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CONN CENSUS



CONNECTICUT COLLEGE

Vol. 50 - No. 37

New London, Connecticut, Monday February 7, 1966

Price 10 cents

Students And Faculty To Conduct Forum On "Dissent In A Free Society"

Connecticut College faculty and students will discuss the topic, "The Problem of Dissent in a Free Society", at an open forum tonight, February 8, at 7 in Hale Laboratory.

Mr. Robert Jordan, professor of philosophy, will act as moderator for the forum which will include two faculty speakers and two student speakers. Mrs. George Romoser, associate professor of government, and Mr. James Purvis, assistant professor of religion, will serve as faculty speakers while Deanna Stein, senior philosophy major, and Eleanor Weiss, senior classics major, will act as student speakers.

After each of the four speakers has commented briefly on an aspect of the contexts in which dis-

sension exists in the present world, free and open discussion from the floor will be encouraged.

Mrs. Mackie Jarrell, one of the faculty sponsors, emphasized that "this is a forum not about Vietnam but about dissent—about broad issues such as freedom of speech, academic freedom, and the individual's responsibility to support or to oppose official policy."

Faculty sponsors for the forum include Mr. James Baird, professor of English, Mr. Konrad, professor of French, Mrs. Mackie Jarrell, associate professor of English, Mr. Philip Jordan, assistant professor of history, and Mr. Lester Reiss, instructor in philosophy.

Rae Downes, Jane Gullong Assume Top Posts in 1966 Conn Census Changeover

Rae Downes, a junior French major from Norwich, Conn., assumes the position of Editor-in-Chief of Conn Census this week.

Rae brings three years of Conn Census experience to the job. She was News Editor last semester. She has worked for the Norwich Bulletin for the past four summers as a reporter and editorial trainee.

The new editor is planning more systematic staff organization for the college paper. She intends to devote less space to the mere reporting of events and more to their significance.

Assisting Rae as Managing Editor is Jane Gullong, new to the staff last semester. Jane, a junior English major from Wethersfield, Connecticut, was editor of her high school yearbook. She hopes to encourage more talented people to contribute to Conn Census. Recognizing the problems peculiar to a weekly paper, she would like to see Conn Census become more literary and creative.

Barbara Brinton and Pat Altobello, both sophomores, move up from assistant editorships to News and Feature editorships, respectively. Barb, a music major, comes from Pipersville, Pennsylvania. Pat, whose home is Meriden, Connecticut, is a government major. Barb will be assisted by Nancy Finn.



Left to right: Managing Editor Jane Gullong and Editor-in-Chief Rae Downes.

Other masthead changes include Brooke Juram, Copy Editor; Marcia Walker, Business Manager; and Janet Ives, Layout Editor.

Fran Wattenberg and Midge AuWerter will continue in Advertising. Dinsmore Fulton remains head of Circulation, and Wendy Willson, Subscription Manager.

Sue Freiberg and Kathy Spendlove carry on as staff cartoonists. Wendy Casman continues as Exchange Editor.

The new Editors were honored at a kick-off dinner last Wednesday. Mr. Carter White, Assistant Publisher and Managing Editor of the Meriden Record and Journal addressed the Conn Census staff and their guests.



Moderator and Speakers

College Election Campaigns Begin As Candidates Submit Intentions

College elections got off to a running start yesterday afternoon as the last candidates filed their intentions for the seven major student offices.

Student Government officers said last week elections that are being held earlier this year in order to enable the officers-elect to begin work before spring vacation.

Balloting will take place February 23 and 24 from 8:30-3:00 in the student lounge. All students are required to vote or to appear in person to abstain.

Dinners to meet the candidates will be held February 7-10 and 14-18. The candidates will have dinner in each dormitory and invite questions and expressions of interest from all members of the student body.

Only candidates for the four major offices will address the student body at Speech Amalگو February 22. Because only these four will speak, students are encouraged to read the mimeographed statements of the other candidates which will be made available to the student body.

Conn Census will sponsor a panel on February 23 for the purpose of further acquainting the students with the candidates.

Conn Census asked the retiring officers to submit an evaluation and summation of the responsibilities of their offices.

Judith Stickel, President of Student Government, replied:

"The duties of President will of course vary somewhat from year to year depending on the needs and demands of the student body and college community. However, there are several specific responsibilities which are clearly defined and articulated.

"As President, one must be prepared to preside over the weekly cabinet meetings and to guide discussion in the direction of creative and thoughtful action.

"In addition, she is to preside at Amalگو meetings and to keep the agenda moving and to present the proposal: clearly and concisely. The President should also be willing and ready to sit "ex officio" at House of Representatives and Honor Court meetings, for her opinion is valued and her position as liaison between branches is vital.

These duties are well delineated, but there are many subtle and often abstruse responsibilities for which she must be prepared to assume and carry out to the best of her ability. On the whole, the job is an exciting and rewarding experience with specific commitments and with many unusual turns in the road."

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Professor Margenau To Speak At CONN-QUEST

By Dani Dana and Jo Ann Hess
Co-Chairmen of Conn-Quest

Dr. Henry Margenau is reputed to have one of the most enthusiastic and spirited minds on today's academic scene. Nights and rainy Sundays he is working on two new books: one scientific, *Theory of Intermolecular Forces*, and the other dealing more with metaphysical questions, *Beyond Physical Reality*.

Dr. Margenau is a member of both the physics and philosophy departments at Yale. When asked how he reconciled these two different concepts to each other, Dr. Margenau replied that science deals with theories as well as facts. Science without theoretical and ideological material is "barren, uninteresting and repulsive."

Dr. Margenau stated that he refutes the idea that our society is over-mechanized. By over-mechanized he feels we mean the importation of a number of scientific devices. "Science, unfortunately, gives people more leisure; people stop thinking." The irony is that within scientific explorations and discoveries lie the greatest opportunities for imaginative potential; scientists and philosophers experience the same feeling of inspiration and creativity as the poet and artist do.

Professor Margenau hopes that we, as participants at Conn-Quest, will contemplate thoroughly the meaning of mechanization. He does not want the college generation today to become "hypnotized" or "frightened" by prospects of mechanization, for science is neither the isolation of spirit, nor should it result in the loss of values.

Martha & The Vandellas To Highlight College's Annual Winter Weekend

By Nancy R. Finn

There is "Nowhere to Run" February 11, 12, and 13, except to Connecticut College for Mid-winter Weekend.

Martha and the Vandellas, featured entertainers, will perform at the Dance, Saturday at 9 p.m. Their recordings include such hits as "Dancing in the Streets," "Heatwave," and "Nowhere to Run."

The John McGill Jazz ensemble from Boston will begin the festivities Friday evening with a concert at 8:30 in Palmer Auditorium. The 18-member group will feature guest soloist Charlie Mariano.

They will present a varied jazz program, ranging from the contemporary work of Henry Mancini, Miles Davis, Junior Mance, and Thelonius Monk to progressive jazz of their own composition.

The ensemble performed at Conn last summer to benefit the music and arts building. They have made one record, "Jazz in the Classroom."

After the concert, the Freshman Class will sponsor a mixer in Crozier-Williams. The Bachelors, a singing group from Yale, and the Aztecs will provide musical entertainment.

Men's colleges in the area have been invited for the evening.

Saturday afternoon the sports facilities in Cro will be available.

Men-in-rooms privileges have been extended to include both Saturday and Sunday afternoons.

Candlelight and music will provide atmosphere for Saturday night's dinner, a smorgasbord served in Harris Refectory at 6 p.m.

The Weekend's highlight is the Dance in Cro, Saturday at 9 p.m.,

with the music of the Esquires from Columbia and Martha and the Vandellas.

The jacket of the group's new album, "Dance Party", describes Martha and the Vandellas as "one of the most dynamic, energetic, and wildly enthusiastically received vocal groups both on their home grounds as well as in Europe."

Mr. Charles R. Shackford of the music department will speak at chapel Sunday morning at 10:30.

Sunday morning Brunch will be served in Harris Refectory, 12-1:30. The Madrigals and the Bachelors will entertain.

Tickets for the weekend will be on sale beginning Monday, February 7, in Fanning, 9 a.m. to 3 p.m., or they may be purchased from the dorm social chairmen.

Tickets for the jazz concert and mixer are \$.75 each for students and \$1.50 each for faculty. A booklet of tickets for the Smorgasbord and Dance will cost \$7.00 per couple.

Tickets for Brunch are \$1.00 per couple and may be purchased from the dorm receptionist.



Martha and The Vandellas

ConnCensus

Established 1916

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Rae E. Downes '67

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Assistant News Editor	Nancy R. Finn '68
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Editorial . . .

A Challenge For Everyone

This week marks the beginning of a new year for CONN CENSUS. The 1965 editors have retired and a new group starts the work of reorganizing and supervising the publication of the paper for the next two semesters. We begin our task both looking back and thinking ahead.

In retrospect, the past year has seen a number of remarkable improvements. Tessa Milla and Jan Matthews, co-editors-in-chief, and Leslie White, feature editor, have worked tirelessly to make CONN CENSUS more lively and interesting while striving for better organization and raising of journalistic standards. We are reluctant to lose a crackerjack layout editor, an efficient business manager and a number of faithful and capable senior writers.

We are ambitious in our plans for the coming issues. Encouraged by President Shain's constructive criticism and advice in his opening assembly address, we enthusiastically accept his challenge. Starting with a firm organization and the facilities available to us, we need only the imaginative minds of interested students to transform six blank sheets of paper into a top-notch source of information and reflector of student opinion.

We interpret President Shain's remarks as a challenge not only to the present members of the staff, but also to the student body as a whole. CONN CENSUS does not represent a select group of students interested in journalism. It belongs to everyone.

For this reason we are not explaining what we intend to do. We are asking what we should do and how we should do it. Only increased student interest and participation can put into CONN CENSUS the "Pow!", "Zok!", "Clunk!", "Thwap!" and "Whomp!" that it needs.

R.E.D.

Major Victory for Feminism

CAMBRIDGE, Mass. (CPS) — A medium-sized blonde coed from Radcliffe has been elected the first female editor of the Harvard Crimson, and news stories around the nation hailed it a "major victory for feminism."

The post goes to 19-year-old Linda McVeigh, an honors major in American History and literature. She will become managing editor in February, and thus is second only to the Crimson president in the newspaper's leadership.

She will be responsible for a news staff of about 30, about a third of them women. The job is, according to Crimson staffers, the

hardest, most masculine post on the paper.

Andrew Beyer, the Crimson sports editor, was asked by reporters if he had found it difficult to vote for a woman. "Not Linda," was his reply; "she's tough."

Harrison Young, a drama critic, said, "There's more to her than just being tough. She's brave. You wouldn't mind being in a resistance movement with her."

The only problem Linda sees involves her social life. Her dates, she said, are generally with Crimson men. "After Saturday night, I have to be boss on Monday morning," she said. "That might be sort of touchy."

Letters to the Editor

To the Editor:

First let me introduce myself. I am the disillusioned freshman. I have been here five months and have spent the last month in the depths of a depression caused by a sense of disappointment and futility.

When I decided to come to Connecticut College, I looked forward to four years of intellectual stimulation provided by the minds of my obviously bright peers and an extremely qualified faculty. I had been accepted by one of the "Big Seven" but I decided that a college trying to make a name for itself and, therefore, on the go would, perhaps, be more stimulating than one long established. Furthermore, the summer reading (Van Doren's *Liberal Education* and Richard Hutchins' *University of Utopia*) heightened my expectations as the ideals propounded in these books conformed with my own educational ideals.

However, after two months I realized that things were not to be as ideal as I had expected. There was certainly plenty of very hard work. Something was definitely lacking, though, and it was Christmas before I realized what it was. I was not getting an education. I was being stuffed like a turkey. I was not expected to do any individual thinking about what I was reading, I was merely asked to regurgitate. At first I wondered how we could be given so much work and be expected to think about it. Thinking about that fifty pages of history for the next assignment, due tomorrow and assigned yesterday, at 2:00 p.m., was extremely difficult. Then I realized that I was not expected to think about it, just put it away in my head and pull it out for an exam. Furthermore, many of my teachers were not even interested in my thoughts when I had them, a situation to be expected in a large university, but certainly not in a school whose average class runs about twenty.

Coming from an environment where individual thought was not only desired, but necessary for a grade above a 'C,' this was quite a shock. I soon realized that my high school environment was much more intellectually stimulating than my college. Now, please don't misunderstand me. I am not looking for endless debates on existentialism in dark coffee houses, although they can be great. I am looking for a debate in a class on the subject at hand. I am looking for the class period when a teacher will come in, ask for a statement or opinion on a chosen topic and then ask for the logical reasoning behind the given statement. I am looking for the time when the question "why?" will take predominance over the question "what?"

Naturally, I realize that I am indeed guilty of making some rather sweeping generalizations. However, I know I am not alone in making them. I have been told, and, of course, realize that there

are professors on this campus who do ask why instead of what. To them I extend my apologies and my deepest gratitude. Also, the blame can hardly fall entirely upon the shoulders of the faculty. A good portion of it must rest with the students. Yet, I do think it fair to say that the prevailing attitude at Connecticut College, on the part of both students and faculty, is that of a general apathy toward education and independent thinking. There is no doubt that Conn provides an excellent "academic" education. However, I just have this one question to offer. What exactly is the value of an "academic" education?

Nancy Wessinger

To the Editors:

While reading blue books during the recent examination period, I was particularly impressed by the creative efforts which were inscribed in the square reserved on the blue cover for the HONOR PLEDGE. I would like to share some of these inventive definitions with you.

1. This student does not know the pledge? Can't write? Considers the PLEDGE too silly to write out?
2. This is my work. This student believes that brevity is the soul of honor? Suffers from mono-syllable-itis? Considers the PLEDGE too difficult to learn?
3. Pledged. This student is pinned to a Wesleyan fraternity man? Considers the PLEDGE a waste of time?
4. I do. This student plans to be married soon? Couldn't care less about the PLEDGE?
5. I pledge not to give or receive information on this test (paper). This student refuses to share her few grains of knowledge with the teacher? Is confused about the nature of the final examination? Doesn't understand the meaning of the PLEDGE?
6. I do so pledge not to have received information or taken more than the required three hours. This student doth protest too much? Is a clock-watcher? Considers TIME synonymous with HONOR?

These and other such approximations of the HONOR PLEDGE lead one to ask if there does today exist any HONOR PLEDGE at Connecticut College. A random survey of students in Fanning Hall brought forth the general response that "the whole thing is silly." Should one conclude then that the students do not mean what they say on page 40 of their own "C" Book (See IV A.)? Is then the cynical old joke true? — "The Faculty has the Honor and the student body has the System."

Alice Johnson

Inadmissible Evidence Reviewed As Unresolved Conflict of Two Worlds

By J. Greenberg

Inadmissible Evidence is a frustrating play, bitter and uncompromising in its treatment of a work-a-day contemporary England. Yet it is unresolved because there is no solution to the vulgar reality of a disillusioned man's existence.

John Osborne, the author of this drama, is the accepted leader of Britain's "angry young men," writers, who defy the acceptability of the contemporary order of existence, and who search for a life separable from the hypocrisy and ugliness of the post War establishment.

Through the central character of

Bill Maitland, Osborne depicts the ordeal of a man, no longer young, who is dissatisfied with and alienated from his cosmos, but is ineffectual in resolving his conflict with it.

The play opens with a semi-conscious dream-like sequence: the trial of Bill Maitland. The charges are never fully explained and Maitland, as his own defense, mutters disjointed platitudes of middle class injustice. Judge and defendant are incapable of communicating with one another. Perhaps neither knows why the other is present at the trial. The very for-

(Continued on Page 6, Col. 2)

Being a bird I've learned that there are certain things that are just not mentioned.

Take Owls, for instance. They're the Epitome of the world. And why talk about the unknowable?

Or chicken-hawks. Well, why talk about the Cataclysm? Or peacocks. No one could possibly strut to higher beauty.

And why try to sing like a cardinal?

What it amounts to is that we lusty pigeons are a humble lot.

Though we have streaks of genius and inward beauty, we are only a futile

flutter in the heart of the world.

But I've often thought about where the world would be without a white-wash to cover the droppings of humanity.

SDF

Middlebury To Try Honor System

Nine hundred Middlebury College students last year signed a petition in favor of open houses in men's dorms, i. e. parietals. Last month the Student Association approved the proposal; now it faces approval by President Armstrong and the Board of Trustees who will not convene until Feb. 9. Comment from one sophomore: "I think this school gets some sort of kick out of knocking around any improvements until all the students who thought them up are graduated and can't possibly benefit from them."

But one innovation at Midd: this year the Honor System went into effect for the first time since its founding in 1800.

A recent survey of grading systems polled 54 universities and colleges and found 43 to use the conventional letter grades. Five use numerical grades, three use special letter grades (H for honors, S for satisfactory, and U for unsatisfactory), two issue no grades except for college use, and one issues grades only after graduation. A few such colleges on the modified grading system are:

Bennington and Sarah Lawrence — no grades but instead carefully written student evaluations which are issued regularly.

Carleton College (Northfield, Minn) modified grading outside the major. A student may choose whether he wants regular grading or simply a "pass-fail."

Reed College — conventional grades, but students don't see them until after graduation.

Mt. Holyoke is presently considering a "pass-fail" system. The proposal will be co-voted on by the Academic Committee and then the faculty in February.

Editor Gains Peace Corps Insight

By Tessa Miller

On the invitation of the Peace Corps, I travelled to Washington last week to confer with recruiting and public information officials on campus activities concerning the program. Four other college editors made the trip with me, representing Boston University, Northwestern, Smith and Yale.

Despite blizzard conditions, we were greeted on Wednesday by a battery of Peace Corps officials, including the Program Directors for the regions of Africa, Asia, the Near East and South America. There were additional meetings with the Public Information Department, and with Warren Wiggins, Deputy Director of the Peace Corps.

Mr. Wiggins chaired the weekly Volunteer Forum, a panel discussion conducted by return volunteers from Cyprus, the Dominican Republic and Tanzania. The topic for the week: "The Peace Corps' Relation to U.S. Foreign Policy."

"We were walking on eggs on the fifth floor," said Mr. Wiggins after the meeting. The volunteers and staff engaged in a very honest and lively discussion concerning the theory, practices and failures of U.S. foreign policy, and so much disagreement was evident that reporters were requested not to print the text of the discussion.

"There is a line between what Peace Corps volunteers know and what is actually happening in the political development of a country," Wiggins told us later.

"The best aspects of the Corps are the most difficult to articulate," said Douglas Walker of the Public Information Department. We agreed, for it is difficult to believe that there can and does exist an organization in this country which is really a-political. However, all personnel at the Corps were emphatic in their assertion that the Peace Corps does function in this manner.

Wiggins maintained that "The Peace Corps opposes using volunteers as intelligence agents to help the national security. The volunteer will quite obviously be interested in the political turmoil in the host country, and Wiggins commented, such "political involvement is fine, but it will snow-

ball . . . There is a tremendous impetus here which must be drastically curbed."

"The use of the volunteer as an aid to the American government would surely help the government but it would hurt the Peace Corps. You lose credibility very rapidly if you engage in such maneuvers. I believe the CIA recognizes the importance of having one outfit that is 100 per cent pure!"

When asked if Peace Corps loyalty is so stringent that if one gave information to the U.S. he would be kicked out of a country, Wiggins replied, "It's hard to draw the line. We're not in the host country either to promote democracy or to deny it. We are there to help the people, including the government in power, to solve their problems in the way they want. The fact remains that the a-political activity of Peace Corps volunteers has been a very small problem, and is not a problem in most countries at all."

"The Peace Corps relies on the individual rather than on the system. It rides and falls on the intelligence and motivation of the volunteers, and it has been found that the volunteers are the most highly motivated group of this size anywhere in the U. S."

"One of the most striking examples of the a-political function of the Peace Corps has been evident in Panama. When the American embassy was forced to pull out recently, the Peace Corps stayed, voted in by the villagers throughout the country . . ."

Communist agitation has never effectively blunted the Corps as the volunteers have respected the political status quo of the various countries. "The Corps doesn't try to impose democracy on a country, but to change the social conditions of poverty and deprivation . . ."

And how does the return volunteer react to this structure? "The returnees do have a readjustment problem, but it's the healthiest readjustment problem this country has even seen . . . The problem is not that the returnee can't find a job, but they can't find the challenge they experienced in the Peace Corps."

Students Collect Paintings of Old Lyme Artists

Under the guidance of Miss Jane Hayward, Assistant Professor of Art, seven Connecticut College students have assembled an exhibition of the works of 70 artists who once inhabited Old Lyme's summer art colony.

The 200 paintings, drawings, and pieces of sculpture which the students borrowed from 22 major art museums and many private owners will be on display in Lyman Allyn Museum, February 6 to March 13.

Active from 1900 to 1935, the Old Lyme school of impressionism was America's first and largest summer art colony.

Its members included such American artists as Childe, Haslam, Arthur Hemming, and Willard Metcalf. Woodrow Wilson and

his family also spent many summers in the colony.

In the introduction to the exhibition's catalogue, written as her honors thesis, Robin Richman, Class of '66, wrote, "Important for American art as a whole was the fact that Old Lyme served as a catalyst which produced a fusion of old and new which led in turn to, or contributed to, the development of a style uniquely and meaningfully American."

The students researched and gathered the material in conjunction with Miss Hayward's course in museum theory and administration. When Miss Hayward organized the course at Conn in 1961, it was the only undergraduate course of its kind in the country.



Students look on as Miss Hayward points out impresionist technique of "Self Portrait," by Louis Cohen, a prominent member of the Old Lyme Colony. Left to right: Laura Ingraham, '66, Mary MacFarlane, '66, Miss Jane Hayward, Elizabeth Balis, '66, Elizabeth Staples, '66, Elizabeth Taylor, '66.

NEWS NOTES

Mademoiselle magazine has announced that the following Connecticut College students are to be members of the 1966 College Board: Eleanor Abdella '66, Regina Gambert '66, Elizabeth McCaslin '67, Diane Neal '66, Betsey Nodler '67, Anne Bennett White '66, and Naomi Silverstone '66.

The International Travel Establishment of Switzerland offers a "DO-IT-YOURSELF" summer in Europe for less than \$100. Students must be willing to work during their 2-3 month stay. For further information, write: Dept. 4, International Travel Establishment, 68 Herrengasse, Vaduz, Liechtenstein, Switzerland.

It has been traditional for the freshmen to give the junior class flowers on the night of their class banquet. This year the junior class voted to forego their flowers and both juniors and freshmen gave 35¢ contributions to the Music and Arts Building Fund. Britta Schein and Susan Ninde presented a \$200 check to President Shain.

Conn. College French majors are participating in a program of language instruction in the New London elementary schools. Dr. Konrad Bieber, professor of French at Conn. initiated the program in 1956. Miss Alice Karmel '66 is now teaching French to a group of fourth graders at Jennings School.

Countess Maria von Trapp, inspiration for the play and movie versions of *The Sound of Music*, will speak at St. Bernard's High School at 8:00 p.m. on February 17. Tickets may be obtained from Mrs. MacInnis in the Alumnae Office for \$1.25.

The Conn Census staff went to Wesleyan on January 9 to prepare two pages of a recent issue of the *Argus*. The last *Argus* issue announced that Conn Census editors have been elected playmates of the week.

The dead-line for applications for the Junior Year Abroad has been extended to February 10. Students who are interested and have not yet applied should see Mr. Pierre DeGuise, 403C, New London Hall.

The Child Development Club will sponsor a lecture by Mr. Robert Alexander on "Theatre for Chil-

Robert Sward To Read His Works For Poetry Club Performance



Robert Sward

The Club will present Robert Sward, reading his poetry, February 13, at 4 p.m. in the Palmer Room, Palmer Library.

Mr. Sward, who has taught at Connecticut College, has published several volumes of poetry, including *Uncle Dog and Other Poems* (1962), *Kissing the Dancer and Other Poems* (1964), and *Thousand-Year-Old Fiancee and Other*

dren on Thursday, February 10 in the Main Lounge of Crozier-Williams. Mr. Alexander is the director of the Charles Playhouse Music Theatre for Children, designed to introduce theatre to children 14-18 years old.

Joan Wertheim Carris '60, a former promotions assistant for McGraw-Hill, will be in Morrison livingroom Wednesday, February 9 at 4:30 p.m. She will speak to all juniors and seniors interested in a career in publishing. A sign-up sheet is posted in Fanning. This meeting is part of the senior Career Conference program.

Students interested in social work as a career may apply for the Summer Experience in Social Work Program. The program consists of an eight to ten week paid work experience in any one of about a hundred health and welfare agencies in the New York City area. Further information and applications may be obtained from the Personnel Bureau, 110 Fanning or by writing: The Social Work Recruiting Center, 225 Park Avenue South, New York City.

Elmira College President Proposes Revision in Junior Year Program

By Wendy Casman

Dr. J. Ralph Murray, President of Elmira College, recently called into question the "poor execution of foreign study programs," especially the Junior Year Abroad or JYA. In speaking on this problem at a meeting of the Eastern Association of College Deans and Advisors of Students held in Atlantic City, New Jersey, Dr. Murray cited many students to be "woefully unprepared and unready for the experience which they face." To support this, Dr. Murray said that most foreign universities re-

quire the baccalaureate for admission. Thus many American undergraduates must enroll in Americanized courses or special programs for foreigners. Other problems arise from colleges which initiate JYA programs just to be "in" and from colleges which set up inferior adaptations of the programs initiated by Smith, Marymount, and Delaware-Sweetbriar. Among improvements, Dr. Murray proposed better orientation at home and more personal contacts abroad through residence with a foreign family.

Dr. Hall Vacations in South America, Praises Brazil Peace Corps Workers

Dr. Mary N. Hall, College physician, returned this week from a month's vacation 1,000 miles up the Amazon River in Brazil. She has nothing but praise for the Peace Corps workers she met in the most primitive parts of the country.

Four young Californians, all trained in agriculture, gave Dr. Hall her first direct knowledge of the value of Peace Corps help where it is most desperately needed. "They were terrific," she says. "All spoke Portuguese fluently and were entering a second year down there in the jungle with the same enthusiasm and freshness that

made them volunteer in the first place." Dr. Hall admits she was shocked by the poverty she saw during her travels but says none of it deterred the Peace Corps workers teaching Brazilian farmers crop rotation, conservation and modern farming techniques.

Dr. Hall, a graduate of Connecticut College, Yale and Albany Medical College, believes there is no more worthwhile endeavor for young Americans today than the Peace Corps. Requirements are sound health, a useful skill, and the will to learn the language and customs of a people who want and need help.

Poems (1965).

In a review of *Kissing the Dancer*, John Brinnin of the New York Times, wrote, "Sward covets a child's view of things and, in fact, makes extensive use of childhood memories and child-like attitudes."

Regarding the same collection, Professor William Meredith of Connecticut College wrote, "Like other good works of art, these poems have the air of having been made for people rather than for other artists."

Born in Chicago in 1933, Mr. Sward was graduated from the University of Illinois, after serving in the Navy. He studied at the Bread Loaf School of English and received his M.A. from the State University of Iowa in 1958.

Mr. Sward has been a Poetry Fellow at the Bread Loaf Writer's Conference, a Fulbright Scholar (1960-1961), and a Guggenheim Fellow in Poetry (1964-1965).

He is now living in Taos, New Mexico, with his wife and two children.

Airlines Announce Reduction in Rates For Student Flights

San Francisco for \$150.00! Aspen and back for \$100.00!! On January 27, American Airlines began a new air plan which presents great travel opportunities to light-footed college students.

The plan allows students to travel anywhere in the continental United States for one-half of the regular air-fare. American originated this plan in an effort to fill the 40% of their seats which remain empty on many of their weekly flights. Three days after the American policy was confirmed, Eastern Airlines announced a similar plan, and gradually other airlines are considering this idea.

In order to qualify for the price reduction, the student must purchase an identification card for \$3 which is valid until his 22nd birthday. He must accept a STANDBY ticket; he does not receive a reservation but can board after full fare passengers and servicemen with military stand-by tickets have been accommodated.

This service will not be extended to students during rush seasons, and according to American Airlines, discount tickets will not be issued for April 7, 1966, November 23 and 27, 1966, and January 2-4, 1967.

If it is imperative that you reach your destination by a specific time, the risk of a discount ticket may not make the savings worthwhile. This is, however, a welcome innovation to college travel budgets.

It is predicted that this service will be eventually extended to intercontinental travel.

Yale Professor To Be Speaker At English Club Lecture

Louis L. Martz, Douglas Tracy Smith Professor of English and American Literature at Yale University, will speak on the topic, "Shakespeare's Sonnets," February 7, at 4:20 p.m., in Palmer Auditorium.

Professor Martz was graduated from Lehigh University and received his M.A. and Ph.D. from Yale. He is an authority on Shakespeare, the Renaissance, and Seventeenth Century religious poetry.

Professor Martz has written three books: *The Later Career of Tobias Smollett*, *The Meditative Poem*, and *Anthology of Seventeenth Century Verse*, and *The Paradise Within*, Studies in Vaughn, Traherne and Milton.

President Emphasizes Student Interest, Participation In Opening Assembly Speech

Ed. Note—In response to the requests of many students who were unable to attend the opening assembly, we present the text of President Charles E. Shain's address.

Three of the four classes here know that this customary ceremony has the purpose of giving us all a fresh start on the second half of the college year. The Freshmen are learning for the first time that Connecticut College believes in taking public notice of those leading students in the college who make a 3.00 average or better during the first semester. We are proud to honor them and we believe the College as a whole is all the better for coming together to hear their names read. We do not get our whole college together very often. Some of us regret this. Some of you evidently do not. You seem to belong to a generation of which a sizable percentage is wary of being part of a crowd—a most ashamed of being caught as a physical part of an organized community. I don't believe this means that you are insensitive to the whole idea of a community and its claims on you. It is just part of your style, not to want to show this kind of community obligation, and you are stuck with it and we are stuck with it.

But while I have a good number of you here I would like to make a few remarks about having a good college experience—and why this experience must inevitably make some claims upon you as a part of the college community.

One of the touchstones of the quality of my own college life came from a short story written by a classmate which was made into a play—by the same person—and called "The Time of Our Lives." The title was intended to kid our parents—who would, we were pretty sure, jump at the parental conclusion that we were at last admitting that college was simply fun and games. What the play about undergraduate life showed, of course,—with feelings that convinced most of us who saw it—was the other meaning of the title, that our college years were as authentic and complete and fully human as any years we would ever know. The play pleased us, I believe, because it praised the here and now of college, made the point that college students make when they are feeling best about their own education, a point that faculties, being older, must sometimes learn to bear with. Young people want every day to be good. They don't want to sacrifice the present to the future. They want a good college experience instead of just an organized attack on the life that will come later. I have heard of a young woman in college who, when she was asked "What made you want to major in philosophy?" replied, "Sheer greed."

I think that it is this desire for authentic, relevant life in college that your generation especially wants because some of you, at least, have been overtrained, over-groomed for college. Perhaps in school you were asked to be more competitive than you wanted to be. Perhaps you feel you have waited too long to be your own women. Now you want the present to pay off, not the future. A college should be a place to live in, you believe.

Well, I can only answer from where I stand, make it pay off, live in it. Exploit our college in as many ways as your ingenious, self-centered spirits can invent.

And now after three and a half years at Connecticut College I be-

lieve I have gained the right and the courage to say that in my present opinion women—notice here I retreat into the impersonal third person—have a lower expectation of the quality of college life than men do. Perhaps it is because in their condition as women they really are more cautious about their present day-to-day life, more willing to sacrifice it to their future as wives and mothers. Perhaps I speak as an ignorant male and don't see that a young woman's college world is more secret, more deeply hidden beneath appearances. And perhaps college presidents are not in a very good position to see into these complex matters anyway.

Assuming those disclaimers against being considered an authority, I should tell you what evidence I use to form my judgment of your "lower expectations." You may find my evidence both too miscellaneous and too untrustworthy. You may protest that I have omitted plenty of signs of confident life here on the campus.

A college newspaper should be a livelier forum of student opinion and intellectual activity than ours is. It doesn't have to attack Fanning Hall to prove it is alive, though this is one of its legitimate purposes and always will be. It could investigate and report more richly than it does the student world, the inner world of your minds and hearts, the outer world of your manners and your own institutions. Connecticut College is a world in miniature; perhaps a little too good to be true, but a good newspaper could tell us about that. I wish more good undergraduate brains would involve themselves in Conn Census.

I am disappointed that last year we had such little success in finding students who wanted to live in a French house for a year and get a good command of that language by using it every day. There may be legitimate reasons for the increasing neglect of modern languages among you but I can't think of a good reason why, out of a college the size of ours, only two students are interested in reading Pushkin in Russian and only one interested in reading in German Goethe's Faust. You may say that these are matters of curricular choices, but I say having a fine command of a foreign language is a matter of living it up in college.

I wonder at the lack of campus little theater groups, not for presenting existential plays merely, but for providing merry groups of traveling players who might belong to, say, Windham House but also to a campus world of burlesque and satire and contemporary jokes that really work. You have house organizations and a highly articulated student government organization, but it is my impression that house meetings concern chiefly regulations and privileges and complaints. Why shouldn't they involve acts of creation? Don't students make up anything any more? Have you become spectators so early in your young lives as this?

I also have the impression that in that long roll of events that crowd our calendar, many of them that involve controversy, debate, issues that divide us and therefore should excite us, most of these events are the results of faculty arrangements, not student arrangements. There is nothing, some of you appear to believe, like having a spontaneous faculty member around for generating good ideas. We have a program called Conn-Quest coming up in a few weeks.

It is a student-imagined, student-

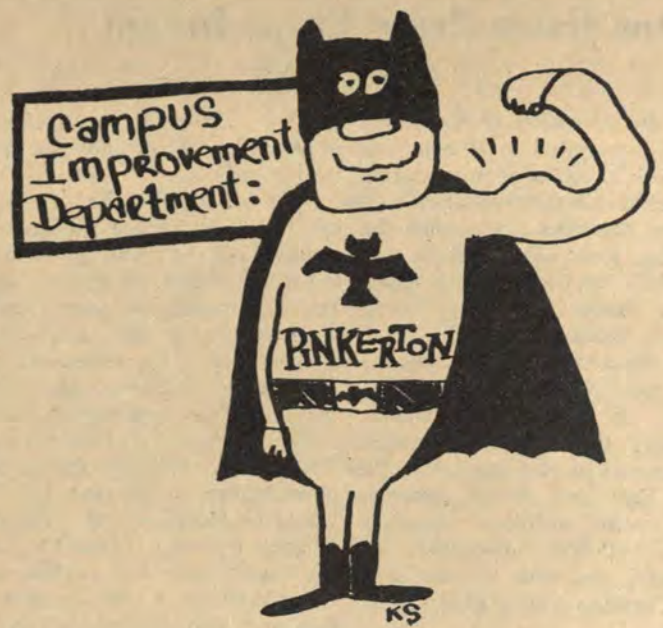
arranged affair and could be exciting. I hope it is. The last Conn-Quest program two years ago had one very lively debate at its end when two generations faced each other across a table and talked quite plainly. It was not very well attended. More faculty than students, as I remember it.

I don't want to sound querulous. A peevish note is the wrong note to strike at the opening of this new chapter in your college life. But I chose to say these things to remind you that this is a precious time of your life, and ask you to think how you are using it.

I am proud of many of the academic ways you are using your time at college. You are probably as a group the best prepared, the brightest students Connecticut College has ever had. The coolest faculty members—probably in both senses of that word, tell me that you are. I am admiring of the numbers of you that are entering the science departments—over 90 of you majoring in Zoology. In the past, our culture has given American girls a bum steer on science. Now you are becoming aware that there are very exciting lives open to you science majors, and if you follow through with a career in science it may well be that ten years hence you won't come home to your family at the end of the afternoon with your hair untidy and your seams crooked. Your generation may be the first to laugh at the warning—to paraphrase Dorothy Parker—that men seldom make passes at girls who know at what temperature solids turn into gasses. I am also admiring of the growing numbers of you who are preparing to be teachers, from nursery school teachers to college teachers. Good teaching has never been so much in demand and has never provided such a variety of challenges. The stereotype of the teacher has changed as radically as the stereotype of the woman scientist, I believe.

And one more point: these recommendations of mine that you have the time of your life in college, this encouragement that you exploit the community you live in, I don't think this means that you will drive the young men away. I think you will attract them. I don't think you will alienate the faculty and make them anxious about their term papers (that is to say your-and-their term papers). I take the view that creative work outside the classroom sharpens your powers inside the classroom. Writing a witty essay for Conn Census helps collect your forces for writing a witty essay for your class in constitutional law. You must finally see the relevance of your liberal studies to your whole college experience. Learning to listen to another person in a seminar, for instance, is the best training you will ever get for listening to a serious personal statement from your room-mate or from a boy on a walk in the Arboretum. You must not, if you can help it, separate your good minds and your good sensibilities into compartments—one for grades and perhaps graduate school and the other for that creative world of college personal relations and the attainment of your own personality. The passage from adolescence to maturity is disordered and tumultuous enough without deliberately splitting your college worlds in two.

The only college-gained culture that will count for you is the one that will color your personality and give structure to your character. The only lasting education that you will get in Connecticut College is the one that you manage to give yourself.



College Awarded Funds To Support Student Jobs

Connecticut College News Office. The U.S. Office of Education has awarded \$6,337 to Connecticut College for use during the next four months for an undergraduate work-study program designed to assist students who are experiencing difficulty in meeting the cost of a college education.

Under the provisions of the Economic Opportunity Act of 1964, funds have been allocated to pay the salaries of twenty students who will work on campus and another nineteen students who will perform services in the public interest at three community service organizations in Southeastern Connecticut.

Nine-tenths of the program's cost will be borne by the U.S. government, and one-tenth by the cooperating institutions.

The new plan is in addition to the College's established campus work program under which 444 students last semester earned a total of \$18,732 at jobs in academic and administrative offices. These student salaries were paid from College funds.

According to Mrs. Hartley L. Pond, student financial aid officer at Connecticut College, student participants in the new work-study program will be selected from the 289 who now receive aid in the form of scholarships, low-interest loans, and/or assignment to one of the College's three cooperative dormitories.

None of the student positions in the federally-supported program will replace regular workers nor impair existing contracts for serv-

ices, Mrs. Pond emphasized. The Connecticut College students will render services otherwise unavailable within the operating budgets of the cooperating institutions.

During the fifteen academic weeks of the current semester the College expects to assign eight students to the Educational Services Center at New London's Jennings School, six to Seaside Regional Center in Waterford, and five to the Thames Valley Council for Community Action in Norwich.

According to Miss Marcella C. Harrer, assistant director of Connecticut College's career counseling and placement office, students whose major fields of college study have a direct connection with the duties to be performed will be chosen for these positions. To their jobs they will take specialized knowledge in child development, psychology, education, or sociology.

Of the students assigned work on the college campus, fifteen will tutor underclassmen recommended by the College Deans. Those tutored will be students holding scholarships or loans and unable to meet prevailing prices for tutoring.

Five students will be named faculty aides under the work-study program to assist members of the Connecticut College faculty with research projects, preparing bibliographies and reading lists, and performing clerical duties.

Students able to work the maximum eight hours per week will be \$180 richer when the present program terminates June 5.

Mrs. Macpherson To Be Assistant In News Office

(Connecticut College Press Relations) Miss Suzanne Macpherson, former member of the faculty at Pierce College in Athens, Greece, has been appointed an assistant in the news office, it was announced today by President Charles E. Shain.

For the past two years Miss Macpherson has taught English as a second language at the Greek college for women where she also lectured on world literature and the history of art in Pierce College's first course in the humanities.

Her previous teaching experience includes instructing classes in creative writing at Villa Mercede in Florence, Italy and in English literature at Hillhouse High School, New Haven and at The Holton-Arms School in Washington, D.C.

She is a graduate of Leland Stanford University where she was elected to Phi Beta Kappa. After earning her Master-of-Arts-in-Teaching degree at Yale Univers-

ity, Miss Macpherson returned to Yale to prepare its M.A.T. Newsletter, to help organize its M.A.T. alumni, and to tutor its Heidelberg Fellows in English. She also assisted in organizing Yale's annual conferences for secondary school teachers and was a supervisor of its M.A.T. practice teachers in English in secondary schools throughout the New Haven area.

As a writer, Miss Macpherson has considerable and varied experience. She was the author of a play produced off-Broadway in 1951 at New York's Circle-in-the-Square Theatre. Her short stories and plays have appeared in national periodicals, and she has also written English lyrics for an Italian composer of songs.

Miss Macpherson was at one time publicity director and fundraiser for The Experiment in International Living. During World War II she served with the American Red Cross in the Mediterranean Theatre of Operations.

Glamour To Choose Ten Best-Dressed College Girls

By Lynn Kinsell

Which of us is THE Best-Dressed Girl on the Conn College campus? GLAMOUR magazine's annual "Ten Best-Dressed College Girls In America" contest is our opportunity to enter a candidate, by campus-wide nomination, to represent us in one of the most exciting competitions imaginable!

Between now and March 7th, Glamour's editor-in-chief, senior fashion-and-beauty editor, art director and beauty editor will select the national winners who best fit these qualifications:

1. A clear understanding of her fashion type.
2. A workable wardrobe plan.
3. A suitable campus look (she's in with local customs).
4. Appropriate, not rah-rah-look, for off-campus occasions.
5. Individuality in her use of colors, accessories.
6. Imagination in managing a clothes budget.
7. Good grooming, not just neat, but impeccable.
8. Clean, shining, well-kept hair.
9. Deft use of make-up (enough to look pretty but not overdone).
10. Good figure, beautiful posture.

Prohibitive as these superlative qualifications may sound, many Conn girls DO compare impressively, though perhaps primarily on weekends . . . but they ARE among us; all we have to do is pick one. Each of us has a vote to nominate her. Conn Census will then single out the 5 MOST nomi-

nated and hold a campus-wide election. This procedure is followed nationally and is an improvement over the past "self-nomination" method which might have excluded many eligible but shy candidates.

As soon as the Conn representative is chosen, a portfolio of entry forms and photographs are submitted to the panel of judges at Glamour. The entry forms describe her campus activities and interests, her off-campus activities and interests, and an editorial essay on why we elected her as our best-dressed girl. The photographs must show her in:

1. A typical campus outfit.
2. An off-campus daytime outfit.
3. A long or short party dress.

When she wins, whether it be one of the ten or an honorable mention, she will anticipate a full year of exciting and glamorous activities. An all-expense paid trip to New York from May 30-June 11 which will include extravagant cultural and social events and a gala party, is in store for her if she places in the top ten. The honorable mention winners will appear in the August College Issue with the featured top ten. All contestants receive token awards for competing. Pictures and write-ups on the fascinating trip of the 1965 winners are available for perusal to anyone curious, and can be obtained through Conn Census.

Nominations must be in before Sunday, February 13. Use the handy nomination blank, rip it out, stuff it in Box 1351 . . . and maybe your's is THE ONE!

ELECTION

(Continued from Page 1, Col. 2)

Karen Brainard, Vice President of Student Government, felt her responsibilities are best summed up this way: "The character of the Vice-Presidency is unusually diverse and flexible, therefore allowing for individual projects according to personal insights as to campus needs and problems. The responsibilities are both defined and undefined.

"Specifically, the vice-president organizes the student government elections, the weekly calendar, and dormitory teas and assists during Father's Weekend and all-college functions.

"Beyond these responsibilities there are numerous opportunities for expressing personal ideas and 'channeling' campus moods to Cabinet and the administration. Equally as important and challenging are the opportunities to improve student-faculty relationships through panel discussions, President's Sessions, and teas. In general, therefore, the Vice-Presidency does not exist as a stand-by position—it is one with distinctive responsibilities and privileges."

When asked for an evaluation of her duties, Stephanie Pierson said "The Speaker of the House of Representatives is basically a liaison between administration and students, as well as a coordination of the dormitory activities. The Speaker of the House is a voting member of both Cabinet and Student Organizations. She meets weekly with Miss Noyes to discuss campus activities and dormitory problems.

"The Speaker must be aware of student opinion so that she can speak as a well informed representative of the student body. She must be able to present the views of the dormitory presidents to Miss Noyes, to Cabinet, and to Student Organization. She must also understand the views of the faculty and administration, so that she will be able to present two sides to every question.

"At House of Representatives meetings, the Speaker should be prepared to discuss objectively college problems and to answer the questions of the house presidents. As the link between the student body and the administration the speaker's job is exciting and challenging."

Deborah Nichols, Chief Justice of the Honor Court, views her office this way:

"The emphasis which the Honor System places on the individual turns the energy of the Chief Justice from the trials of chief detective to the more positive role of understanding and working with the individual problems of students. In presenting the various infractions to Honor Court, she has an opportunity to utilize objec-

tivity, along with understanding, to insure that Honor Court continues to regard the particular situation of a student, rather than a rigid precedent policy.

If the Honor System is to continue to serve students and faculty adequately, the Chief Justice must be attentive to student feelings about the Honor System, and consider innovations which might enhance its effectiveness."

As President of the Athletic Association, Susan Ford finds her office is best described by the word "leadership."

"The most important function of the president of the Athletic Association is, obviously, to run the organization. On the other hand, this is not as obvious as it may seem. An organization must not simply be run, it must be led. The president of the Athletic Association should therefore possess the qualities of leadership. But leadership does not merely mean directness or efficiency, although these are helpful indeed: it means the ability to put original and exciting ideas into practice.

"Leadership is not necessarily administrative ability, it is also a process of rejuvenation. To be effective, an organization must be continually sparked by a president who is interested in the various interests of those whom the organization serves, and this forever involves balancing new ways and new mannerisms with more conservative traditions. Hence the president of any organization—here it is the Athletic Association of Connecticut College—should be a leader; she should be efficient; she should have her own ideas about the Association; but she should always keep in mind that she was elected to serve those who elected her.

Her service extends beyond the responsibilities she has to her own association. As a member of the student government cabinet, she must devote time and thought to issues which face the college as a whole.

"To be sure, the picture here is painted with superlatives. If a girl possesses even the seeds of these qualities she can be a president—the president of the Athletic Association."

Claire Gaudiani, president of Religious Fellowship, presents this summation:

"As an organization that directs its own projects and incorporates those of the four religious groups and the Anti-Poverty tutorial program, Religious Fellowship requires a president with initiative and administrative skill. She is responsible for the efficiency and significance of the activities of the Protestant, Catholic, Jewish, and Christian Science groups as well as those of the downtown

tutorial project. The President and her cabinet prepare a list of proposed Vespers speakers and provide for the care of the Chapel Library and Meditation room.

But it is the annual lecture series and the week-end conference that set the tone for the year. Religious Fellowship is a fine vehicle for studies made on philosophical and moral as well as religious topics. Lecture programs have probed the problems of Religion vs. Science, and Existentialism vs. Modern Religion. This year's Comparative Religion series and accompanying Demonstration Service Series show another approach to the study of religion in our contemporary society.

The presidency of Religious Fellowship presents challenging opportunity to direct the organization toward making a considerable contribution to the religious and intellectual interests of the college."

Betsy Reid, president of Service League, defined her duties as a service:

"The office of the president of Service League serves two functions. Her primary duties concern the administration of the several volunteer groups, aided by members of her cabinet who act as the chairmen of these committees.

It is the responsibility of the president to maintain the smooth and efficient execution of these activities. The diversity of these groups—from volunteer participation in Mystic Oral School, Seaside, Lawrence Memorial Hospital, and Learned House, to Community Fund, the Bloodmobile, Mid-Winter Weekend, Spring Wing-ding, and the New Faculty-Student Dinner—demands a person who is able to maintain a unity within the organization.

The second, and equally important, function of the Service League president is to serve as a member of Cabinet. She must be willing to accept suggestions and be ready to entertain new ideas that will be beneficial to the College community. The foremost concern of the president of Service League must be with service to individual needs and the campus as a whole."

Skiing Conn Chords Score With Singing

While performing at Base Lodge, Stratton Mountain, Vermont, during intercession, the Conn Chords entertained ski representatives from such major ski areas as Sugar Bush, Stowe, Sun Valley, Windham, and even Austria and France.

This year "the guitar was big," and the songs that catered to the audience's preferences ranged from the folk "The River is Wide" to the almost-traditional "I Enjoy Being A Girl."

The girls sang four or five tunes per "happy hour." Later in the week, as more snow and skiers arrived, there were two performances daily.

Every hour was hectic and occupied. All ten girls received free ski tickets, and skied each day from about 9 a.m. to 4 p.m.

The Conn Chords said that the audience was "warmly receptive," adding that the management asked the singing group to return for future spring ski-weekends.

New Psychologist To Advise Students

Mrs. Sima MacKinnon replaced Mrs. Mary Kuhn as the College's clinical psychologist on December 1, 1965.

Mrs. MacKinnon will advise students on academic and personal matters. Appointments may be made through the infirmary.

Mrs. MacKinnon received her B.A. from Sir George Washington University in 1960 and her M.A. from the University of Toronto in 1962. She has done postgraduate work in various fields of psychological testing and counseling.

She has worked as a clinical psychologist in Toronto hospitals and was most recently employed as a school psychologist for the New London Board of Education. Her special professional interests are in perceptual deficits, individual therapy, and physiological psychology.

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GLAMOUR CONTEST

I nominate

for Connecticut's "Best Dressed Girl"

Signed: _____

Friday Night Open Houses Will Be Held Less Frequently

Crozier will still be alive on Friday nights as a result of the Social Board's decision to continue the Open Houses for the Second semester.

The Open Houses were initiated as a solution to the much-discussed problem of how to attract boys to the Connecticut College campus. They were, according to Social Board reports, successful for everyone at the beginning of the year. At the first few Open Houses Crozier was packed with "males in proper attire", the sponsors realized a profit, and students had a good time.

But something happened. Along with the exodus of males came a threat to the Temperance Act—drinking on the campus, and even in Crozier. Also, as the novelty of a weekly mixer wore off, fewer males appeared and the girls began to dress like Hell's Angels.

The second semester plan for the Open Houses has been slightly

changed in an attempt to return to the original atmosphere of success. The Friday nights in Crozier will be held less frequently this semester in order to make them more attractive. The Social Board wants them to be more of an occasion than a weekly institution like washing hair, changing beds and writing home for more money.

Dress for girls will be as strictly watched as that of the males. One boy at a recent Open House remarked that he wasn't sure just what he was dancing with, but he didn't bother to wait around to find out. The Pinkerton men will also try once again to stop the more severe and unfortunate problem of liquor.

Come. Wear a "coordinated teen outfit," pay a mere 50¢, and twist and shout with a "properly attired" Ivy League Adonis. And . . . drink happily the free diluted lemonade in the Main Lounge.

Catholicism Topic For Third Lecture

Mr. Richard C. Wiles, Assistant Professor of Economics, will deliver a lecture on Catholicism, the third lecture in the Religious Fellowship series, "Forms of Western Religion," Wednesday, February 9, at 7 p. m. in the chapel library.

Beginning with the structure of the Catholic religion, Mr. Wiles will speak of divine revelation and tradition in the Catholic heritage and the place and role of faith for the Catholic.

He will also take up the role of the individual in the Catholic church and at this time discuss the relationship of faith and freedom.

Finally, Mr. Wiles will discuss the updating of the Church as exemplified by the ecumenical movements, including such questions as the place of the church in the modern world and the relationship of Catholics and non-Catholics.

Foundations Award Grants to College

Two grants totalling \$5,000 were given to the college in December, 1965 by the Esso Education Foundation and the Readers Digest Foundation Scholarship Fund.

The Esso Education Foundation suggested that its unrestricted cash gift of \$2,500 be reserved as a presidential contingency fund to support the cost of an unbudgeted education project of the college.

Connecticut College has received a total of \$28,000 from this foundation. Esso also awarded the college an additional capital grant of \$5,000 in 1959.

Director Sterling Fisher of the Readers Digest Foundation Scholarship Fund said that in addition to the \$2,500 given the college in 1965, another \$2,500 will be sent in 1966.

The foundation's aid-to-education program awarded the college grants of \$1,500 in both 1959 and 1960.

In accepting the gift from Esso President Shain noted that this kind of private support is essential for independent colleges such as Connecticut to sustain and extend the excellence of their academic programs.

CAPITOL THEATRE
STARTING FEBRUARY 9-10
LAWRENCE OLIVIER AS OTHELLO
There will be special student prices.

REVIEW

(Continued from Page 2, Col. 4)

ality of this trial, represents for Maitland, himself a lawyer, that something essential in his environment has gone wrong.

The rest of the action is centered in the London law office of Maitland and is concerned with the disintegration of Maitland's relation to his milieu. Petty grievances mount and grow more complex. For example, Maitland has difficulty finding a taxi (they just passed him by). Shirley, the secretary with whom he has spent several "business weekends," leaves him. Finally, his partner leaves to join a more respected law firm.

Haitland's inability to communicate with those around him adds to the tension of his crisis. His clients, whom he offends or scares, represent various symptoms of contemporary maladjustments and perversions. They include three very different wives, (played by the same woman) seeking divorces from their respective husbands and a homosexual seeking to have himself convicted.

Maitland is, furthermore, alienated from the one he most loves, his daughter, Jane. She represents for Maitland her entire generation. She is cool, confident and defiant. Because of the difference in their ages, Maitland fails to communicate his love for his daughter and she, in turn, detests him.

Maitland's struggle which most exemplifies his inability to cope with his world is the choice which he must make between his wife and mistress. He cannot resolve it and ends up by negating both tethers that bind him to a communication outside of himself.

Inadmissible Evidence is not completely successful as theatre. The play is uneven and unclear and the characters tend to rant. It is notable as a portrayal of an individual who is at odds with his surroundings, but not strong enough to change them. Mr. Osborne's talent is evident, but not shown in this play to its best advantage.

GARDE THEATRE

Sean Connery as

James Bond in

THUNDERBALL

Shown Sunday through
Friday at 1, 3:40; 6:15,
8:40.

Saturdays only at 1, 3:10,
5:20, 7:30, 9:40

Students Accepted As Draft Eligibles Soon

WASHINGTON (CPS)—An overwhelming outcry from colleges is about the only thing that will stop the reintroduction of voluntary tests and student class standings as criteria for student deferments from the draft.

Lt. Gen. Lewis B. Hershey, director of the Selective Service, hopes to have the screening system operative by the end of spring semester. This way, he says, more college students can be turned into soldiers if the manpower pool dips dangerously low.

Draft calls are expected to average about 30,000 men a month, at least until June, largely to offset a troop increase of 113,000.

The official decision has not yet been made on the reintroduction of the Korean type-system for passing on student deferments. Hershey has said that he wants to wait until the last of his three regional meetings with state selective service directors of Feb. 8 before announcing any change in the current setup.

A spokesman for the Selective Service System said, however, that the decision is virtually "already made" and that the general might not even wait until Feb. 8 to reveal officially what is becoming an open secret in Washington.

Only the strong protest of college heads and other educators can dissuade the general from putting the Korean war formula into effect, the spokesman said.

Hershey said that he had received some indication from college representatives that they would not oppose the test criteria for draft deferments although they appeared to object to the use of class standings.

He observed that this attitude indicated an unwillingness to accept responsibility for contributing to a student's possible call-up, especially when the student achieved passing grades but was still subject to the draft because of his relative standing.

Hershey emphasized that the test and class standings would be regarded as contributing evidence to be considered by local draft boards. These local boards, however, under the law still have the authority to pass on which students will receive deferments and which will not.

The system used during the Korean war allowed students graduating from high schools and freshmen and sophomores at college to take tests voluntarily. The test results were sent to local boards along with other information prepared by the colleges, indicating the student's grades and standing.

The tests were prepared by Educational Testing Services, Inc. of Princeton, N.J., the same group that gives the graduate record examinations to college seniors and

the college board tests for high school students.

Deferments are usually granted to those who scored 70 points on the test or who were in the top two-thirds of their college class.

Hershey himself does not like the idea of tests. "I've never done too well on exams," he said. There have also been complaints that the 1951 version of the test which was used during the Korean war was weighted heavily in favor of science and math students.

Many educators share his distaste for the use of tests to determine who will be allowed to finish school before being drafted. There is no evidence, as Hershey said, that educators will protest the return of the tests.

Not all colleges are beinding over backwards to help draft boards check up on students. Ernest R. Zimmerman, assistant to the vice president of academic affairs, at the University of Michigan, said a student has a right to keep his transcript of grades out of the hands of the draft board.

Zimmerman said that on the request of a senior at Michigan he had ignored a letter from the student's draft board asking for his transcript.

"Generally our policy is that information about a student is not released without his consent," he said.

Zimmerman said that as far as he was concerned, any student could have his transcript withheld from his draft board. A campus political group, Voice, entered the controversy this week when it passed a resolution demanding that the university withhold grades of all students. "If the university allows a student to enter and remain in school he should be considered fully qualified and reported as such," the resolution said.

Zimmerman cautioned that any student asking for his grades to be withheld would have to suffer the

consequences, if any. Some draft boards, he explained, might consider the move an obstruction of the draft system.

Colleges probably will not be raided in strength, at least this year, although college men are more worried about military service than they have been at any time since 1953. Selective Service officials generally concede that college students won't be needed, at least to any large degree, to meet the present goal of men in the armed forces.

However, these officials point out that if the war in Vietnam is to be expanded and the armed forces built up to Korean war levels, then men in categories not now being used will have to be called up.

Even though interest currently centers around the 1,834,240 registrants in the II-S classification, other groups will be nearly depleted before students are taken.

There are only 642,000 draft-age men who are single or were married after the Aug. 26th cut-off date for considering marriage a factor, who are classified I-A. Of these, 224,260 have been examined and qualified. Another 417,000 have not yet been examined and, according to current percentages, only about half of them may qualify.

Draft boards are already reaching into the pool of 758,320 who were married before the cut-off date. So far 117,930 of these men have been examined and declared eligible. The acceptance rate is low in this group because many become fathers and thus are eligible for class III-A before they are inducted. A man is considered a father as soon as his wife is certifiably pregnant.

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