lynn Kinney Ratney, '68, one of the six members of Symposium, sponsored by Conn Census, made this comment in the heat of a discussion on the role of the educated woman.

The purpose of Symposium was to bring together a small, diverse group of students chosen to conduct a meaningful discussion on the problems which confront today's college woman. In this case, the topic centered on her education at an all-girl's college and her changing role in today's society.

The members were Rachael Sharebottom, '70; Page Brown, '69; Nancy Brown, '69; Dana Phillips, '69; Lynn Kinney Ratney, '68; and Pat Gallerich, '70.

**Increased Opportunities**

Most members of the group agreed that women in the world today have increased opportunities for a career. Many realized that there would be a challenge facing them when they attempted to compete with men on a professional level after graduation. They decided, however, that as educating women, they would not find themselves in a paradoxical situation in trying to maintain their femininity, and at the same time, compete with men in the business world.

They defined femininity as something more than its stereotyped, superficial manifestations. As one of the members pointed out, this femininity is inherent in most women, and cannot be lost or found.

**Prove Intelligence**

In their social lives at college, however, several students were willing to admit that they had to prove themselves to the opposite sex as girls possessing intelligence, because their dates only considered them as "status symbols" or "a date."

Others, however, said they thought they were already appreciated for their intelligence alone and not for their femininity.

The initial question asked was if the girls in college realize that they will later have to face a challenge as an educated woman in the world.

Page commented, "I don't think very many girls who they come here, are planning to face the challenge, rather than the social; getting out of practice for four years might affect you later on in the job. This depends on the intellectual setup, but all women in education could be a drawback."

**Confident of Education**

"I feel very confident of the educated woman getting here," declared Lynn Baisley, and "don't really understand why people would have to come to hold an own in any situation. I believe in what I'm doing."

"Do you object to the men having a place in the world?" asked Dana, "Are they getting a worse education, because they don't meet the boys?"

"I don't feel as close with these boys. Maybe by Sophomore or junior year, you get over this feeling."

Pat concluded, "On the whole, I think that Friday afternoon sometimes these girls are trying to look at the world and wonder. That's what they have for."

**Increased Opportunities**

Dana commented on the increased opportunities girls are going to have in a co-ed high school, because they can take a job, do it and go to college.

"After college," Lynn said, "you have to have prepared for the job you want to go into."

Pat and Rachel intelligently while being wives and authors.

"As far as education goes, probably because girls are less aggressive, we want to converse with men," she added.

They continued to discuss the problems of an all-girl's school, preparing the student for the world, especially academically.

"In attending a co-ed class in high school," said Page, "I found that they... (boys) are just the same as you and you ignored them as boys, they are no longer a social factor, just people."

"This is what you miss out in on a girl who can hold her liquor well and drinks and being completely relaxed but you won't see that girl over here, and then Friday afternoon you sit down with a good friend and you can talk about serious things."

"After college," Dana commented, "It is entirely up to you to be the individual, but an all-women's college is opening its male-secured portals."

**Femininity**

Page defined femininity as being able to go to a co-ed high school, because they don't meet the boys and work five days a week.

"As far as education goes, probably because girls are less aggressive, we want to converse with men," she added.

"I think that they are not being helpless!," Page stated, "There are planning to face the challenge as an educated woman in the world. "How to be your most efficient woman."

**Prove Intelligence**

Concerning the question of how much emphasis is placed on the social at this college, Nancy Brown commented, "It is entirely up to your group of friends."

"After college," Lynn said, "you have to have prepared for the job you want to go into."

"If you want to converse with men, you have to be an individual," Dana commented on the influence of the women's campus.

"You can be efficient, aggressive, feminine," Page continued, "you can do all the social things you want to do and you can do them just as well as your man."

"I feel very confident of the educated woman getting here," declared Lynn Baisley, and "don't really understand why people would have to come to hold an own in any situation. I believe in what I'm doing."

"Do you object to the men having a place in the world?" asked Dana, "Are they getting a worse education, because they don't meet the boys?"

"I don't feel as close with these boys. Maybe by Sophomore or junior year, you get over this feeling."

Pat concluded, "On the whole, I think that Friday afternoon sometimes these girls are trying to look at the world and wonder. That's what they have for."

**Increased Opportunities**

Dana commented on the increased opportunities girls are going to have in a co-ed high school, because they can take a job, do it and go to college.

"After college," Lynn said, "you have to have prepared for the job you want to go into."

Pat and Rachel intelligently while being wives and authors.

"As far as education goes, probably because girls are less aggressive, we want to converse with men," she added.

They continued to discuss the problems of an all-girl's school, preparing the student for the world, especially academically.

"In attending a co-ed class in high school," said Page, "I found that they... (boys) are just the same as you and you ignored them as boys, they are no longer a social factor, just people."

"This is what you miss out in on a girl who can hold her liquor well and drinks and being completely relaxed but you won't see that girl over here, and then Friday afternoon you sit down with a good friend and you can talk about serious things."

"After college," Dana commented, "It is entirely up to you to be the individual, but an all-women's college is opening its male-secured portals."

**Femininity**

Page defined femininity as being able to go to a co-ed high school, because they don't meet the boys and work five days a week.

"As far as education goes, probably because girls are less aggressive, we want to converse with men," she added.

"I think that they are not being helpless!," Page stated, "There are planning to face the challenge as an educated woman in the world. "How to be your most efficient woman."

**Prove Intelligence**

Concerning the question of how much emphasis is placed on the social at this college, Nancy Brown commented, "It is entirely up to your group of friends."

"After college," Lynn said, "you have to have prepared for the job you want to go into."

"If you want to converse with men, you have to be an individual," Dana commented on the influence of the women's campus.
CONSERVATOR DENNIS REPAIRS DAMAGED WORKS AT MUSEUM

Mr. Roger Dennis is the man behind the scenes at the Lyman Allyn Museum. As Conservator, he is in charge of the restoration of all paintings and panels which come to the museum.

All conservators are members of an international organization known as the Institute of Conservation of Historic and Artistic Objects. A conservator is a technician in preservation. Although courses in the conservation of works of art have been offered only recently at New York University, the field is still much smaller.

Mr. Dennis and German museums were the first to employ cons-

ervators to restore damaged works of art. New conservators were trained in each museum. For example, Mr. Dennis has studied at the Brooklyn Museum, the Boston Museum and the Museum of Modern Art in New York.

The facilities for restoration at the Lyman Allyn are among the best in the country. A small lab in New London is devoted to painting. There they analyze and re-attach paintings. The conservator paints directly onto the canvas to repair the damage and then reproduces the painting. The technique is scientific and precise. The position is one of the most respected in the field of art conservation.

CONVOCATION
(Cont. from Page 1, Col. 5)
let immediately south of Palmer Auditorium. Construction of a new parking lot to accommodate 315 cars is now under way in the area adjoining the Arts Center site on the north.

Another 8450,000 has been Johnson, '66, printed in the December issue of the Connecticut College Alumnus News.

JANE WATSON
Assistant professor of philosophy

and $162,229 in gifts from stu-
dents, parents, alumni, and friends. In addition, a $101,175 federal grant under Title I of the Higher Education Facilities Act of 1963 was approved last year and a supplemental grant of $150,000 was applied for last year to further the federal grant share to $500,000.

Another $400,000 has been promised by private sources. $350,000 by College trustees and $50,000 by a benefactor.

CONSERVATOR DENNIS REPAIRS DAMAGED WORKS AT MUSEUM

Mr. Roger Dennis is the man behind the scenes at the Lyman Allyn Museum. As Conservator, he is in charge of the restoration of all paintings and panels which come to the museum.

All conservators are members of an international organization known as the Institute of Conservation of Historic and Artistic Objects. A conservator is a technician in preservation. Although courses in the conservation of works of art have been offered only recently at New York University, the field is still much smaller.

Mr. Dennis and German museums were the first to employ con-

servators to restore damaged works of art. New conservators were trained in each museum. For example, Mr. Dennis has studied at the Brooklyn Museum, the Boston Museum and the Museum of Modern Art in New York.

The facilities for restoration at the Lyman Allyn are among the best in the country. A small lab in New London is devoted to painting. There they analyze and re-attach paintings. The conservator paints directly onto the canvas to repair the damage and then reproduces the painting. The technique is scientific and precise. The position is one of the most respected in the field of art conservation.

CONVOCATION
(Cont. from Page 1, Col. 5)
let immediately south of Palmer Auditorium. Construction of a new parking lot to accommodate 315 cars is now under way in the area adjoining the Arts Center site on the north.

Another 8450,000 has been Johnson, '66, printed in the December issue of the Connecticut College Alumnus News.

JANE WATSON
Assistant professor of philosophy

and $162,229 in gifts from stu-
dents, parents, alumni, and friends. In addition, a $101,175 federal grant under Title I of the Higher Education Facilities Act of 1963 was approved last year and a supplemental grant of $150,000 was applied for last year to further the federal grant share to $500,000.

Another $400,000 has been promised by private sources. $350,000 by College trustees and $50,000 by a benefactor.

CONSERVATOR DENNIS REPAIRS DAMAGED WORKS AT MUSEUM

Mr. Roger Dennis is the man behind the scenes at the Lyman Allyn Museum. As Conservator, he is in charge of the restoration of all paintings and panels which come to the museum.

All conservators are members of an international organization known as the Institute of Conservation of Historic and Artistic Objects. A conservator is a technician in preservation. Although courses in the conservation of works of art have been offered only recently at New York University, the field is still much smaller.

Mr. Dennis and German museums were the first to employ con-

servators to restore damaged works of art. New conservators were trained in each museum. For example, Mr. Dennis has studied at the Brooklyn Museum, the Boston Museum and the Museum of Modern Art in New York.

The facilities for restoration at the Lyman Allyn are among the best in the country. A small lab in New London is devoted to painting. There they analyze and re-attach paintings. The conservator paints directly onto the canvas to repair the damage and then reproduces the painting. The technique is scientific and precise. The position is one of the most respected in the field of art conservation.

CONVOCATION
(Cont. from Page 1, Col. 5)
let immediately south of Palmer Auditorium. Construction of a new parking lot to accommodate 315 cars is now under way in the area adjoining the Arts Center site on the north.

Another 8450,000 has been Johnson, '66, printed in the December issue of the Connecticut College Alumnus News.

JANE WATSON
Assistant professor of philosophy

and $162,229 in gifts from stu-
dents, parents, alumni, and friends. In addition, a $101,175 federal grant under Title I of the Higher Education Facilities Act of 1963 was approved last year and a supplemental grant of $150,000 was applied for last year to further the federal grant share to $500,000.

Another $400,000 has been promised by private sources. $350,000 by College trustees and $50,000 by a benefactor.
COUNSELOR MRS. SIMA MACKINNON ADVISES MANY TROUBLED STUDENTS
by Lynn Kinsell Rainey

Monday, January 16, 1967
Page Five

COUNSELOR MRS. SIMA MACKINNON
ADVISES MANY TROUBLED STUDENTS
443-7191

The scholarly, the social and all Conn still employs only Mrs. MacKinnon, pregnant and part-time. Even though she could not have been hired, the idea was abandoned. Mrs. MacKinnon, pregnant part-time. Even though she could not have been available, the idea was abandoned.

Mrs. MacKinnon, pregnant part-time. Even though she could not have been available, the idea was abandoned.

Break With Home

The way in which she might treat the difficulty involved with a girl's initial break with home and family, her adjustment to a new environment and her development of independent judgment might be to encourage the girl's individuality and confidence only including her parents if desired by or necessary to the girl. Mrs. MacKinnon explained.

Mrs. MacKinnon will help a girl discover the source of her confusion over her purpose of college, is for the girls' interest and benefit.

Pressure Causes Problems

In her words, Mrs. MacKinnon stated: "My first obligation is to those kids who come to me with problems or the preoccupation of the psychology department. Her services, supplied by the college, is for the girl's interest and benefit.

Committee Meets

For Parent's Fund

The Parents' Fund Committee on 1966-1967 met Saturday January 14, at the Castle.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.

Carol Mercedes, Richard Jackson, Vice President, Law, Eric Lackawanna, B.B. Co., Father of Faith and Vis, Valentine James B. Shepley, Publisher of FORTUNE, father of the female student body was due to pre-existing problems with exams and papers, and that amendments would be voted on and passed without real consideration, perhaps the post-pontum was beneficial.
Visiting Lecturer Miss Pant
Will Teach Indian Philosophy

Miss Durga Pant, who is in this country on the U.S.-India Exchange Program, will join the Connecticut College faculty for the spring semester as a visiting instructor in philosophy.

Miss Pant studied at Harvard University this past year and at Indraprastha College in Delhi, India. She published three papers on Existentialism in Hindi.

"According to Robert Jordan, chairman of the philosophy department, the purpose of Miss Pant's studies and teaching in the United States is to acquaint herself with American teaching methods in philosophy, to learn American developments in the literature in the field of philosophy and to get teaching experience in the United States.

Miss Pant will teach a section of Philosophy 102, Problems of Values and a course in Indian Philosophy. Mr. Jordan described the course in Indian Philosophy as an introduction to the basic tenets and concepts of Indian philosophy, with an emphasis on the similarities and differences between Indian and Western ways of thought.

He continued that the course will comprise "an introduction to Indian philosophy with particular emphasis on the Vedas and Upanishadic periods in Indian thought and religion, orthodox systems, and nonorthodox systems."

Katharine Gibbs
Memorial Scholarships

Full tuition for one year plus
$500 cash grant

Open to senior women interested in business careers as assistants to administrators and executives.

Applications may be obtained from the Memorial Scholarship Committee, Katharine Gibbs School at the New York address below.

** *
25 Northway St., BOSTON, MASS. 02116
250 Park Ave., NEW YORK, N. Y. 10017
21 Plymouth St., PROVIDENCE, R. I. 02906
77 S. Amity Rd., ARLINGTON, J. 02660

Katharine Gibbs
SECRETARIAL

Heat up your winter weekends with

SKIING

Katharine Gibbs School
25 Northway St., Boston, Mass. 02116

Just 800—ask about the special half-price student subscription rate available through college bookstores.