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CONN CENSUS



CONNECTICUT COLLEGE

Vol 51, No. 14

New London, Connecticut, Tuesday, February 21, 1967

Price 10 cents

Scholar-Diplomat O'Brien To Discuss Social Revolution

Convocations Committee will sponsor a lecture by Dr. Conor Cruise O'Brien, author, scholar,



Dr. Conor Cruise O'Brien

and diplomat, on "The United States, the United Nations, and World Social Revolution," Thurs., Feb. 23, at 8 p.m. in Palmer Auditorium.

Mrs. Mackie Jarrell, Convocations Committee chairman, characterized Dr. O'Brien as "a remarkably interesting man—literary critic, diplomat, scholar of unusual stature, with a great breadth of experience." She also stated that Dag Hammarskjold chose Dr.

O'Brien to run the U.N. mission at Katanga, "a position of great responsibility."

Born in Ireland, Dr. O'Brien was educated at Trinity College, Dublin, where he received his Ph.D. in history in 1953. In 1956 he became a member of the Irish Delegation to the United Nations and, in 1960, Assistant Secretary, Department of External Affairs. He was seconded to the U.N. Secretariat in 1961 as Director in the Division for Security Council and Political Affairs.

After his resignation as U.N. representative to Katanga, Dr. O'Brien served as vice-chancellor of the University of Ghana from 1962 to 1965. He became Regents Professor and Schweitzer Professor of Humanities at New York University in 1965.

Dr. O'Brien's best-known books are *To Katanga and Back* (1962) and *Parnell and His Party* (Clarendon Press, 1957; second impression, 1964). His other publications are numerous, including *The Shaping of Modern Ireland* (1960), *Writers and Politics* (1965), and a highly controversial essay on W. B. Yeats, "Passion and Cunning," in a Yeats Centenary volume, *In Excited Reverie*, ed. Norman Jeffares (1965). He has been a frequent contributor to the *New York Review of Books*.

Cephus Smith Participates in Professor-Exchange Program

Mr. William Meredith, professor of English, and Mr. Cephus J. Smith of Jackson College in Mississippi are participating in a professor-exchange program between Connecticut and Jackson State for two weeks from Feb. 13 through Feb. 27.

Teaching two courses, Creative

Writing and a seminar in Negro Literature, Mr. Smith is also auditing several classes, while Mr.



Cephus J. Smith

Meredith is doing the same at Jackson.

"A class of all girls seems more receptive, but I'm sure having men has some advantages!" commented Mr. Smith when asked about his initial reactions to Connecticut College. "I was alarmed when I found this was an all girls school. It has been a challenge."

A native of Alabama, Mr. Smith grew up in Toledo, Ohio, and received his B.A. and M.A. degrees from Alabama State. Having done extra graduate work at Colorado State College, he is now in his second year of teaching at Jackson State.

This professor-exchange program is an outgrowth of a visit Professor Meredith took last summer to Jackson State.

The purpose of the program is to encourage a sharing of ideas between students and the faculties of widely varying colleges.

Puppets to Perform "Snow White" Sat.

Rufus Rose Marionettes, co-sponsored by the Waterford PTA council and the Connecticut College Child Development Department, will produce *Snow White* at 10:30 a.m. and *Treasure Island* at 2 p.m. on Sat., Feb. 25, in Palmer Auditorium.

For over 30 years, Rufus Rose and his wife Margo have given shows all over the United States and Canada. He was the originator of the *Howdy Doody Show* which ran on TV for twelve years. Mr. Rose has won the Peabody award for the best TV series with "The Blue Ferry."

Mr. and Mrs. Rose have created and produced several fantasies shown on TV. Among them are *Aladdin*, *Treasure Island* and *Rip Van Winkle*. They have also produced several movies, including "The Ant and the Grasshopper" and "Jerry Pulled the String," which had world-wide distribution.

The money from the shows is for the Waterford "Dollars for Scholars," college scholarship program for area high school students.

REISS, CLARK, MAGUIRE TO SPEAK ON NEW MORALITY

"The New Morality; Panic or Prophecy?" theme for the colloquium jointly sponsored by Wesleyan University.



Lester J. Reiss

religious Fellowship and the Freshman Introductory Program, Fri. to Sun., Feb. 24-26, has been termed "as contemporary as tomorrow . . . It will offend some, excite many, and challenge all."

The conference will feature a lecture on Feb. 24 by Mr. Lester J. Reiss, instructor in philosophy, at 7:30 p.m. in Palmer Auditorium. Friday evening a "theology-philosophy go-go" will be sponsored in Cro.

Saturday at 11 a.m. Dr. Henry Clark, a professor at Union Theological Seminary and Duke University, will speak in Crozier. At 2 p.m. a panel discussion, open to student questions, will be intro-

duced by Dr. John D. Maguire of Wesleyan University.

Seminars, Banquet
Three seminars, under the direction of the three speakers, will be conducted at Cro at 4 p.m. Saturday. At 6 p.m. a small banquet will be sponsored for those interested in an informal dinner with the three speakers, to be followed by a coffee hour.

Dr. Clark will hold an informal tea at 3 p.m. Sunday for those interested in talking to him personally, the location of which



Dr. Henry B. Clark II

will be announced at the conference. The weekend will conclude

with a jazz mass from the Coast Guard Academy and Dr. Clark will conduct vespers.

The conference is based on the book by Joseph Fletcher, *Situational Ethics*, and will be integrated with the Freshman Program. Mr. Fletcher's book has been described as taking up "where Bishop Robin-



Dr. John D. Maguire

son left off in *Honest to God . . .* The sensational deductions which the author draws from this premise include the bold statement that any act—even lying, premarital sex, abortion, adultery, and murder—could be right, depending on
(Continued on Page 6, Col. 3)

Attorney Kunstler To Speak About Civil Rights Situation

Under the joint sponsorship of the Connecticut College Civil Rights Committee, Political Forum, Young Democrats, and Peace Club, William M. Kunstler, noted civil rights lawyer, author, and lecturer, will speak, Wed., Feb. 22 at 4:30 p.m. in Palmer Auditorium.

Following a lecture, dealing primarily with the major civil rights issues, Mr. Kunstler will conduct a question and answer period. Jane Silver, president of the Civil Rights Committee, remarked that Mr. Kunstler would probably discuss his recent involvement in the Adam Powell controversy.

Mr. Kunstler has previously spoken at Connecticut College. His daughter is Mrs. Karen Kunstler Goldman, a Connecticut College graduate of 1965 and former president of the Civil Rights Committee.

Cooperating attorney for American Civil Liberties Union, Kunstler is serving as one of Powell's lawyers. Murray Kempton of the *New York Post* wrote, "Give me Bill Kunstler to handle the suits for retribution, above all others."

Previously, Kunstler has defended such notables as Dr. Martin Luther King, Jr., Jack Ruby, and Stokely Carmichael. He has also acted as counsel for Freedom Riders in 1961, and Berkeley students this year, and is presently representing groups in areas of Mississippi, North Carolina, Virginia, Georgia, New Jersey, and Alabama.

Kunstler claims authorship of

nine books, including *Beyond a Reasonable Doubt?* and his most recent book, *Deep in My Heart*. A movie is soon to be made based on his book, *The Minister and the Choir Singer—The Hall-Mills Murder Case*. His articles have appeared in such publications as the "New York Times," "Atlantic Monthly," and "Saturday Review."

As an educator, Kunstler was a lecturer in English at Columbia University from 1946 to 1950. Presently he is associate professor of law at New York Law School, and adjunct associate professor of law at Pace College.

Recipient of the New York State Bar Association Press Award of 1957 and Civil Rights Award for 1963, Kunstler has worked for television and radio as a moderator, and writer for programs such as "The Law on Trial," "Pro and Con," and "Famous Trials."

Kunstler, after receiving his B.A. from Yale University in 1941, received his LL.B. from Columbia University in 1949. He presently resides in Mamaroneck, N.Y.

WANTED:

Students interested in all aspects of journalism, from writing to layout; from business to advertising; from subscriptions to copy.

Come to the Conn Census recruitment meeting Wed., Feb. 22, at 4:30 in the Conn Census office, 113 Crozier-Williams.

Boatwright to Speak For Lecture Series

Dean Howard Boatwright, concert violinist, composer and author, and professor at the Syracuse University School of Music will speak at the final lecture of the Sophomore Symposium series on Wed., Feb. 22, at 8 p.m. in Palmer Auditorium.

An associate professor of music at Yale University before going to Syracuse, Dean Boatwright has been a Fulbright lecturer in India, held a Rockefeller Foundation grant, and written three books on music. His 50 compositions include chamber works and choral music.

While at Yale he was the conductor of the University's symphony orchestra for eight years. He was also concertmaster of the New Haven Symphony for 12 years.

A native of Virginia, he gave his first full-length violin recital at the age of 14 and made his New York Town Hall debut in 1942. In 1944 he toured the southern states as a violinist in joint concerts with soprano Eileen Farrell, now a member of the Metropolitan Opera Company. Later that year he toured Mexico with his wife Helen, a soprano.

Dean Boatwright studied at Yale in 1945 as a student of the late composer Paul Hindemith, earning both bachelor's and master's degrees in music. He is the author of *Introduction to the Theory of Music* and other works.

In 1958 Boatwright was awarded a Grand Prix du Disque for a recording of Scarlatti's *St. John Passion*. He also holds an award from the Society for the Publication of American Music.

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A MAN'S OPINION

by michael

Many of you, especially Seniors, are beginning to think seriously about what you are going to do after graduation. I would like to strongly recommend that you go to graduate school—but not for the usual reasons. Going to graduate school does not necessarily mean spending six years of hard work getting a Ph.D. You can get a



cut than the work you were able to do at Conn. You will have very little extra to learn, or at the most you will be required to relearn material you should have learned at Conn.

Thirdly, think of all those men—thousands of them. The sex ratio in most graduate schools is better than four to one in your favor. What more could you ask for? You could find an undergraduate to mother, a graduate student to follow, or even a young professor to idolize. Fourthly, you may find that one year in a coeducational setting, dealing with professionals of both sexes will be excellent experience before going into the business world or as the wife of an executive.

Fifthly, that extra degree after your name will insure a higher starting salary and a faster rate of advancement. One year will not hurt your chances of finding a job or a husband, only increase them manifold. Sixth, after your relative cultural isolation at a small college like Conn, it will be a rewarding experience to be in a large university where there are more cultural activities than you could even hope to absorb.

Lastly, those of you who are really interested in your course work, but cannot see yourself working for a Ph.D. may find one year of graduate school most refreshing. You will quickly discover that there are other interpretations of the material, other opinions, and other approaches than those you learned at Conn College. You may find that taking out one year to evaluate, synthesize and review what you learned in the preceding four years a very rewarding experience. For the English major, for example, it might make the difference between an average writer or critic and an outstanding one.

So, when you get to the point where you must make that crucial decision I strongly recommend you give graduate school a second thought. It may do you a lot of good, and you will have fun doing it. Who knows, maybe your husband will give you a little more credit for the brains you have been developing and maturing all those years.



What kind of people are you?

Not a disembodied one like you, that's for sure.

Why, you can't even scratch your chin. You haven't even got one! Yuck!

Yeah. But I bet you can't wring my neck.

SOP

Editorial . . .

The editors of Conn Census believe that the present structure of Student Government is employable and should be retained.

B.A.B. and N.R.F.

Topic of Candor

by Jane M. Gullong

Student Government is finally in crisis. Wendy Peter has challenged its very necessity. She has reminded us that student rights exist. We must find the channels in which to exercise them. We must decide whether to sever the lines of communication or exploit them.

A small activist committee can only express the demands of several individuals. A petition is only a list of names. A demonstration smacks of anarchy to a conservative faculty.

The town meeting style, forced democracy of Amalgo is archaic.

We need, however, to retain the broad base of representation through voting in the houses. We need to recognize that the house presidents, the Speaker, and the President of Student Government must represent that base of student opinion, lead it and articulate its position.

We need to recognize that the deliberations of the Academic

Committee offer a channel for negotiations with the faculty . . . that Conn Census offers a field for meaningful dialogue.

We need to recognize that if any changes are going to be made, the several areas of student power must present a united front. The channels must be open, exploited and well-directed. The Student Government president must be able to lend direction through a legitimate governmental framework.

We need change not for the sake of change but for flexibility and improvement. We need to define and develop the residential life of the College. We need to expand and make more flexible a pat, unimaginative curriculum. We need to consider the question of separate education which is fast becoming a closed issue at Yale and Wesleyan.

The faculty can offer wisdom
(Continued on Page 6, Col. 5)

Masters degree in one year and have a good lot of fun doing it. The requirements for admission are not very difficult, and there are plenty of fellowships and jobs available so that it will not cost you a cent.

For those of you who came to Conn to marry a Yale man, and have yet to meet him, why not take a more direct approach—go to Yale yourself. After all, Conn girls have the reputation for being aggressive, so why not get that man yourself instead of waiting for him to find you. If Yale is not the place, then try Harvard, Wisconsin, Michigan, U. of P. or even head for California. Almost every large university has a 1 year M.A. or M.A.T. program that you could qualify for.

There are a number of points worth remembering. First, if you can graduate from Conn you are an expert student, so why not keep a good thing going. Secondly, the course work will be no more diffi-

Letters to the Editor

To the Editor:

Last year a girl from campus was killed while crossing Mohegan Avenue. As a result stoplights were installed. Foresight would be preferable to another such accident. I am referring to the fact that every girl living in the off-campus co-ops and every girl going down to Holmes Hall or to the Coast Guard Academy, day or night, must walk on the street because there has been no snow removal on the sidewalks bordering Mohegan.

Hindsight has proved tragic in the past; let's not wait for another tragedy to move us to provide safe conditions at Connecticut.

Laurie Levinson '67

The fact that this attendance requirement exists and is so strictly enforced seems to imply that the College is aware of the many students who simply are not interested in gym classes. If college is supposed to encourage and support student interest, why should students be compelled to participate in something, for three years, in which they have no interest?

Finally, on February 7, the day of the snow storm, many of the College's departments were closed. Even the Post Office closed before noon. However, the Post Office motto "Neither rain, nor sleet, nor snow . . ." was faithfully enforced by the dedicated gym department, and most of their classes were held. Just what are the members of the gym department aspiring to be—Mail women?

Joyce Littell, '67

To the Editor:

I, and I know many other students, would like to know the rationale behind the College's gym requirements. Connecticut College is one of the very few colleges which requires three years (12 terms) of gymnastic activity for graduation. Is this requirement necessary? If so, why?

Also, other departments of Connecticut College require at least two-thirds class attendance for passing, but the gym department permits only two "cuts" per term.

To the Editor:

Perhaps you can help me. I just finished a very interesting discussion at breakfast and some questions have arisen that I quite truthfully found myself unable to answer. You see, I'd taken the position of a supporter of Conn, a position that is often attacked. The attacks come in the form of

(Continued on Page 6, Col. 1)

NEWS NOTES

A petition for unlimited overnights for freshmen during the second semester passed House of Rep unanimously Wed., Feb 15. Upper class support of the petition will be shown through signatures on the petitions placed around campus including the post office and Crozier.

Dr. Stephen Wood, associate professor of government, was recently appointed to Governor Dempsey's planning committee on criminal administration.

Dr. Wood is currently undertaking a study of the Connecticut state police and its administration. To prepare his profile on "the man and the force" he spent two weeks last summer on the job with State Police Commissioner Leo J. Mulcahy.

Bonnie Boormeester '68 is newly elected all-college social chairman, Laurie Levinson, former chairman of the committee, announced. Bonnie will serve until next February.

New officers of Wig and Candle for 1967-68 are Joanne Slotnik, '69, president; Peggy Cohen, '70, vice-president; Kathleen Fowler, '70, secretary; Susan Clash, '70, business manager; and Jill Shaffer, '70, publicity chairman.

Susan Terrell, '67, recently participated in the National Womens' Intercollegiate Squash Championship at Wellesley College. Wellesley, Vassar, Smith and Wheaton were also represented in the tournament.

Shwiffs tryouts will be held in Windham living room Wednesday, Feb. 22, at 7 p.m.

UNIVERSITY BRIDGE

By Larry Cohen

The importance of opening leads cannot be over emphasized. There are many standard rules you should know. Much information, too, can

be gathered from the opponents bidding. We'll be talking about opening leads quite often because they are the quickest way of improving your game.

West must choose his lead with great care in today's hand. If he elects to lead a diamond from his solid holding, declarer will have time to trump two hearts in dummy and make his contract with five spades, two heart ruffs and the two minor suit entries.

West, looking at a tremendous holding in declarer's side suit (hearts), must realize the danger of this line of play and lead a trump at once.

Declarer's best chance at this point is to play for East to hold the heart ace. He therefore wins the spade jack in dummy and leads a heart off dummy. West wins the king with the ace and leads a second trump, defeating the contract. Declarer can now ruff only one heart in dummy. He also loses three hearts and two clubs for down one.

Whenever you hold the winners in a suit declarer has bid in front of you, it is good strategy to lead a trump to make sure you get your tricks.

Dir: S	North
Vul: NS	♠ J98
	♥ 2
	♦ A7653
	♣ J432
West	East
♠ 765	♠ 43
♥ AQJ73	♥ 1098
♦ QJ10	♦ KQ105
♣ 98	♣ KQ105
	South
	♠ AKQ102
	♥ H654
	♦ 2
	♣ A76

South	West	North	East
1S	Pass	2S	Pass
3H	Pass	3S	Pass
Pass	Pass		

Opening Lead: Not shown

Answers to TIME test:

1. Michigan
2. New York
3. Georgia
4. Massachusetts
5. Arkansas
6. California
7. Alabama
8. Illinois.

Eight Candidates Run For Student Government Offices

by Dana Phillips and Sue Rankin

Greater student involvement in campus politics is the key issue in this year's Student Government elections, to be held Thurs., Feb. 23, all day in Crozier. The candidates will present their platforms to the student body at speech Amalgo, Tues., Feb. 21.

President:

Jane Fankhanel is a philosophy major from Baltimore, Md. She has been dorm social chairman.

"I would like to make Student Government more provocative."



Jane Fankhanel

She contended that in the past five to six years the Student Government has concentrated on passing amendments to the social rules and that at this time most students are satisfied with the basic social structure. Jane suggested that academic problems should now provide topics for petitions and discussion in Student Government.

Although she strongly wants to activate this campus, she feels that an abolition of the vested structure would result in anarchy. She believes that there should be more of a senatorial than an executive emphasis. In keeping with this emphasis it would not be necessary for Cabinet to meet every week, but only when the President called it.

Jane also thinks that Amalgo should be made non-compulsory and held only once or twice a semester. Discussion would be held in the house meetings and thus individual students would have more of a chance to have their views presented to House of Representatives.

To increase faculty-student contact, Jane proposed that informal seminars be arranged between interested faculty and students on topics of interest.

Jane's specific views on the office of president are that, "If the person that has the gavel can weed out superfluous discussion, see the point and get to it, formulate petitions accurately from the start and work with a sense of direction, I think there is a lot of potential in the student body and the Student Government structure."

Annabel Morgan, a zoology major from Richmond, Va., was a House Junior this year, has been an Honor Court Justice for two years, and served in House of Representatives this year.

Annabel proposed what she calls a "practical and a plausible reform which would streamline Student Government, so that it could be more effective."

She said that in discussions with students about the present structure she found that most of them didn't understand how it worked.

However, Annabel maintained that an organized representative student government is a necessity for the students to work successfully with the faculty and the administration.

"I think the main purpose of Student Government is to organize the student opinion and channel it effectively and that so far this hasn't been done. It is unrealistic to feel that Amalgo brings unity on campus."

Therefore she thinks that the voting issues should be placed di-

rectly in the dorms and that voluntary campus-wide discussions including the faculty could be held on selected topics in place of Amalgo.

Annabel said she would like to make Cabinet a non-voting unit



Annabel Morgan

which serves in an advisory position to the House of Representatives. In House of Representatives, interested students could work with Student Government officials in committees on petitions.

Eliminating Cabinet as a voting unit, she hopes, would speed up the passage of petitions and increase the direct student participation in the governmental structure.

Wendy Peter is a government major from Norwalk and she has



Wendy Peter

never held any previous offices on campus.

"This is my best qualification," she stated.

Add To Student Elections Wendy believes that the structure of Student Government inhibits participation, particularly participation of activists and those interested in a particular issue. She said, "Student Government avoids two realities: one, that we are a pressure group not a government; and two, that student apathy has a right to exist and is not overcome by Student Government."

The two arguments Wendy said she encounters are chaos and complete apathy. Her belief is that interest in achieving something will avoid chaos and "if apathy is the reality, we should face it." In terms of structure she said she envisions dorm meetings and presidents and a clearing office with a paid secretary and regular hours. In addition, Wendy said she believes in direct democracy in a small, like-minded community.

If she is elected to the office of president, Wendy then plans to take a vote of confidence to see if a sizeable majority of the students are behind her plans. If she does not gain a vote of confidence, then she will resign before being sworn in and the candidate with the next highest vote would be president.

Vice-President:

Kathy Dowling is also a junior from Norwalk, majoring in psychology. She has been a Service League Representative.

"I'm disappointed that I'm the only one running for Vice-President and I feel that the other students are disappointed in the lack of response."

Kathy thinks that the college still

has the attitude of "in loco parentis" which should be eliminated. She wants the students to be able to establish relationships with the faculty on a more individual basis.

As vice-president, she would have an opportunity to hold a discussion with President Shain, which wasn't held this year, in which a program of informal



Kathy Dowling

faculty-student seminars might be initiated.

These seminars would be on topics of mutual interest and would hopefully stimulate a wider intellectual life on campus.

Speaker of the House:

Mary Barlow, '69, who transferred to Conn this year from Russell Sage College, believes that she has a responsibility not only to get to know and become involved in her school, but also to "see if I can make a contribution, if possible."

Child development major from Natick, Mass., Mary stated that she had "always been interested in being close to the student body and to the administration."

Mary had previous experience in student government throughout high school. Through talking to



Mary Barlow

students during this year at Conn, she has concluded that "basically the students do want the responsibility for what is effected upon campus, and control over what happens."

She stated that she has received many of her ideas concerning changes which should be made in campus life from freshman who have "new and fresh ideas."

Some of the complaints which Mary plans to examine concern freshmen overnight and calendar days. She also plans, she stated, to examine the idea of a coffee house on campus, and exchange social events with men's colleges to avoid "the mixer atmosphere."

In reference to the office which she seeks, Mary said, "There are certain areas where work has to be done, certain places where emphasis must be placed."

She continued, "But I can't make any promises. I can only emphasize my enthusiasm to get things done."

Jennifer Giles stated that she has seen the workings of the House of Representatives as vice-president of Windham this year. She said that "the Speaker's job is to direct work effectively."

There are certain weak points within the House which Jennifer believes could be examined to help

the House do its job more effectively.

A junior economics major from Severna Park, Maryland, Jennifer thinks that the procedure of the petition committee could be better organized to eliminate what some-



Jennifer Giles

times resulted in "a superfluous bickering of wordage."

Jennifer believes "Amalgo is too large a group for discussion. The house presidents do carry on discussions, but since they have no direct say in House of Representatives, they haven't been doing their job completely."

Jennifer went on to say that she thinks that voting on campus affairs should be done in House of Rep through compiled numerical results from dorm votes.

Concerning Amalgo, however, Jennifer stated "I do think it's nice that we can all get together." She added, "The evolution of Amalgo evidently has been a sad story. All of the fun parts have been cut out."



Ann Werner

"I'd like to see it become more of a nice tradition, and not compulsory," Jennifer continued with her plan for Amalgo.

The promotion of more student interest in the curriculum through the workings of the Academic Committee, was also one of Jennifer's concerns.

In addition, Jennifer stated she would like to examine the possibility of a coffee house on campus.

Ann Werner was president of Freeman this year, and is serving as co-chairman of the Calendar Day Committee, working with the Academic Committee.

Through her participation in Student Government in past years, as president of the sophomore class, and vice-president of the freshman class, she has seen the workings of House of Rep, Cabinet and Student Org.

Ann, a junior European history major from Kenosha, Wisconsin, stated, "To me, speaker of the

house is the most important office on this campus—it should be, but it hasn't been."

Ann believes that "What it takes are capable house presidents. Only in the house can girls discuss issues."

She stated that there needs to be a strengthening of the house presidency and of house council. For example, she explained, latenesses should be handled completely by the house council.

Ann said, "The legislation that appears before the student body at Amalgo is only a fraction of the work carried on by student government. Student government often functions as a "pressure group" in the sense of creating a dialogue between faculty and students and among the students themselves.

She continued, "A prime example is calendar days. It is a question of whether faculty should legislate on student attendance in class or should it be a student responsibility. I see a change coming and it will come through the faculty working with students and through pressure groups."

"This is a different process than the normal, like with the car petition," she noted.

Commenting on this year's elections, Ann said, "Candidates are no longer running as public personalities. It's really getting down to the nitty gritty. It's demanding a re-evaluation of student government."

Honor Court Chief Justice:

Junior Ellen Leader, East Asian history major from Chelsea, Mass.,



Ellen Leader

stated, "I believe very strongly in the honor system. It is important in fostering a sense of responsibility. This is the most important lesson we can learn in our four years here."

Presenting her plan for Honor Court, Ellen said, "I would like to have Honor Court sit down and take a look at itself as far as punishments are concerned."

She continued, "I disapprove of the idea of punishing people. If we could only find some more imaginative way of doing it that could be more beneficial to the person and the community."

Ellen's plans also include reconsidering proposals to give house council judicial power in dealing with latenesses to eliminate some of the unnecessary work placed on Honor Court.

Serving as a sophomore dorm representative, as president of the Asia Club, and Honor Court Justice this year, Ellen stated, "I'd like to continue the liberalizing trends that have been begun for me."

This year, Ellen believes, "is the first campaign when girls have really been thinking about student government."

**MEET THE CANDIDATES
CONN CENSUS "QUESTION TIME"
FOR
STUDENT GOVERNMENT CANDIDATES
WEDNESDAY, FEBRUARY 22, 9 p.m.
COME WITH YOUR QUESTIONS**

DR. COBBLEDICK TO RETIRE AFTER FOURTY-ONE YEARS' SERVICE

by Gail Goldstein

The retirement of Dr. M. Robert Cobble-dick, director of admissions, will become effective July 1, 1967, when Jeanette Hersey, associate director of admissions, will assume the position of director.

Dr. Cobble-dick first came to Connecticut College in 1926 for a "short stay" of one year, which



Dr. M. Robert Cobble-dick

has been extended to 41 years. Beginning as professor of sociology, he agreed to assume the position of director of admissions in 1941, on a part-time basis, following the death of his predecessor.

Last week in his office, Dr. Cobble-dick reminisced about his first admissions interview. "It was Sept. 3, 1941," Dr. Cobble-dick reflected, "and I'll never forget it. I don't know who was more scared—the girl or I."

A Good Group

Looking back on the girls he has admitted to Connecticut in the last 25 years, he commented, "Without trying to flatter them, I would say that on the whole they are a good group. There has been, of course, some fluctuation, but they have shown off well."

The years following the war saw a marked increase in the number of applications coming into the admissions office; and the office grew, both in physical dimensions and in scope, explained the director.

The reputation of Connecticut was on the rise, and Dr. Cobble-dick found it most exciting to be associated with admissions at this time.

As the volume of applications increased, Dr. Cobble-dick said he learned to play what he calls "the game of numbers." This involves overaccepting applicants to absorb the loss stemming from students who refused the place offered them at Connecticut.

The Early Decision program was initiated in 1959 as a result of increase in applications.

Dr. Cobble-dick remembered that the original application form contained questions pertaining to what he termed "basic information:" name, address, schools attended. "It was nothing like the application we have now," he added.

The Interview

The interview has "always been the happiest part of my job," he said. The selection of candidates is the least enjoyable of all his tasks as director of admissions.

In the interview, he explained, the chief quality for which he looked in a candidate was the degree of independence from the family; "not opposition," he emphasized, but "independence," which involved "experience in handling her own affairs," he explained.

During his tenure as director of admissions, Dr. Cobble-dick has learned to look for a certain quality of girl. He said, "I have endeavored to maintain heterogeneity as an objective, but I have become sharper at picking out the kind of person we want here at Connecticut."

Dr. Cobble-dick remembered once that a girl came in for an interview with a series of questions worked out, and when the encounter was over, he had the dis-

tinct feeling that she had interviewed him.

"It put me off," he said. But as he learned more about the interview technique, the possibility of this type of interview was eliminated, he said in conclusion.

Dr. Cobble-dick said he remains cautious in an interview, and tries to put girls at ease in order to discover their personalities in a more relaxed atmosphere.

The moment of truth came for Dr. Cobble-dick when he saw the first graduating class of students he had admitted to Connecticut. "It was a moment of excitement, and I was very hopeful," he said.

Girls Passing Through

In 25 years behind the admissions desk, Dr. Cobble-dick noted, he has been responsible for the admission of more than 9,000 girls. He is left with the feeling that the girls almost "pass through the office."

"I'm not part of the college scene. But I think they feel more towards the Admissions Office than is actually demonstrated," he commented.

"On Father's week-end the parents often come up to me to tell me that they are happy that their daughters have been admitted to Connecticut," he continued. But he thinks most girls react with, "That's that. I'm in."

The job of director of admissions had been "exciting," according to Dr. Cobble-dick. "The developments in magnitude of the job have been tremendous," he explained.

"The amount of travelling has increased, the office has increased from two rooms to the whole end of a floor, and the national agencies involved with the business of college admissions has burgeoned," he added.

Representative of the College

Dr. Cobble-dick has found himself serving more and more as a representative of the college, both to secondary schools and to other colleges as well.

"This is not a one-man job. We all worked together," he emphasized. "This office has been well-staffed, so the work could be shared."

In conclusion, Dr. Cobble-dick said, "This college is a going concern. Being part of that kind of situation is something you do not forget. It has been hard work, but it has been more than rewarding. Connecticut College is a good place to be."

"I'm going to miss the place. I like the students, and I feel a real loss at the prospect of stepping out," he concluded.

Dr. Cobble-dick's sense of loss can be no greater than that felt by the students of Connecticut College, and we will miss him.

Beyond the Wall

by Kathy Doyle

U. CONN: A fifth U. Conn. branch is slated to open at Avery Point, Groton, in the fall of 1967.

U. PENN: The journalism major was abolished last year. Along with the graduating class of this year will go the last of the journalism courses, due to lack of funds. The choice was either to strengthen the English Department or to continue offering journalism and several critics see the decision as part of the trend to offer specialized courses only at the graduate level.

GOUCHER: Statistics are available for the second term of a six term experiment with Pass/Fail courses. According to the Goucher Weekly, "40% of the Goucher students (374) have elected a P/F course. Of these, 15% are freshmen, 58% are soph, 48% juniors and

36% are seniors. From approximately 110 eligible courses, 77 were elected by at least one student. Thirty seven of those courses were able to fulfill a distribution requirement, although they may or may not have been elected for that purpose. The only departments not offering P/F courses were classics and chemistry."

HARVARD: A new psychedelic discotheque, The Boston Tea Party, was opened by two M.I.T. students who thought Boston was behind the rest of the nation in "high-quality discotheques." According to The Crimson, "If you dance near one of the high frequency stroboscopic lights, your partner's smooth motion becomes a panorama of frozen positions super-imposed on each other."

Time Current Affairs Test

The elections: A record of 56 million Americans went to the polls in November, resulting in one of the most significant off-year elections since 1938. (Match the election results below with the appropriate states.)

1. A Mormon and once head of American Motors, George Romney won re-election as Governor of this state and gained luster as a future presidential candidate.

2. Nelson Rockefeller scored the most impressive upset among the governors, rising in six months from a record low in popularity to a dramatic victory in a four-sided race.

3. Confusion befell this state when its voters, faced with two segregationist candidates, wrote in the name of an ex-governor, denying anyone the required majority for the governorship.

4. Attorney General of this state, Edward Brooke became the first Negro in U. S. history to be elected to the Senate by popular vote.

5. One of the Republican's sweetest victories in the South came here with the election of the state's first G.O.P. Congressman in modern times, and as Governor, Winthrop Rockefeller.

6. Movie veteran, political novice and conservative Republican, Ronald Reagan trounced incumbent Democrat Pat Brown to become governor of the nation's most populous state.

7. Legally barred from succeeding himself here, Governor George Wallace successfully ran his wife instead, talks of heading a third party in 1968.

8. Self-made millionaire Charles Percy won his first elected office by defeating his former professor, this state's incumbent Senator, Democrat Paul Douglas.

Answers on page 2.

VESPERS

Dr. Henry B. Clarke II, associate professor of religion, Duke University, and coordinator for the Commission on Urban Life, National Council of Churches, will speak at Vespers, Sun., Feb. 26, at 7 p.m. in the chapel.

Dr. Clark has published widely in the fields of religion and urbanism including: *The Ethical Mysticism of Albert Schweitzer*, *The Church and Residential Desegregation*; he also is an editorial consultant for *Christianity and Crises*.

He received his B.A. from Duke University in 1953. Dr. Clark also attended the University of Bern, Switzerland, and Union Theological Seminary, New York. He received his Ph.D. from Yale University in 1963.

Dr. Clark served in the U.S. Navy 1953-56. He was an assistant in instruction at Yale Divinity School and also an instructor at the School of Religion, Howard University, Washington, D.C., 1962-1963.

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FIRST SEMESTER DEAN'S LIST FOR 1966-1967

Dean's List, Class of 1967, First Semester, 1966-67

Group I (3.75-)
 Anderson, Karen
 Arenstein, Lois J.
 Bobroff, Sara A.
 Chiovoloni, Gail M. 4.00
 Foss, Elizabeth A.
 Gay, Sandra J.
 Gockley, Joan S.
 Jenks, Deborah 4.00
 Kaplan, Barbara J.
 Koury, Rosemary A.
 Leistner, Hedi L. 4.00
 Littell, Joyce
 Menkel, Marian E.
 Moon, Cathryn C.
 Okman, Guler 4.00
 Rice, Marcy J.
 Rimsky, Rena L. 4.00
 Robbins, Marcia
 Ross, Nancy L.
 Singer Marjorie K.
 Skowronek, Barbara E.
 Tremblay, Sandra A.
 Zweiffer, Elayne S.

Group II (3.50-3.74)
 Anderson, Carolyn D.
 Barker, Linda
 Blatner, Mary E.
 Faldes, Judith M.
 Funkhouser, Deborah
 Josephy, Jennifer
 Keenan, Margaret
 Marshall, Candace S.
 McMurray, Patricia E.
 Melican, Carolyn M.
 Meyer, Mary-Louise
 Murray, Deborah
 Nodler, Betsey A.
 Reynolds, Katharine W.
 Richmond, Amy R.
 Shulman, Anne L.
 Small, Deborah
 Soast, Marcia
 Tift, Margaret A.

Group III (3.00-3.49)
 Andrews, Carol L.
 Baker, Pamela C.
 Baral, Roberta
 Beetz, Lindley T.
 Betar, Judith A.
 Block, Betty J.
 Bottcher, Ethel A.
 Brackin, Susan J.
 Brahler, Mona E.
 Carlson, Christine G.
 Carr, Patricia A.
 Cressy, Judith J.
 Culley, Carol Ann
 Dauterman, Gail D.
 Davidson, Sidney S.

Summary: Group I 23
 II 19
 III 76
 Total 118

Davis, Carol L.
 DeFilippo, Roberta L.
 De Koven, Laura L.
 Diamondstein, Joanne L.
 Didell, Deidra A.
 Downes, Rae E.
 Ela, Carolyn L.
 Endel, Susan L.
 Finiello, Diane R.
 Ford, Nancy C.
 Friedman, Carol A.
 Frost, Robin B.
 Gans, Margery T.
 Gaynor, Elizabeth A.
 German, Jamie W.
 Goff, Patricia A.
 Golbin, Sylvia E.
 Greenstein, Deborah
 Hass, Amanda S.
 Haggstrom, Ann C.
 Harding, Katherine
 Harkness, Jane
 Hart, Margaretann
 Hibbard, Ruth A.
 Holbrook, Anne E.
 Hricko, Andrea M.
 Hyde, Mary A.
 Kleiv, Sharon A.
 Leahy, Susan A.
 Lipshutz, Marjorie J.
 Maddock, Catherine E.
 Markun, Sara E.
 Marshall, Tracy A.
 Matera, Lynda A.
 McKnight, Leslie D.
 McLaughlin, Kathleen
 Mitchell, Pamela
 Morgan, Kay L.
 Morgenstern, Ann J.
 Mosley, Miriam
 Newcomb, Nancy S.
 Paul, Cynthia A.
 Politis, Mary E.
 Rakatansky, Francee
 Ray, Phyllis N.
 Rothgeb, Kay Ann
 Stein, Nancy M.
 Sugarman, Betty A.
 Tanenbaum, Barbara J.
 Tucker, Linden C.
 Veitch, Elizabeth A.
 Wagner, Martha A.
 Walker, Marcia D.
 Weinberg, Ann P.
 White, Deborah J.
 Willson, Wendy H.
 Wilson, Betsy S.
 Wolf, Charlotte A.
 Woods, Heather A.
 Wormser, Constance
 Yeaton, Carolyn J.

Dean's List, Class of 1968, First Semester, 1966-67

Group I (3.75-)
 Gikillan, Mary E.
 Gjettum, Pamela E.
 Hadjiyannakis, Lia
 Irving, Judith J.
 Ives, Janet C.
 Karl, Karen E. 4.00
 Leonard, Polly S. 4.00
 Oyaas, Margaret J.
 Taylor, Shelley E.

Group II (3.50-3.74)
 Altman, Bonnie A.
 Carpenter, Linda S.
 Cheris, Ruth H.
 Conybeare, Carolyn E.
 Davison, Elizabeth B.
 Donaghy, Elizabeth
 Enright, Jane M.
 Epps, Helen C.
 Fankhanel, Katherine J.
 Fox, Marsha B.
 Gehrig, Margaret S.
 Johnson, Elizabeth B.
 Keller, Judith L.
 Kennedy, Susan L.
 Ladr, Margaret S.
 Puder, Virginia B.
 Rabenold, Diana
 Rapoport, Marian H.
 Redington, Katherine E.
 Young, Karen L.

Group III (3.00-3.49)
 Ames, Joan K.
 Anderson, Karen R.
 Balfour, Lois V.
 Bergman, Adrienne L.
 Berkman, Joanna J.
 Bernatowicz, Daria L.
 Bernstein, Andrea L.
 Bethel, Patricia A.
 Boormeester, Bonnie L.
 Bronfman, Corinne M.
 Burrows, Joan D.
 Caruso, Carol M.
 Chartoff, Iris D.
 Clarkeson, Mary M.
 Cohen, Myrna B.
 Cole, Diane L.
 Cook, Allyson M.
 Corman, Naomi L.
 Curwen, Virginia
 Demikat, Linda A.
 Dolan, Margaret C.
 Downes, Carolyn J.

Summary: Group I 9
 II 20
 III 76
 Total 105

Dunn, Karen E.
 Ewing, Deborah J.
 Fasano, Elena L.
 Feigl, Susan J.
 Fertig, Ann C.
 Gaynor, Patricia J.
 Goldberg, Eileen J.
 Groat, Linda N.
 Gunnill, Kristi C.
 Halsey, Betsey A.
 Harvey, Anne C.
 Hintlian, Andrea T.
 Hirsch, Ellen J.
 Hoffert, Rebecca S.
 Humphreys, Ann C.
 Johnson, Martha E.
 Johnston, Donna E.
 King, Mary J.
 LaGrange, Virginia
 Lasovick, Susan
 Lau, Esperanza
 Leader, Ellen F.
 Lewis, Maria B.
 May, Eleanor J.
 McKinney, Jo Ann
 Miller, Lucille A.
 Modeski, Barbara A.
 Newman, Joyce H.
 Paul, Nancy M.
 Pekoc, Joan L.
 Perekslis, Constance A.
 Porter, Mary L.
 Rand, Barbara L.
 Range, Barbara E.
 Rein, Barbara M.
 Reynolds, Helen
 Rhodes, Donna A.
 Richardson, Marilyn
 Rovetti, Jean M.
 Sanborn, Dianne
 Sanborn, Suzanne
 Serfozo, Pearl L.
 Sethness, Alison B.
 Silverman, Jill A.
 Simkins, Lorilyn E.
 Spear, Wendy
 Tournier, Noelle B.
 Tyson, Marian K.
 Umpleby, Ann W.
 Visca, Valerie J.
 Ward, Roberta E.
 Weintraub, Gail S.
 Wilcox, Claire M.
 Wolf, Ellen L.
 Torrey, Josephine H.

Dean's List, Class of 1969, First Semester, 1966-67

Group I (3.75-)
 Brown, Sara E.
 Daniels, Bonnie L.
 Dilzer, Kathleen A.
 Kaufman, Judith D.
 Millman, Judith F.
 Pellegrini, Maria C.
 Scharlotte, Susan A.
 Steinberg, Ellen
 Monchik, Jill M.

Group II (3.50-3.74)
 Bowden, Karen D.
 Croft, Margaret A.
 Fisher, Leslie E.
 Horovitz, Nancy A.
 Osano, Joanne I.
 Weinberg, Ann C.

Group III (3.00-3.49)
 Abel, Linda L.
 Adams, Susan J.
 Aldridge, Susan E.
 Amdur, Ruth E.
 Bamberg, Judith E.
 Benner, Arete E.
 Bonniol, Anne L.
 Brackman, Alicia M.
 Brereton, Elizabeth L.
 Bunce, Katherine C.
 Burns, Wendy
 Busch, Sara M.
 Chaney, Dianna L.
 Downs, Christina
 Earle, Barbara L.
 Eidler, Bonnie D.
 Ginsburg, Lynda B.

Summary: Group I 9
 II 6
 III 54
 Total 69

Hagerstrom, Jane H.
 Harp, Mary M.
 Hecht, Rose B.
 Holloway, Mary J.
 Holme, Penelope W.
 Idel, Vera U.
 Keiser, Gretchen R.
 King, Suzanne S.
 Koblas, Claudia C.
 Lashine, Carol
 Lauder, Leona L.
 Leavitt, Mary H.
 Lesh, Lillian R.
 Liverant, Anne P.
 Lyman, Jane S.
 Marienberg, Evelyn S.
 Marks, Rhona A.
 McCulloch, Ellen
 McGilvray, Linda J.
 Miller, Rita Jo-An
 Niebling, Sarah L.
 Paull, Susan C.
 Pearson, Lisa J.
 Phelan, Katherine F.
 Pite, Barbara J.
 Ramsey, Catherine E.
 Russell, Linda B.
 Sahrbeck, Margot A.
 Sekulski, Claire A.
 Sommerville, Molly L.
 Swanson, Wendy G.
 Topping, Barbara S.
 Tovar, Amelia G.
 Turner, Sandra J.
 Weast, Marilyn J.
 Werner, Nancy S.
 White, Sue L.

Dean's List, Class of 1970, First Semester, 1966-67

Group I (3.75-)
 Morhardt, Constance C.
 Wassman, Diane E.
 Yeomans, Janet L.

Group II (3.50-3.74)
 Atwater, Mary-Jane
 Cohen, Peggy Ann
 Diamond, Diana
 Frey, Elaine H.
 Milwid, Mary E.
 O'Brien, Regina A.
 Palay, Susan E.
 Robinson, Lynn

Group III (3.00-3.49)
 Aaron, Ruth
 Acomb, Lindsay
 Bailey, Karen D.
 Beaumont, Deborah
 Bostwick, Cheryl S.
 Chandler, Myrna
 Christman, Priscilla
 Chrupcala, Lynne T.
 Conrad, Cynthia D.
 Derr, Jane C.
 DeVuyst, Valerie D.
 Dille, Ann C.
 Dion, Barbara A.
 D'Orazio, Doris A.
 Ferguson, Suzanne R.
 Florida, Nancy K.
 Fontana, Elayne M.
 Fournier, Suzanne M.
 Gilbert, Nancy E.

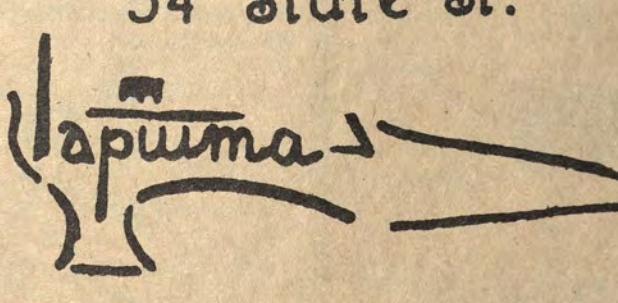
Greene, Janis E.
 Grenadier, Ellen S.
 Harvey, Emily B.
 Hearst, Nancy R.
 Heilman, Christine L.
 Heilman, Judith A.
 Kozimor, Christine M.
 Lafley, Nora
 Landis, Marilyn C.
 Laudone, Anita H.
 Maciolek, Betty J.
 Mara, Mary E.
 Marx, Clara L.
 McCann, Barbara J.
 McCreary, Margaret J.
 Miley, Ann M.
 Nash, Carol A.
 Nash, Laura L.
 O'Brien, Margaret R.
 Pheterson, Gail I.
 Pierce, Nancy H.
 Richman, Jane E.
 Richter, Lisa
 Robinson, Randall
 Rowe, Lisa J.
 Schiff, Heidi E.
 Schlenger, Nancy E.
 Shaffer, Janet L.
 Sherbourne, Rachel
 Stone, Deborah M.
 Summers, Margaret E.
 Trachtenberg, Judith A.
 White, Marian L.
 Williams, Tena K.
 Youmatzidou, Martha C.

Summary: Group I 3
 II 8
 III 54
 Total 65

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BOY DID I GET A WRONG NUMBER

Sillman Collection On Exhibit Now At Lyman Allyn Museum

by Anne Palmer

A collection of paintings by Sewell Sillman is on display at Lyman Allyn Museum from Feb. 5 to Feb. 26.

Mr. Sillman's abstract, color paintings are basically symmetrical blocks within blocks of varying colors built around a central rectangle.

He has based his paintings on a portal or doorway theme, which is popular in abstract design.

According to Mr. Thomas H.

LETTERS TO THE EDITOR

(Continued from Page 2, Col. 4)

sometimes bitter, sometimes just-wishing complaints. These complaints may be divided into three categories. The first concerns problems the source of which lies outside the college: family situations, etc. The second is rather ridiculous complaining-for-the-sake-of-complaining, i.e., Conn is not coed—"for Women," I believe you were told when you applied, or if not told, were astute enough to observe on your campus tour.

The third category contains criticism which refers to the essence of the college itself: its "atmosphere," its members: students, professors, and administration and their respective, although not always respectful, attitudes towards each other. The first two categories, I think, are not of crucial importance to the college community as a whole. They are essentially personal problems to be solved individually.

However, it is the third class which most troubles me and which raises the most seemingly unanswerable questions. It seems that the "atmosphere" is one of general insecurity. The students seem to feel that the college is a second-rate school, academically, intellectually and sometimes even socially. This attitude is supported quite staunchly, although unconsciously, by the administration. They too seem to feel, despite and in direct contradiction to what they profess, that this is a second-rate school.

The administration, it seems, has little confidence either in the ability of its professors to stimulate or in the ability of its students to be intellectually stimulated. Calendar days based on the logic that if you don't have to come to class you are not going to, assume that the class has little or no intrinsic value—You are here simply to obtain your degree. In order to do this you must attend a certain number of classes, and after all girls, let's not be unpleasant about it.

Reading Week, a period of relative confinement, is again based on the premise that if you don't have to study, you're just not going to. It also assumes that this is the only place where study for any extended period of time is possible, and that the type of intellectual pursuit which possesses greatest value is that of the sit-and-read-variety. Please tell me,

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Ingle, lecturer in art, a doorway can represent just about anything—heaven, hell, entry, exit.

One of Mr. Sillman's paintings, which is composed of shades of navy blue, black and gray in a symmetrical, rectangular arrangement, is entitled "Hecate's Portal." Another is labelled "Entry: for a Departure."

The total effect of his color-form schemes is most pleasing and well worth seeing. A child's reaction to one of the paintings was a spontaneous "Oh, it's beautiful, beautiful!"

Mr. Sillman studied with Josef Albers at Black Mountain College. In 1950 he joined Mr. Albers at Yale, where he taught color and drawing for sixteen years.

Mr. Sillman is currently with the Rhode Island School of Design.

where, oh where is the administration's confidence in the students and professors that it chose?

As freshmen we come here with, at least, some degree of enthusiasm and self-confidence, ready to work, become involved intellectually of our own free will, and as we choose. After all, is this not the aim of a liberal arts education? to excite deeply and intellectually? and individually?

The word "individually" is essential here because each woman is moved by different things in different ways. It seems that it is the individuality of the student that is being confined in so many ways. The individual's very purpose in being here is frustrated by the restrictions inflicted by institutions such as the Reading Week and Calendar Days. The student, feeling that there is little left for her to determine, begins to question not only the value of the college as an institution of learning, but as well her personal value.

This questioning results in the dissatisfied, often grossly apathetic, self-defeating atmosphere that most definitely is a part of Conn. And I ask why? Why is it thought that we are not bright enough, exciting enough, interested enough to respond to the adventure that is offered to us here? Why is our way of responding so mistrusted that there are rules that forbid us to seek our answer in any but the prescribed way?

The regulated atmosphere is not for us. We are bright, interested and exciting, and we ask only to be allowed to find our own path, to discover for ourselves in our own way.

Sandy Turner, '69

Thorn Coffee House To Open In Norwich Offering Entertainment And Hootenany

The Thorn Coffee House, located at 36 Main St., Norwich, will open its doors Fri., Feb. 24, at 7 p.m.

A non-profit establishment, The Thorn's hours will be 7-12 p.m. Thursdays and Sundays, and 7 p.m.-1 a.m. Fridays and Saturdays.

The Thorn will provide a quiet place to sit and talk and all the coffee you can drink for 25 cents. In addition, for a slight extra charge, entertainment will be provided Friday and Saturday evenings.

Jeff Bishop, graduate student in psychology and member of the committee founding The Thorn, said, "The Thorn was formed to fulfill the need for a center for creative and intellectual interplay which is desperately lacking in the New London area."

A hootenany is planned for Sat., Feb. 25.

NEW MORALITY

(Continued from Page 1, Col. 5) the circumstances.

Discussing his speech, to be given Friday, Mr. Reiss said that in reviewing the God-is-Dead movement in relation to the New Morality, either 1) "God is Dead has nothing to do with the New Morality or 2) he doesn't." The title of Mr. Reiss' lecture is "The Failure of Nerve in Recent Protestant Philosophy or the Gospel According to Batman."

According to Mr. Reiss, some have described his speech as being "slightly outrageous and extravagant review." Actually, his speech is in "defense of reason, more correctly, the employment of reason in religious and philosophic problems . . ."

His talk will be addressed to the two commitments, the Death of God and the New Morality, or what has been termed the "failure of reason."

Mr. Reiss said that he intends to take a hard line against the New Morality. Some might call his approach "conservative and reactionary." "People who have heard my speech before tell me it is not intelligible . . . I doubt if it is intelligible—my responsibility is to provoke, not to be understood. It should be left up to those who listen to see if anything I say is to be taken seriously."

Dr. Clark will defend Fletcher's view and feels that he has "religious sanctions supporting it."

Dr. Fletcher, in essence, says that "both god and morality should be removed as members of the Pepsi Generation and placed back into being", according to Mr. Reiss.

Dr. Clark will be a "full-fledged" defender of Fletcher's views, while Mr. Reiss and Dr. Maguire will be negative.

Dr. Gordon P. Wiles, professor of religion, putting the program in its religious context, said that he hopes the New Morality would offer a "freer approach" to modern

issues which characterize the younger generation. The program should also establish how religious thinkers support the freer approach and how far they resist it.

Dr. Wiles mentioned that Dr. Clark will represent "very strongly" Professor Fletcher's position, which he termed a "quite radical understanding of the religious position."

Dr. Henry Clark received his B.A. from Duke University. He has served as assistant in instruction at Yale University, instructor at Howard University, associate professor of religion at Duke, and coordinator of the Commission of Urban Life. He has been a Woodrow Wilson Fellow, received awards from the Scientific Study of Religion, the Religious Research Association and the Society for Religion and Higher Education.

Dr. Clark has published: *The Ethical Mysticism of Albert Schweitzer, the Church and Residential Desegregation, The Christian Case Against Poverty*, and is Editorial Consultant for *Christianity and Crisis*.

Dr. Maguire is currently associate professor of religion and associate provost at Wesleyan University. He graduated Phi Beta Kappa from Washington and Lee University in 1953. He was a Fulbright scholar in the University of Edinburgh, Scotland and returned to Yale Divinity School where he won every major academic prize in theology before graduating. He was awarded his Ph.D. from Yale in 1960.

Dr. Maguire served as Director of the International Student Center for two years, a social-cultural-education center for 700 foreign nationals in the New Haven area. At Wesleyan, he teaches theology, history of religious thought, and also offers courses in the relationships of contemporary theology to modern literature and behavioral sciences. He was a freedom rider and imprisoned briefly in May 1961, in Montgomery, Ala.

TOPIC OF CANDOR

(Continued from Page 2, Col. 2)

and experience in considering these issues. We can offer vitality and imagination. Our Student Government president must have these qualities. She cannot mince words. A smile and a blazer is enough for campus guiding, but not for directing a government.

The uninformed vote has elevated too many images to the presidency of Student Government. I think Jane Fankhanel has the ideas, the qualities and the abilities which the office requires and should be elected president of our Student Government.

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