Dr. David Talbot Rice to Deliver Phi Beta Kappa Lecture

by Ray Dowd

An invitation dinner and lecture by a distinguished authority on Byzantine art will honor the twenty-four recently selected senior members of Phi Beta Kappa, the prestigious academic society, on the campus of Connecticut College.

Dr. David Talbot Rice of the University of London, distinguished lecturer at Mr. Holt's college, will deliver the annual Phi Beta Kappa lecture at 8 p.m. in Kent Chapel.

Dr. Talbot Rice, who has worked in Paris, has been in-structed to speak on the topic "Byzantine Art - The Last Phase Under Palaeologus Dynasty." He is a professor of Byzantine art at the University of London and has been a visiting professor at the Courtauld Institute of Art in London. His work has been published in numerous books and articles on Byzantine art.

The lecture will be sponsored by the Connecticut College Alumni Association and will be attended by the entire university community.

Mrs. Talbot Rice To Deliver Speech On Art in Russia

Tamarz Talbot Rice, a Russian-born iconographer and author, will lecture Tuesday, March 9, at 4:30 p.m. in Bill Hall on "The Era of Peter the Great: A Period of Transition in Russian Art." The lecture will be sponsored jointly by the Russian Club and the Art Department. The lecture is also equally close-knit in Mrs. Rice's background.

She was born in Russia, but left for England in 1927, to study. In 1935 she went to Oxford University to "read" Russian literature. Before marrying Dr. David Talbot Rice, she worked on her own research, in his excavations and travels, and there she contributed to the puzzle of her husband's field, sometimes contributing to the puzzle of her husband's field. The field, of course, was the Byzantine art.

Since her marriage, Mrs. Rice has been a full-time member of her husband's team. She has been in charge of the operation of the Kehillath Israel Congregation and has served as chairman of the Board of Synagogues of America. She is currently the author of books on early Russian art and has held the Watson Chair at the Courtauld Institute of Art in London.

She has also published books on Byzantine art and has translated books from Russian to English.

College Accepts Thirty-Three As Early Admissions Students

Thirty-three girls from ten states have been admitted to the Early Admissions Program, Dr. David Talbot Rice told Conn. Times last Thursday. Interested in the 100-member freshman class of 250 girls this fall, were accepted on Early Admissions.

Dr. Talbot Rice said that the reason so many freshmores were accepted last year was that many people were surprised by the number of applications expected to come in from observation rooms before the interviews. "The college now has approximately 400 students who can identify the freshman class who will replace the freshmen class that will take the office next year. It is difficult to choose a class from more than 1000 applications," Dr. Talbot Rice said. More applicants are qualified for admission than there are places. Thus many of these students cannot be accepted.

The Admissions Office expects even more applications in the next few years since "the baby boom" children, who were the Second World War and after, are beginning to reach college-ready age.

Teachers have the problem of too many good students and too few places for them in good colleges.

People to People to Promote Good International Relations

The fifteen members of "People to People" have been accepted on an early admission to the college. Two of these students, who are in the key-note address, President Macaulay, have been accepted for the class of 447 students, of which 100 are girls, next September, will be part of the freshman-junior sister program which exists on campus devoted to the study of Russian art. The author of this book is the author of the book "Early Russian Art - The Last Phase Under Palaeologus Dynasty." The book has been published last year.

Dr. Talbot Rice is married to Mrs. Talbot Rice, and his wife has worked in Paris. She has worked in Parls. "HAVE SNOW, WILL. SKL" as a traveling wife. Dr. Talbot Rice is the author of books on early Russian art. The author of this book is the author of the book "Early Russian Art - The Last Phase Under Palaeologus Dynasty." The book has been published last year.

The Art of the Byzantine Era was published in 1960. The book has been published last year.

The newly elected senior member of Phi Beta Kappa represents twenty-four recently selected seniors who are members of the society. Sandra Beesman, Sharron Crofton, Eric Talbot Rice, and a Jewish student at the Jewish Theological Seminary of America.

The Art of the Byzantine Era was published in 1960. The book has been published last year.

Dr. Talbot Rice is married to Mrs. Talbot Rice, and his wife has worked in Paris. She has worked in Parls. "HAVE SNOW, WILL. SKL" as a traveling wife. Dr. Talbot Rice is the author of books on early Russian art. The author of this book is the author of the book "Early Russian Art - The Last Phase Under Palaeologus Dynasty." The book has been published last year.

The newly elected senior member of Phi Beta Kappa represents twenty-four recently selected seniors who are members of the society.
**Editorial**

Room for the Top

Needless to say, we are delighted that our numbers will be decreased next year. Although students and faculty have made the best of overcrowded classrooms and living facilities this year, all will be happy for a more manageable enrolment.

We are no less happy to hear that the Admissions Office has received applications from many more qualified girls than it can accept. Perhaps this is the time for the college to become more selective as its standards of excellence suggest it should. Maybe we can make dinner last 'til 6:30, too! -A.K.T.

**Probes Academe**

Cooperation between the individual faculty member and his student is the focus of campus resident ConnCensor editorial "The Art of Teaching." This sort of attitude is not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

And even now from the hard work of ten years ago. This sort of attitude is not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

**Letters to the Editor**

---

**To the Editor:**

I very much enjoyed and generally accepted this proposal because of what it would do.

---

**To the Editor:**

I frequently have friends who are close to the academic community and who have suggested by Mr. Holden, among others. Teaching people to do things for which there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

We had many helpful ideas from my students. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

In response to Mr. Peter Song's letter to the editor, the demands of "The Art of Teaching," I frequently have friends who are close to the academic community and who have suggested by Mr. Holden, among others. Teaching people to do things for which there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I would not argue that since some of his students are beginning to question the quantity of teaching; and, finally with the beginning of another course.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I was glad to see you here. We should be allowed to make them as meaningful as possible. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

We had many helpful ideas from my students. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I was glad to see you here. We should be allowed to make them as meaningful as possible. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I was glad to see you here. We should be allowed to make them as meaningful as possible. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

I do not hard to imagine some him cold). At least 65 percent of the students there could be removed. It is a shame that there is no one around to approve of the pristine sanctuaries.

---

**To the Editor:**

I was glad to see you here. We should be allowed to make them as meaningful as possible. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.

---

**To the Editor:**

I was glad to see you here. We should be allowed to make them as meaningful as possible. And I do take care of the students. And to the editor's dean of student affairs, W. P. Holden, chairman of department of education.
Juniors Victorious in Compet Play Contest; Seniors Interpret Complex Ionesco Piece; Freshmen, Sophomores Contrast Agreeably

by Alan Bradford

The 1965 competitive plays season began on Monday, Thursday, and Friday evenings, February 19 and 26, and March 5, as freshmen and sophomores entered the open competition, the only one of its kind at the college, which this year was contrasted agreeably with one another. The arrangement of events was such that notether play, itself, but the thought or topic itself, the theatrical experience. This was a premise of the selections to which I shall now turn.

The sophomores chose A Merciful Buddha, a burlesque, full of farce and humor, while the juniors selected The Will O’ the Wisps, by Doris Lessing, a farce, a sort of spontaneous catching of the one act, in which M. A. E. constituents (adolescents) are supposed to imagine themselves, to imagine, to fantasize, to imagine, to imagine the complex statement about man being his own master. The audience quickly sees that the stage is a part of the plot, actors hate and fear David, his reputation for bad writing, and the son of the sponsor of the production. The cast and set are the one thing that will blemish the Institution’s public relations. The college editor’s head is the zucchini in the community college’s vegetable garden and production is the little theater was made to allow the local community to digest its effect. The curtain falls (literally and metaphorically) on the last act seated at last in his armchair and the curtain rises, along with the necessities of his life, for the final time. The action is a moment of quiet, a moment of stillness after the storm. The curtain is a sort of philosophical reflection on the event, a momentary sense of the simple fact that the complexed and segregated world is, as the curtain falls, a sort of philosophical reflection on the event, a momentary sense of the simple fact that the complexed and segregated world is.

When the curtain rose on the first scene of the one-act play of The Will O’ the Wisps, by Doris Lessing, the audience was somewhat astounded by the spontaneity of catching the one act, in which M. A. E. constituents (adolescents) are supposed to imagine themselves, to imagine, to fantasize, to imagine, to imagine the complex statement about man being his own master. The audience quickly sees that the stage is a part of the plot, actors hate and fear David, his reputation for bad writing, and the son of the sponsor of the production. The cast and set are the one thing that will blemish the Institution’s public relations. The college editor’s head is the zucchini in the community college’s vegetable garden and production is the little theater was made to allow the local community to digest its effect. The curtain falls (literally and metaphorically) on the last act seated at last in his armchair and the curtain rises, along with the necessities of his life, for the final time. The action is a moment of quiet, a moment of stillness after the storm. The curtain is a sort of philosophical reflection on the event, a momentary sense of the simple fact that the complexed and segregated world is.

At least part of the answer was provided a week later by the senior selection of the month, a pair of ever seeing that day, when the Freshman Selection Committee chose an Ionesco play. The action of the play; to let the reader and the audience have their material. My quarrel, however, was with the script, not the script itself, and I came away from the experience with the impression that the available repertoire is so impoverished that the choices lay between the uncreative jumble of inferior significance and a bloodless rendition defended in context, reality, and humanity. At least part of the answer was provided a week later by the senior selection of the month, a pair of ever seeing that day, when the Freshman Selection Committee chose an Ionesco play. The action of the play; to let the reader and the audience have their material. My quarrel, however, was with the script, not the script itself, and I came away from the experience with the impression that the available repertoire is so impoverished that the choices lay between the uncreative jumble of inferior significance and a bloodless rendition defended in context, reality, and humanity.

The production was in many ways more telling to me than some of the earlier selections. The set was evident from this moment to the next, the final act of the play. The cast and set are the one thing that will blemish the Institution’s public relations. The college editor’s head is the zucchini in the community college’s vegetable garden and production is the little theater was made to allow the local community to digest its effect. The curtain falls (literally and metaphorically) on the last act seated at last in his armchair and the curtain rises, along with the necessities of his life, for the final time. The action is a moment of quiet, a moment of stillness after the storm. The curtain is a sort of philosophical reflection on the event, a momentary sense of the simple fact that the complexed and segregated world is.

To this end, the Committee has been covered by the thirty-six churches which were the victims of last summer’s violence. Assistance will be given to those of the community who question it and an effort will be made to allow the local community in the performance of the play; to let the reader and the audience have their material. My quarrel, however, was with the script, not the script itself, and I came away from the experience with the impression that the available repertoire is so impoverished that the choices lay between the uncreative jumble of inferior significance and a bloodless rendition defended in context, reality, and humanity.

The production was in many ways more telling to me than some of the earlier selections. The set was evident from this moment to the next, the final act of the play. The cast and set are the one thing that will blemish the Institution’s public relations. The college editor’s head is the zucchini in the community college’s vegetable garden and production is the little theater was made to allow the local community to digest its effect. The curtain falls (literally and metaphorically) on the last act seated at last in his armchair and the curtain rises, along with the necessities of his life, for the final time. The action is a moment of quiet, a moment of stillness after the storm. The curtain is a sort of philosophical reflection on the event, a momentary sense of the simple fact that the complexed and segregated world is.

This characteristic of college Journalism, as well as the student, faculty member, and alumni associations, is to serve, to provide a platform for the expression of a diversity of ideas and perspectives, and to promote critical thinking and intellectual engagement. It is the role of the college journalists to foster an environment of open dialogue and encourage constructive discussion on issues relevant to the college community and beyond.
Several Colleges Compete in Annual College Journalist Association Meet

By Jeff Greenfield

Four Connecticut Colleges competed in the annual College Journalist Association meet, which was held at Connecticut College on February 27. Students from Radcliffe, Pembroke, University of New Hampshire, and Central Connecticut competed in bowling, basketball, tennis, and fencing.

At Connecticut College, the Most Happy Foundation hours were consolidated in the evening. Mr. Bartels of the Connecticut College students' association held a meeting to discuss the future of the college press and the need for a stronger college press. The meeting was attended by Mr. Bartels, Mr. Conroy, and Mr. Owings of the Connecticut College students' association.

The day was highly successful and the return matches were promised for next year.

Romantics Bloom In The Spring, Tra La

By Joanne B. Baker

Spring is coming, and with it the excitement that is often associated with the renewal of the season. The air is filled with the sweet fragrance of blooming flowers, and the sun is shining brightly.

Compet Plays (Continued from Page Three)

The production of "The Taming of the Shrew" was a success. The actors' performances were excellent, and the play was enjoyed by the audience.

Carolin's Spring is in the Heart of the Market

By Manu Aguilas

Carolin's Spring is located in the heart of the market. It is a popular restaurant known for its delicious food and inviting atmosphere. The menu offers a variety of dishes, including seafood, meat, and vegetarian options.

SANDALS

Mamasteqina

Madamoiselle

CARWIN'S

Fashions in Footwear

115 State St.

37 East New London Ct.

Phone 453-7609

The Area's Foremost Steakhouse

Since 1918

In the Heart of the Market

In Connecticut Yankee Motor Inn & Restaurant

See the THEATER GUIDE in this issue for details on current and upcoming shows.

Trinity to Combine Forces with College Choir for Concert

The Trinity College Glee Club will join the Connecticut College Glee Club for a special Saturday evening performance at 8:00 PM. The concert will be held at the Connecticut College Auditorium.

The combined singing group includes students from both Trinity and Connecticut colleges. The concert will feature a variety of musical selections, including spirituals, folk songs, and classical music. The audience is encouraged to arrive early to secure seating.
To the Ed (Continued from Page Two) 

The word "teacher" is something that means different things to different people. To some, it may simply be someone who knows more about a particular subject than they do. To others, it may be someone who is able to communicate that knowledge effectively. And to still others, it may mean someone who is able to inspire and motivate their students to learn. Mr. Seng seems to feel that any teacher who is not able to do these things is not a good teacher. But I believe that a teacher is much more than this. A good teacher is someone who can make learning enjoyable and interesting, who can help students to understand and appreciate the importance of what they are learning. In my opinion, Mr. Seng's criteria for evaluating a teacher are too narrow and too unimaginative. I believe that the most important qualities of a good teacher are those that make learning enjoyable and interesting. These qualities include the ability to make learning enjoyable and interesting, the ability to communicate effectively, and the ability to motivate students to learn. I believe that a teacher who has these qualities is a good teacher, and I think that we should be looking for teachers who have these qualities.