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CONN CENSUS



CONNECTICUT COLLEGE

Vol. 50 - No. 40

New London, Connecticut, Monday February 28, 1966

Price 10 cents

CAROL FRIEDMAN BECOMES PRESIDENT OF STUDENT GOV'T.

By Gail Goldstein

A smiling Carol Friedman won last Thursday's election to become president of Connecticut's student government.

Her victory marked the highlight of a long career in student government. Carol's experience includes positions as freshman dorm rep, dorm social chairman, sophomore Honor Court judge, vice-president of the junior class, house junior, and chairman of campus guides.

Other newly elected Cabinet officials include: Cia Mc Kendrie, Speaker of the House; Heather Woods, Chief Justice; Sue Endel, Vice President; Susan Cohn, Service League; Muffin Marshall, Religious Fellowship; Susan Mabrey, Athletic Association.

Karen Brainard, vice president of student government, disclosed

Thursday night that 1235 students turned out at the polls. According to Karen, "the voting record of most dorms was excellent." She reported Knowlton alone had a perfect score.

The freshman class led the school in total percentage of votes registered with 96 per cent. This figure was 35 per cent for last year's freshman class. Ninety-five per cent of the junior class voted, 89 per cent of the senior class (a drop of 8 per cent from last year's returns), and 88 per cent of the sophomore class.

Karen pointed out that "there were about four girls who came over to Crozier to abstain."

Carol graduated from the Hockaday School in Dallas, Texas. She is the only child of Mrs. H. S. Friedman of Dallas.

When asked on election night if

blondes have more fun, Carol quipped "I'd be glad to compare notes with anyone."

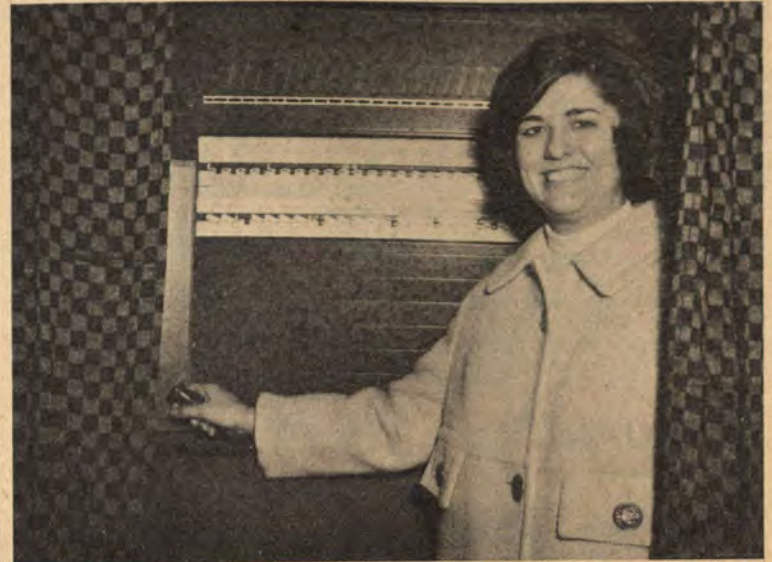
Carol represented Connecticut on the Neiman-Marcus College Board last summer.

"I'm so excited I can't stand it. I still don't believe it!" Carol exclaimed.

"I think I speak for all the candidates in saying that Wednesday's panel was a good idea, she said. "I'm anxious to see them continued, and hope that attendance will increase."

At her first Amalgo, Carol "intends to teach the whole school 'Long, Tall Texan.'"

In pursuit of her aim to eliminate Saturday classes, Carol plans to establish a committee to investigate all the ramifications of this proposal. She said that Miss



Barnard has expressed interest in the results of this investigation.

"I'm counting on the participa-

tion and interest of everyone," she added. "We can't accomplish anything unless we work together."

I. R. C. TO DISCUSS COMMUNISM TODAY

The International Relations Club will present the topic "Polycentrism in the Communist World: The Collapse of International Communism?" as the theme of its Annual Conference on World Affairs to be held here March 4-6.

According to Cynthia Wise, I.R.C. president, the purpose of the conference is to examine the reasons for the development of new centers of power and ideology in the Communist bloc, and their implications for Western foreign policy.

The featured speakers for the weekend are Wolfgang Loenhard,

at Harvard since 1947. In 1949 he joined the Russian Research Center at Harvard in which he is now a fellow. From 1953 to 1954 he was research assistant for the Center for International Studies at M.I.T. In 1955-56 he received a Rockefeller Fellowship in Political Theory.

Professor Ulam's publications include *The Unfinished Revolution*, *Titoism and the Cominform*, *Philosophical Foundations of English Socialism*, and the section entitled "Russian Political System" in the book *Patterns of Government*, which he co-edited with Samuel Beer.

Professor Loenhard was born in Vienna in 1921 and lived in the Soviet Union from 1935 to 1945. He graduated from a Soviet school in 1940, and then began studies at Moscow's Pedagogical Institute. In the summer of 1942 he joined the Comintern School, the highest ideological political institution for training foreign Communists in the U.S.S.R.

In 1949 Professor Loenhard escaped from East Germany to Yugoslavia where he worked for a year and a half on foreign broadcasts of Radio Belgrade. He then went to West Germany where he has since been a commentator on Soviet and Communist Affairs. Since 1958 he has been acting as commentator for "Die Zeit," a newspaper in Hamburg, as well as writing for Swiss and Austrian newspapers. During the years 1963-64 he was research fellow at the Russian Institute at Columbia University, and is a guest lecturer at Yale this semester.

His publications include *Child of the Revolution* and *The Kremlin Since Stalin*.

Professor Spence received his B.A. from Cambridge University and his Ph.D. from Yale, where he has been teaching since 1959. His specialty is Chinese history. He recently spent two years in Asia doing research.

The IRC Conference is open to the public as well as to all students and faculty members. There is no fee or registration.



Wolfgang Loenhard

visiting professor of history at Yale; Adam Ulam, professor of government at Harvard; Jonathan Spence, professor of history at Yale; and Rudolf Torkes, professor of government at Wesleyan.

Professor Ulam will speak on "Current Dilemmas in Soviet Policy" at 8:00 p.m. Friday in Palmer Auditorium. Saturday, at 10:30 a.m., Professor Loenhard will give a lecture in the main lounge of Crozier-Williams, entitled "Implications of Recent Changes in the Communist World." Professors Ulam and Loenhard will be joined by Professors Torkes and Spence Saturday afternoon at 1:30 for a panel discussion moderated by Mr. John deGara, Connecticut College professor of government.

Professor Ulam received his B.A. degree from Brown University and his Ph.D. from Harvard. He has taught at the University of Wisconsin and has been teaching

Science Majors to Hear Recent Nobel Winner

The second lecture in the Sophomore Symposium series, featuring Dr. Charles H. Townes of M.I.T., will be presented Wednesday, March 2, at 7 p.m. in the Main Lounge in Crozier-Williams.

Dr. Townes, who is a professor of physics and Provost of M.I.T., will discuss the "Values or Meaning of a Science Major". A Nobel Prize winner last year for his revolutionary work in laser development, Dr. Townes will direct this address to sophomore majors in all of the science departments.

The Sophomore Symposium program is an innovation this year which is designed to encourage sophomore majors to reexamine their views of their major field before they become involved in deeper and more specialized major courses.

The program, under the direction of Dean Gertrude McKeon, presents outstanding lecturers from outside of the College and includes addresses to majors in the Humanities, Arts, and Social Sciences as well as the Physical Sciences.

Each of the lectures will be open to all majors in the respective departments, and majors other than sophomores, are encouraged to attend. A coffee hour and informal discussion will follow the addresses.

Dr. Townes is the father of Ellen Townes, a member of the sophomore class.

Dr. Comer to Show Film On Problems of Identity

Dr. James Comer, a Post-Doctoral Fellow in psychiatry at Yale Medical School and a consultant to the New Haven Head Start program, will speak in Hale Laboratory at 8:00 p.m. next Monday, March 7.

The Child Development Club will sponsor the program, which consists of Dr. Comer's film, "Who Am I" followed by a discussion. The film was made and edited by Dr. Comer and an associate at Yale about two years ago. Shots of children in group settings demonstrate the problem of identity. Dr. Comer is particularly interested in racial problems and is active in inter-group relations.

New Arts Center Is Closer to Reality As Trustees Approve A Definite Design

(Connecticut College News Office) . . . The proposed new Arts Center at Connecticut College came a giant step nearer reality last week when the Board of Trustees voted to accept the definitive design for the building, presented to them by the New York architectural firm of Skidmore, Owings & Merrill.

The 42,670 square foot three-story structure will be constructed at an estimate cost of \$1,750,000 on a site immediately south of Palmer Auditorium. Careful studies of several possible sites on the 670-acre campus revealed this to be the most fortuitous location for the new rectangular building.

While serving its own function as an integrated center for the College's programs in the creative and performing arts, it can also extend existing facilities for public gatherings by serving as an assembly area in conjunction with the Auditorium.

Furthermore, installation of air conditioning equipment in the Arts Center will be planned so as to simultaneously air condition Palmer Auditorium.

In order to achieve harmony with the Auditorium's granite and limestone exterior, the architects propose to construct the new building of granite aggregate, poured in place. The two buildings will be related functionally and aesthetically by a landscaped courtyard, 75 feet square and lying between the carriage entrance to Palmer Auditorium and the

Arts Center's lower-level entrance to a 250-seat lecture hall.

Preliminary plans for the building's interior surround this lecture hall with a music library, practice rooms, and studios for students doing projects in ceramics and sculpture.

The building's middle level will be entered from the campus mall on the west. On this floor will be a 350-seat recital hall in the core of the structure with classrooms and faculty offices surrounding it.

All walls at this level will be of tinted glass, recessed eight feet from the exterior walls above and below. The same tinted glass will form the north walls of all three levels that overlook the courtyard and Palmer Auditorium.

The architects have located painting studios on the building's top level. These will be flooded with natural light admitted through six glass monitors protruding above the roof.

Although no formal fund raising drive for the proposed building has been launched yet, the College has already received gifts and pledges in excess of \$100,000, according to Mr. John Detmold, Director of Development.

Mr. Detmold noted that a campaign for the remaining funds necessary to begin construction on the new Arts Center will be initiated as soon as the College's plans for a larger building program have been completed. Included in these plans is a proposed addition to Palmer Library.

Advancements Awarded To Twelve Members of College Faculty

(Connecticut College News Office)

The Connecticut College Board of Trustees recently voted advancement in academic rank for 12 members of the College faculty, effective with the opening of the 1966-67 academic year.

Mrs. Mackie L. Jarrell of the English department and Miss Bernice M. Wheeler of the zoology department will become full professors next September.

The College's six new associate

professors will be Miss Rita Barnard, economics; Miss Marion E. Doro, government; Richard Lukosius, art; Mrs. Mary Peter Mack, history; Mrs. Jeanne C. Prokesch, chemistry-zoology; and Robert L. Rhyne, psychology.

The Board of Trustees also promoted four instructors to the rank of assistant professor. They are: Miss Patricia B. Craddock, English; Mrs. Janis L. Gellinek, German; J. David Ober, history; and George J. Willauer, Jr., English.

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MINISTRY OF CONTENT

By Jane Gullong

A random survey in the Quad dining hall demonstrates that very few students have ever seen anyone cheating during an examination at Connecticut College. The academic phase of our honor system is effective and admirable.

Whether or not we know the exact wording of the honor pledge is relevant to the system and irrelevant to the honor.

Honor is an abstraction and an ideal. The operation of such an indefinable thing as honor throughout the temptations of cigarette breaks, over-crowded seating arrangements and take-home exams is praiseworthy and exciting.

The C-book states that the continuous presence of the instructor in elementary course exams aids in maintaining morale. His presence is, rather, an insult. Most faculty members choose to lend their moral support from their offices

during an exam. In this way they not only use their own time to better advantage, but offer the students the moral privilege of exercising their honor.

"Throating" is a well-known term at most universities. Throating refers to a method of throwing the grade curve, involving the theft of other students' notebooks or stealing all the books on a given topic from the library.

Many university students have purchased all their exams by Christmas vacation or early May each semester.

Throating and exam purchasing are unknown at Conn. Whether it is honor or the honor system which motivates our actions is irrelevant. The result is relevant and that result is a workable, rational system. It is a system which offers not only an object for content, but for genuine pride.

Some days are really upsetting, like days when everything goes right.



Like the other day I was seeing colored spots.

So I went to the infirmary and the nurses helped me catch them all before I left.

Or like when my stomach gurgled in class right when a water pipe burst. So no one heard me.

Or, when I was admiring the clear sky and the subtle tints of color in the hills, I walked into a bush. But it covered me completely so no one could see my embarrassment.

Or when I was sitting on the curb thinking of dill pickles, and my mouth began to drool. And it started to rain.

On days like those I just want to stare out my window and await the Holocaust...

SDP

Letters to the Editor

To the Editor:

The position held by Mr. Nicolaus, expounded upon in the debate concerning the war in Viet Nam and U. S. involvement, is very interesting. In answer to a question requesting alternative courses of action to the currently pursued U. S. government policy in Viet Nam, Mr. Nicolaus offered a three-fold plan: 1) recognition of the National Liberal Front government as a valid and, hence, negotiating government power; 2) interminable cessation of bombing and war maneuvers; and 3) withdrawal of U. S. troops from the area. The result, which he failed to mention, could only be a possible unification of the "country" under communist domination. Perhaps Mr. Nicolaus believes that in a ravaged Viet Nam, the country he cited as having the oldest tradition of democratic government, democracy is no longer viable. This may be true. Furthermore, it is possible that the goals and methods inherent in communism would be most applicable, appreciated, and advantageous for the Viet Nameese people.

Obviously the official United States proposal would differ from that of Communist nations' as to what form of government the Viet Nameese should have. Mr. Nicolaus, a United States citizen, remains neutral. He is not a pacifist or Communist, but believes the U. S. is wrongly involved in the war in Viet Nam. It is commendable that he exercises his right and performs his duty as a citizen of our "free society" to dissent. However, his position, in my estimation, reflects an inner problem of a lack of moral commitment to a principle. Mr. Nicolaus' statements implied his complete belief in and advocacy of the policy of self-determination of an individual and a nation. Adherence to such a course of action presupposes a belief in man's ability to know and, of a group, to choose what is best for developing man's highest potentials. The question then raised is how can the Viet Nameese people know? In other words, the answer ultimately depends upon education, which we all know can be an effective means of conditioning. Of course, one may argue that since the vast majority of the Viet Nameese people are illiterate, they would not have been conditioned, that their choice would be their own. But then comes the problem of deciding whether or not an uneducated person reacting according to basic instincts in a given situation will produce what will be most advantageous for him in the future.

To solve this problem is not my aim. What I am concerned about is the problem of lack of commitment, as exhibited by Mr. Nicolaus, as possibly being sympto-

matic of a spiritual crisis faced by our generation. If self-determination is considered a principle, it is a negative one at best, which is sort of a contradiction. The advocate affirms no ideals, only rejects any outside body or thing willing to impose standards and goals on the aspiring individual or nation. Therefore, even considering this situation of declaring self-determination a principle, Mr. Nicolaus still lacks any moral commitment. U. S. withdrawal would undoubtedly leave South Viet Nam vulnerable to the communist aggressors, whose victory, in consequence, as even Mr. Nicolaus acknowledged, would eliminate the element of individual right of choice (which to me is the essence of self-determination).

Perhaps the U. S. is wrongly involved in Viet Nam. Maybe our government is extremely unpopular there. Possibly our basic motive is greater enhancement of our national pride or glory. Yet we, our soldiers, are fighting for SOMETHING. Mr. Moser proposed that the U. S. assume an offensive attitude because of the beneficial psychological effect produced by positive action in the affirmation of and commitment to a principle to attain a goal, rather than merely defending the status quo. People may disagree about the content for which he constructs this form—i.e., U. S. position in Viet Nam—but the value of the proposal remains.

Some students remarked that it was frightening to think that someone who has grown up enjoying the rights and privileges of this country enough to continue living in America could propose such a solution for Viet Nam, a solution whose outcome would negate all that the U. S. ideally represents. To denounce U. S. policy and principles is Mr. Nicolaus' right as a U. S. citizen. What I criticize and would foresee as a problem is continual objectiveless denial—at least deny in the name of something!

Jayne B. Maloof '66

To the Editor:

The question has been asked, "What is the value of an academic education?" First we shall define an "academic education." As I see it, an academic education consists of learning as many facts as possible about a variety of subjects. What is the value of such an education? The value, as far as I can see, is threefold. 1. It enables one to spout facts at random in appropriate places to appear learned. 2. It allows one to read a newspaper article and have a vague notion as to what it is referring. 3. As an alumna's child, your daughter will be able to enter college more easily. Furthermore, with a B.A. from Connecticut College, you will

be the "envy of every other housewife on the block." (A quote for which I thank one member of the scholarship committee.)

No wonder there is no academic, or other excitement at this school! Under such circumstances how could there be? We aren't here to think. We are here to become acceptable members of suburbia, surely something to be learned at home. And yet our parents spend \$3,000 a year to send us to this school, and the school in its turn spends time and money hiring qualified faculty, building a beautiful physical plant, etc.

This I think is what bothers me most. This school has so much potential. It has the money, physical plant, qualified faculty and brain power. There is not one stupid person on this campus. But here we sit, like bumps on logs, being pumped with information and letting it suffice.

So what should we be doing? What should education be? What is the purpose of a college campus? On a college campus each individual should be a churning caldron of ideas, all boiling until they overflow into the one common caldron, benefiting the entire campus. The college experience should be an intellectual wrenching until, torn apart, the whole no longer exists but must be painfully reconstructed to form a final individual. It should be pain of the highest sort, that of having the very children of one's mind ripped apart in front of one's eyes, but at the same time it should also consist of the highest ecstasy known to man-creation. Thus, we learn.

However, this can only come through a give-and-take process in which each individual takes part, teachers and students alike. Not only should each mind be a burning caldron, but also every classroom. That is the purpose of gathering all these minds in one community, so that each may pick the brains of the other. If this were not so, we might just as well stay home and read. But ideas need to be projected, thought about by all, picked apart, and digested. Not only those of the teachers, but (Continued on Page 4, Col. 1)

Editorial . . .

The "Real Nitty Gritty"

Last Wednesday's Student Government Panel marked a new trend in campus election techniques. For the first time, in our memory, the candidates for the three top offices were placed face to face to answer impromptu questions from the floor. For the first time students were able to hear the differing views of election opponents on a variety of controversial topics. For the first time candidates were asked to clarify and elaborate on their ambitious campaign promises in an open session.

The discussion added zest, excitement, candor and openness previously almost unknown to student government campaigns. In the articulate words of one popular singer, the candidates were forced to "get right down to the real nitty gritty." The overworked references to "our college community" and "my role as liason" were dropped for candid expression of opinions and citing of hard facts.

The success of Wednesday's panel supports our proposal to consider seriously the effectiveness of the yearly Speech Amalgo. We think that with certain alterations in procedure a panel of this type could serve as an effective replacement to the individual speeches.

The panel could be held at the Election Week Amalgo. Students could be asked at house meetings to submit questions which would be considered by a special committee charged with selecting beforehand the most pertinent questions to be asked the candidates within a specified time limit. Each candidate would make a two-minute opening statement before the questioning, which would be conducted by a moderator. At the end of the time allotted for the questions, the session would be thrown open to queries from the floor, and the students would be free to remain or leave, as they desired.

This proposal does not rule out speeches, which would be prepared and mimeographed well before the panel in order to provide material for questions.

If the example of last week's panel is an indication of enthusiasm for a program of this type, we think that replacement of the generally unpopular speech amalگو with a "panel amalگو" might at least cause a few dropped stitches and delay a few early evening snoozes. Maybe the girl we saw wearing conspicuous furry earmuffs might shed them momentarily to find out what student government is all about.

R.E.D.



...I measure out my life in phone bills, cleaning bills, and Time magazine.

Conn. Chooses Campus's Best-Dressed



Kathy Hamilton, '68, is Connecticut's entry in *Glamour* magazine's annual "Ten Best-Dressed College Girls in America" contest.

She will now be judged, along with the winners from campuses all over the country, by members of *Glamour's* editorial board. She will submit to the magazine a portfolio of entry forms and photographs.

The photographs will show her in a typical campus outfit, an off campus outfit and a long or short party dress.

If Kathy receives an honorable mention award, she will appear in *Glamour's* August issue. If she becomes one of the top ten she will win an all-expense paid trip to New York, May 30 to June 11 along with occupying a top spot in the magazine's College issue.

A resident of Dallas, Texas, Kathy spent her last two years of high school modeling for Titch-Goettinger, a large department store in Dallas.

Eleven Students Display Musical Talents In Well-Attended Recital

By Chris Schreyer

Eleven music students gave an exceptionally talented performance at Crozier-Williams Tuesday, February 15. Despite competition from the Viet Nam Symposium, they drew an unusually large crowd which complimented and acknowledged their own enthusiasm and proficiency.

The first selection on the program, the Concerto in A minor by Telemann, was a quartet for flute, two violins and cello. Susan Flynn, Patricia Gumo, Judith Golub, and Anita Shapiro displayed sensitive playing in a well-balanced and carefully articulated performance of this piece.

Mary Harp, soprano, sang two short songs by Scarlatti with ease and surety in the clear and pleasing voice demanded by the nature of the songs.

"Des Pas sur la Neige", by Debussy, played by Jane Hooper, was perhaps a poor piece to present in a fairly large room, because of its quiet and introspective sound. The tone clusters and dynamics of this piano piece required a terribly alert and sympathetic audience as well as a sensitive and experienced musician to play it. This performance was a little disappointing in these respects.

Grace Yun displayed sensitivity and a nimble touch on the piano in her performance of Debussy's "Arabesque no. 1." In contrast to this sensuous and impressionistic piece was Hindemith's Sonata no.

2. Susan Kennedy should be commended for her dexterity and technique in this dry and academic selection.

The two solo violinists impressed the audience with their virtuosity and lengthy pieces played completely from memory. Patricia Gumo played the first movement of Vivaldi's Concerto in B minor with obvious competence as she demonstrated a flare and enthusiasm for her instrument. Maria Lewis played the first movement of Concerto no. 9 in A minor by Beriot. This piece required great technical proficiency with its wide range of leaps and high notes which Miss Lewis executed admirably.

Betsy Rosenberg began the Adagio of Bach's Sonata in E minor on her flute with sustained tones and serenity requiring as much breath control as the sprightly Allegro second movement. Her sensitivity to the music of Bach was evident in the subtle shadings she imparted to the piece.

Betsy Wilson, a soprano, sang "Connais tu le pays" by Massenet. If she tended to force the high leaps in the melody it served only to heighten the dramatic and sentimental effect the song attempted to convey, with its typically French melody and descriptive, longing words.

Music enthusiasts at Connecticut are fortunate to have such a talented group of musicians in their midst.

Alumnae Council Meets At College

Members of the executive board of the Connecticut College Alumnae Association, class and club presidents, and members of the editorial board of *Alumnae News* conducted an Alumnae Council on campus last weekend, February 25-27.

According to Mrs. Charlotte K. Crane, executive director of the Alumnae Association, the purpose of this weekend was "to exchange ideas, to learn about the state of the college 1966, the future plans, and the part alumnae may be asked to play in these plans."

After registration on Friday afternoon, Alumnae Council participants attended a dinner in Harris Refectory. Priscilla Duxbury Wescott '41 presided and President Charles E. Shain spoke about "The State of the College 1966."

The Russian Chorus presented a brief concert in the student lounge at 8:00 Friday night, after which Miss Anna Lord Strauss, College trustee, spoke on "The Importance of the Volunteer."

Alumnae Council participants divided into two discussion groups Saturday morning. One group was devoted to matters concerning classes, and the other to club matters. Edith Patton Cranshaw '41

and Elizabeth Gordon Van Law '28 headed the two groups, respectively. Panelists for the group concerning clubs included Ruth Washington Henderson '35; Joan Wertheim Carris '60; Mrs. Margaret L. Thomson, director of the news office; and Mr. John H. Detmold, director of development.

After a tour of the library, luncheon was served in Harris Refectory. Patricia Wertheim Abrams '60 delivered a report on the Alumnae Annual Giving Program.

Council members attended the Conn-Quest colloquium Saturday afternoon which featured three distinguished speakers: Dr. Henry Margenau, Dr. B. F. Skinner, and Dr. Arthur Vidich.

Nancy Newell '66, Ciannait Sweeney '66, and Jean Squeri '66 spoke to the Alumnae Council about the present Junior Year Abroad program on Saturday evening.

Judith Stickel, president of student government, spoke at the final evaluation session of the weekend Sunday morning. Elizabeth Franklin Gehrig '42 reported on the class and club discussion groups. After general discussion and recommendations, the weekend was adjourned.

Connecticut College Students Act As Big Sisters To Help Mentally Retarded Children To Develop Potential

By Lynn Kinsell

Many Connecticut College students project an active interest in the New London community by participating in a dynamic program at Connecticut's new Seaside Regional Center. It is an institute established for the care and improvement of the mentally retarded.

The hope that within Seaside's environment a child will develop his potential, growing mentally and emotionally, is made a reality by the enthusiasm and competence of Seaside's Superintendent, Mr. Frederick F. Finn, and his staff of employees. In a recent interview, Mr. Finn outlined the purpose and goals of Seaside, emphasizing its significance as a breakthrough in the basic approach to the method of care for the mentally retarded.

Seaside Regional Center serves New London and Middlesex counties. It is responsible to any and all families calling for aid in caring for a mentally retarded person. Seaside handles each of these problems with a strikingly advanced method which makes Seaside a national model worthy of duplication.

Over 700 out-patients are able to live with their families, attended by case workers, because Seaside has helped to find solutions to their problems. Some out-patients come for a week-end, a week, a month, or whatever length of time necessary for environmental readjustments. It is a voluntary and cooperative agreement between the family and Seaside.

Some children, however, cannot be sufficiently treated as out-patients, and need greater care, discipline, training and affection. Seaside has a 240 bed capacity and

takes patients of all ages, races, religions, and degrees of retardation.

Astounding improvement is seen in all patients. This is attributed to many of the features which make Seaside unique. The staff encourages the maintenance of close family relationships. Parents are invited to visit their child at any time, to play with him, to take him out for a drive, to feed him, and to take him home again whenever they feel ready; for it is in the home that most can be done for a child.

The role of the home is an important working philosophy at Seaside which, Mr. Finn believes, has been ignored for centuries in the care of the mentally retarded. These people have been shipped off to isolated institutions for "special care." Society has shrugged its responsibility to them, reasoning that "someone, somewhere is doing more for them than anyone else can." No one can do anything more for them than simply give them the care and love which they need most. And nowhere can this be done under better, more stable conditions than in a home where the child is surrounded by attention and encouragement.

Yet, for those who are not fortunate enough to have these conditions, Seaside works to create its own "home" environment and maintain, with the constant communication between patients and their families, the same atmosphere. To do this they need volunteers, hundreds of them.

Each child has his or her own volunteer who visits for a few hours one night or afternoon a week. Many of the students at Connecticut College are among the corps of big brothers and big

sisters to these children, along with Coast Guard Cadets, local high school students, and young adults from the surrounding communities.

One of the questions most frequently asked of Mrs. Semple, Seaside's Volunteer Director, is "What could I do?" Her answer includes these and many more greatly needed activities: Help a child learn to knit, or write a letter; teach a girl to set and style her hair; teach a boy to throw a football; teach a child to play the piano, to put a puzzle together, or to sing a song.

These children at Seaside grow and flourish under care and affection. What they need is to be loved. They want to be "like" others, to be accepted, to learn new things. They look to a weekly visit from a volunteer with delight and anticipation. A child will know that "my volunteer cares about me," and will want to know "what I've been doing, and will praise me when I try hard; whether I do it right this time or not."

The volunteers are the core of Seaside's dynamic success and progress. To Mr. Finn they represent the intangible link between these limited children and the world of which they wish so desperately to be a part.

Mr. Finn has created a monument to support his belief that just because a child HAS NOT, does not mean that he CANNOT. And he asks for more help—more volunteers. Seaside depends upon volunteers.

Volunteers are picked up here at the college at 6:45 every evening in front of Crozier and for a few hours, a small child's week is made immeasurably brighter.

Prof. Wood Attends Conference on the Liberal Education of "The Whole Man"

By Gail Goldstein

Is there still a place in the liberal art's curriculum for the general education courses? Or has American education become so specialized as a result of the explosion of knowledge that there is no longer any room for general education in the college curriculum?

Mr. Stephen B. Wood, Associate Professor of Government, recently attended a conference at the University of Chicago to evaluate the place of these general education courses in the liberal arts college. The meeting was called to celebrate the 75th anniversary of the University of Chicago. Many of the educational leaders who attended this reunion are involved in studies discussing the disappearance on the college campus of courses designed to educate "the whole man."

There is within the structure of the University of Chicago a smaller college set-up to offer the student such general courses as "American Civilization," "Person and Culture," and "Freedom and Authority." From 1953 to 1961 Mr. Wood was an instructor in this program. The aim of these courses, according to Mr. Wood, was to produce well-educated men and women through discussion.

Mr. Wood said he finds the specialization of graduate schools "seeping down to the undergraduate level." This problem, he maintains, is not peculiar to undergraduate schools; the situation is even more exaggerated in the professional schools. There is such a large volume of knowledge to be acquired in a particular area that the process of thinking and cultivation of the mind has become almost obsolete, he said.

Mr. Wood attributes much of the discontent of today's students

to his feeling that the student is not being educated the way he feels he should be. The liberal in liberal education, says Mr. Wood, implies the freeing of men's minds, and this emphasizes the substance not the process of education. The question in American education is whether this emphasis is feasible considering the pressures of graduate schools, and their requirements for admission.

Courses of the same character as those Mr. Wood formerly instructed are "inevitably" going out of fashion. The "Renaissance Man" is losing his place in American education. "When I find a political scientist who doesn't read novels, I wonder how good a political scientist he can be," Mr. Wood commented.

Mr. Wood finds "far too much penetration of professional, specialized orientation on the undergraduate level. There is nothing wrong with this process as such, except that it tends to narrow the student's horizon. It emphasizes the content of the course; the student does not learn to use his mind."

The world of American universities is growing increasingly Darwinistic in nature. The campus is exploding in size, and the academic pressures on all levels are increasing. The professors feel this pressure and respond by becoming more mindful of their own careers, in order to maintain their positions on the faculties. The students react to the pressure by proceeding on narrow tracks in order to assimilate the volume of material pertinent to their field. Mr. Wood does not find this process necessarily wrong. He considers this trend in American education just that—a trend.

The conference at the University of Chicago emphasized the cur-

Joan Redmund To Be Editor-in-Chief of *Koine*

Joan Redmund '67 was chosen editor-in-chief of *Koine* by a unani-



mous vote of confidence at a meeting of the junior class last Monday.

Joan said she would like to have active members from every class on next year's *Koine* staff. She emphasized that *Koine* is a yearbook, not a classbook.

She also plans to choose a junior editor who will work closely with her on all phases of the book.

Joan served as editor-in-chief of her year book, *The Murivian*, for the 2200 students at Brookline High School in Brookline, Massachusetts. She is an American History major and has been secretary of the Conn-Quest Committee here.

Joan would like anyone who is interested in working on *Koine* next year to contact her at Box 907.

rent nature of education on the university campus. The educators discussed the trend and alternate plans for the liberal arts curriculum.

Mr. Wood concludes that another trend will replace the current one in its turn, for as long as the educational system is being questioned and re-evaluated by the students and faculty (witness the Berkeley campus), the American educational system will never become a static and fixed institution.

Second of Invisible Curriculum Series Investigates Students' Spare Time Reading, Discussion, Recreation

By Annette Allwardt and Jann Mackenzie

Much has been said and written these past weeks about the Connecticut College student. She has found herself criticized for lack of interest, involvement, vitality, wit and revolutionary spirit. Some of her extra-curricular organizations, including her own newspaper, were under attack. She received judgment and complaints from members of the student body, faculty and administration.

Few of the complaints, however, were constructive in nature. The task of the series of four articles under The Invisible Curriculum is to enlighten our judges as to the actual tastes, habits, desires and opinions of the student at this college. The ensuing image will be based on statistics drawn from interviews.

If here and there an individual may react in offense, because she feels she has not been adequately classified, or because she considers herself quite unclassifiable, she is asked to suspend her claim for selfhood for this moment, or to ground it elsewhere. The aim of these articles is to discover certain trends, a style, a frame of mind. These accounts, it is hoped, will provide her judges with some desperately needed construction material.

The topic under discussion is what the student does with her spare time while on campus. What does she do between classes, homework and sleep? Almost all the students have formed clans during their freshmen year. They belong to a group of friends with whom they play and talk. Here are some of the topics.

Academic topics pertaining to class discussion end for 80 per cent with the sound of the bell. Only if several students of the same class happen to meet immediately after that class at the same lunch table, is the possibility given for the resumption of a certain issue. "Academic talk" remains limited for most to complaints about courses, to pressure and to critical gossip or delighted description of teachers' habits, personalities and caliber.

Then there is what might be called 'intellectual talk.' The topics may range from politics, religion, and love (in a scientific or philosophical sense, rather than as personal accounts), to literature, movies and cultural trends such as camp or pop art. Circa 60 per cent are involved in such discussions at least once every two weeks or every week. The rest find that they receive enough of it in class and prefer to 'relax.'

Finally, the non-intellectuals (full-time) and the intellectuals (when tired of analytic activities) engage in what they term chit-chat. A form of light-hearted gossip, this discourse brings about what is needed so desperately, namely relaxation of the brain. This talk ranges from accounts of the past weekend, time pressure, to complaints such as, "I'll never get

through this course," forms of dress and boys, boys, boys.

The most suitable time is Sunday night and in the evening between eleven and one a.m. The music preferred to accompany it is Beatles, Beach Boys et al. and sometimes folksongs. The intellectual talks have in many cases classical music for their background.

Less than 2 per cent engage in talks about such things as cats, flowers, dragons and orange sunsets. But the rising prominence of camp has been preparing a future of acceptability for these topics—given the promise of non-serious engagement, of course.

Much spare time is devoted to games. The most prominent one is bridge; but then there are Ouija boards and word games such as password and Boticelli. About 60 per cent of the students play bridge at least six to seven hours a week. Around 20 per cent play every day, before and after dinner and again after eleven at night. Seniors mention that silly talk and gossip is more prominent during their freshmen year, and that bridge becomes more predominant as they approach the end of their four years.

Many gave as reasons the pressure they feel exists during freshmen year for dating, which then, of course, makes the topic 'boys' an urgent one. The origin of this pressure will be investigated in our next article.

When asked why so much time is spent chatting and playing cards, the majority of the interviewed pointed out that much of their academic work was apt to become a strain on their nerves and intellect, and that these particular activities represented their best choice of total relaxation and leisure.

Only between 15 to 20 per cent of the students watch television regularly. Programs such as Batman and Man from U.N.C.L.E. usually draw large regular audiences.

An interesting question is whether the student does anything on her own to add to the education she receives in class. Does she on her own initiative read the paper, news magazines and recent publications in fiction and non-fiction? Does she attend lectures, recitals and theater productions? Does she do outside reading supplementary to her courses? The picture is as follows:

Forty to sixty per cent receive a daily newspaper. A few of these are required to do so for a course. 20 per cent read the paper thoroughly. The other 20 to 30 per cent only skim through to look for important events. A good number does the crossword puzzle. An additional 10 per cent does not subscribe, but read their friend's paper.

From 60 to 70 per cent receive news magazines. Forty to 50 per cent receive or buy fashion journals. Very few read their news editions from cover to cover. Less than

10 per cent watch the Huntley-Brinkly Report regularly. The eleven o'clock news is watched only by those who have come down for the Late Show.

Only a small group of 5 to 10 per cent does supplementary reading in direct relation to class work. The majority opinion is that there is hardly ever enough time to even get through the assigned material.

A good 60 to 70 per cent read books of their own choice. These are usually recommended by a friend. Since this reading is considered leisure, the choice of books is made in terms of what is light reading and what is involving and helps one to withdraw from the world. 'Involving' are considered such large novels as *The Brothers Karamazov* or *War and Peace*, or else James Bond and Agatha Christie thrillers.

Some 30 to 40 per cent look for the bestseller lists and then inquire around to see what is worth-while.

Lectures are attended usually only if strongly recommended by a friend or professor, or if the topic is a part of the student's field of study. There have been complaints that lectures are not advertised more conspicuously. Students feel that they do not even know they are missing something if they do. They are asking to be made interested in a speaker and his topic, before he arrives. There are few who seek responsibility of interest within themselves.

Some 70 per cent subscribe to artist and concert series. Only 10 per cent attend student recitals. Class compet plays are well attended—usually for competitive reasons. Only few students visit theatrical productions by clubs.

Finally, there is the question of regularly scheduled extra-curricular activities. How many students join a club, AA, the Service League, a singing group, chorus, etc. The answer is, few. About 30 per cent are engaged in such activities. Language clubs are joined, because they are considered training assets. A majority of the students, when asked why they do not join a club, reply that these activities are not lively enough. None of the complainants has considered joining one or the other club to see if she can make it livelier.

The resulting picture presents a student whose principal energies are consumed by her academic work, in many cases to the point where other interests can neither be awakened nor developed. Once she has fulfilled her academic duties to her satisfaction, she will read sometimes, debate sometimes, organize clubs or sing sometimes; but she will generally look for leisure and relaxation in the form of happy play and talk. She will often reject joining a club or going to a lecture or reading the *New York Times* cover to cover, because such activities represent to her an extension of academic work, involving organization and hard work.

Dr. Davies To Speak At Vespers



Dr. Horton Davies, professor of religion at Princeton University, will speak at vespers services Sunday at 7 p.m. in the chapel.

The University of Edinburgh awarded Dr. Davies his M.A. with high honors in English literature in 1937, and his B.D. with highest honors in Systematic Theology in 1940. He received his Ph.D. from Oxford in 1943 and his D.D. from the University of South Africa in 1951.

Dr. Davies was minister of the Wallington Congregational Church in South London from 1942 to 1945 and later served two years as Director of Education for the

British Y.M.C.A. with the British Army of the Rhine.

He was appointed Professor of Divinity at Rhodes University, Grahamstown, Union of South Africa, in 1946. He was Dean of the University's Faculty of Divinity from 1951 until 1953, with a leave of absence in 1952 to study theological education in America as a traveling fellow of the Carnegie Corporation of New York and to deliver the St. Andrews Memorial Lectures at the University of Toronto.

Dr. Davies came to Princeton in 1956 to help inaugurate a new program of graduate study in religion. In addition to conducting graduate seminars, he teaches undergraduate courses in "Christianity in Modern Britain and America", and "The Reformation and the Age of Reason", and has taught "Medieval Christian Thought".

A native of South Wales, he is author of *The Worship of The English Puritans* and *The English Free Churches*. Both are standard texts in theological seminaries throughout this country.

Dr. Davies has devoted himself primarily to the teaching ministry. His experience includes service in the Ecumenical Movement and in South Africa where he organized the first department of religion in an English-speaking university.

CISL To Hold Annual Convention

The Connecticut Intercollegiate Student Legislature will hold its annual convention March 3-5, at the state capitol in Hartford.

Most people think that a legislator simply proposes a bill which his colleagues vote for or against. The members of CISL know the process is far more complex.

CISL is a student-run organization which offers its members authentic legislative experience so they may better understand the intricacies of lawmaking. Organized fifteen years ago, CISL is now composed of fifteen Connecticut colleges and universities.

Gayle Sanders, '66, Senior Delegate from the College, explained that the convention is actually a model legislature with nineteen

representatives and two senators from each delegation.

Prior to the convention, the nine-member executive board selects candidates to run for president of the senate, speaker of the house, and senate and house majority leaders. This year Elizabeth Martin, '67, represents Conn. on the State Executive Board, and Laura DeKovan, '67, has been nominated for majority leader of the senate.

Gayle said that during the year each group prepares two pieces of legislation to be presented at the convention. One bill will be sent to the house and one to the senate.

She explained that on Thursday, after the convention opens, the bill committee considers each proposal. Then a calendar is drawn up, listing first the bills approved without amendment, then amended bills, and finally unapproved bills.

The delegations presenting candidates hold campaign parties on Thursday evening. The elections are held Friday morning.

After the new officers are installed, legislative discussion begins and continues all day Saturday. Gayle emphasized that debate adheres strictly to the rules of parliamentary procedure, just as in actual legislative debate.

Meanwhile, Gayle explained, the delegations form coalitions and practice various methods of "politicizing" to gain support for the bills. She added that the student who originally proposed the bill addresses the convention.

Bills which are passed, Gayle mentioned, are sent to Governor Dempsey. In the past, some of the ideas of these CISL laws have been incorporated into actual laws.

Among the bills presented in past years are topics such as 18 year old drinking and voting and the use of absentee ballots.

Gayle said that one bill which Connecticut will present this year requires that motorcyclists pass a special test to obtain their licenses. The second bill proposes to lower the number of years required to gain divorce on the grounds of desertion from three to one.

Gayle stated that CISL is definitely not limited to government students and welcomes anyone interested. She believes that CISL offers students a unique opportunity to participate in and understand the mechanics of lawmaking.



Wednesday, March 2, at 8:30 p.m.

The program will include Chopin's "Fantasy, Opus 49", Prokofiev's "Toccata" and Sonatas in C major by Hayden and Beethoven. Pieces by Hayden and Schubert will also be presented.

Mr. Syracuse, a graduate of the Juillard School, has won several international prizes including the Alfred Casella International Piano Competition of Naples. He was the recipient of a Fulbright Scholarship for study in Rome.

Le Soir, a French newspaper, called his playing "tempestuous, forceful, yet always highly musical." The *New York Herald Tribune* said of him "... there is probably nothing he could not play with command."

Richard Syracuse is managed exclusively by the National Music League, Inc., America's first non-profit management for young concert artists.

LETTERS TO EDITOR

(Continued from Page 2, Col. 5) those of the students as well.

Naturally, there is a need for facts and their clarifications. Concepts must have their roots in fact. Yet these may be had from an encyclopedia. It is the excitement, the stimuli that must come from the human element. For it is the teachers who must lead the student along the road of learning. Lead, not force, pointing along the way the beauties of each subject until the student is able to see the hidden kernel, the essence of a subject, by himself.

Thus, there should be eternal excitement, eternal creativity, eternal new thought.

Nancy Wessinger '69

To the Editor:

As so many of the candidates pointed out, one of the big concerns of student government in the coming year will be a re-evaluation of the present structure of the three branches, and particularly of Cabinet. I submit that some changes in election procedure would solve some of the problems. I suggest that the following be considered:

1. Religious Fellowship, AA, and Service League presidents should be selected or elected by their own organizations. This would offer some guarantee that they were chosen on the basis of their knowledge of the organization and their achievement in that area. None of these should be voted on the basis of their ability

to speak to a large audience, as has been the case before this year. Nor should this year's procedure be repeated, as the student body was given virtually no basis for decision. Selection by members of the organization would offer the added advantage of bringing more diversity to Cabinet, by including girls who might not choose to subject themselves to the process of a long drawn out and meaningless (in the case of these three positions) popular election.

2. Speech Amalgo should be eliminated. We have seen this year that candidates have made platforms of promises for changes which simply do not come under the jurisdiction of student government. (Continued on Page 5, Col.3)

Four C. C. Foreign Students Express Impressions Of America

By Wendy Green

In a recent interview on campus, four foreign students were found to be sensitive to and expressive about impressions of America.

One of the nineteen foreign students here, Antoinette Ivady of Austria, learned that in America, relations are termed "friendship" more quickly than they would be in Europe. Europeans, she contin-



Foreign students Françoise Deflassieux of France, and Madelon Boeye of the Netherlands.

ued, are often too involved with themselves to take notice of foreigners. She added, "Here I find an exchange of ideas where in Europe I would find indifference."

Melva Lowe, who has come to Connecticut from Panama, answered in a similar manner, "I am impressed with the hospitality and treatment I have received here at Connecticut and the homes to which I have been invited."

American girls have both surprised and pleased the foreign students. Madelon Boeye of the Netherlands found that she, as many of her friends at home, had mistakenly believed that American girls were very superficial and all alike. "The tourists gave us that impression," she admitted.

Françoise Deflassieux of France acknowledged a large maturity gap between the American girl of seventeen and her French sister of the same age, although both seem equally mature by the time they are twenty. Françoise finds American girls more natural; a young French girl will feel it is unsophisticated to react in surprise, while an American girl is usually outspoken. Yet because Americans are so spontaneous, the French girl, in her silence, appears more complex, she said.

Françoise appeared amused at the American dating system. In France, she related, groups, not couples, of boys and girls socialize. She found it difficult to explain a "blind date" to her friends at home. Madelon was amazed at Ameri-

can academic enthusiasm, and found Uncle Sam's daughters more involved in work than those notorious tourists led her to believe. There are differences in the American educational system which foreign students find both puzzling and amusing. Antoinette found the Honor System most unusual. Françoise had difficulty adjusting to a literature class which discussed an entire book, rather than just one page at a time.

Françoise noted further that in France at the Sorbonne the students have more freedom. In America the students appear to revere the printed word and voice of authority more than in France, she said. However, Françoise added, this reverence seems to dwindle as the freshman sheds her cocoon and emerges as the senior butterfly.

These foreign students are lively denials of the recent controversial issue of student non-participation. Melva is active in the Civil Rights Club, the Religious Fellowship, and athletics. Eventually she hopes to include piano lessons in her busy schedule, and devote time to dramatics.

Madelon is a member of the Russian Chorus, and strives to attend as many and as varied lectures as possible.

Françoise is housefellow in the French Corridor at Knowlton. There she supervises the French teas and meals. Recently she has done substitute teaching in French at the Williams School.

Antoinette's interests vary from modeling to translating a Hungarian book into English. She may spend this summer as a member of the New York Economic Research Institute, or as an airline stewardess.

For all these girls, the reason for coming to America was to see the country. Françoise, Madelon and two friends (also foreign students), went to New York City during intersession. The girls visited museums, the U.N., and the department stores.

Françoise found Greenwich Village much "like the Latin Quarter in Paris. All those students . . ." Although she found New York an intellectual enlightenment, her preference is Washington, D.C., because it is "so much cleaner."

These students will return home soon. Melva, who has already completed one year at the Canal Zone College, hopes to continue her education and become an English teacher. At home in Paraiso, Melva enjoys doing social work. Often she conducts Bible-study groups for girls in her church.

Academic Committee Proposes New Program

At a recent meeting, the Academic Committee proposed the establishment of an American Studies Program at Connecticut College.

The Committee suggested that a two-semester seminar be instituted, one semester to concentrate on American government and econ-

omics, and the second to deal with American literature and history.

The Committee further proposed that only students with above average grades be allowed to participate in the intensive program.

The proposal will now be reviewed by the faculty's Instruction Committee.

Mr. Kermit Champa To Deliver Museum Lecture

Mr. Kermit Champa, currently a member of the Yale Art Department, will discuss "Impressionism as Modern Art," at the Lyman Allyn Museum, Thursday, March 3, at 8:30 p.m.

The lecture, illustrated with slides, will relate to the current special exhibit at the Museum, "The Old Lyme School."

According to Mr. Edgar Mayhew, associate director of the Museum, Mr. Champa will cover a range of questions possibly including the following: Does American impressionism stem out of the European? Is this a modern idiom or not as modern as we think it is? What are the new aspects of style?

A Self-Conscious Cabinet Considers "Structure and Change"

By Jane M. Gullong

A proposal for re-evaluation which suggests dropping the heads of the Athletic Association and Religious Fellowship from Cabinet was submitted by Sandee Kanter and Debby Nichols at the February 10 meeting of Cabinet.

The proposal has caused heated debate within Cabinet and raises several significant questions for every member of the student body to consider.

"I'm fighting for the chance to have students think about this," Sandee Kanter stated in a recent interview. She said that she thinks the entire issue has value as an intellectual exercise.

Judy Stickel, President of the Student Body, also commented on the importance of the question of re-evaluation. "For the first time," she said, "Cabinet is beginning to look at itself."

Re-evaluation Proposal

The proposal submitted by Sandee and Debby questions the validity of the positions of Religious Fellowship and A.A. on Cabinet on the grounds that "although they serve a part of the community, they have specific vested interests . . ." and should not be favored above any other specific interests.

The proposal also calls for the addition of the Chairman of Inter-Club Council and the Head of the Academic Committee to the present Cabinet structure which includes the President of the Student Body, Vice-president, Chief Justice of Honor Court, Speaker of the House, class presidents, Service League President and the editor-in-chief of Conn Census.

The position of the Chairman of I.C.C. is described in the proposal as one which "could best be utilized to represent and synthesize

the activities of the many different interest groups on campus. And with its power to schedule lectures, it can be the mediator and coordinator of campus activities."

Concerning the Head of the Academic Committee, the proposal states: "Although we do not think that she should be school-wide elected, she is the single liaison between the faculty and the students in both academic and social issues. We therefore believe that her insight is a necessary one and one which should command a vote in all student oriented legislation."

Cabinet Discussion

The discussion which followed the presentation of the proposal brought out the necessity of defining the terms and criteria used for the evaluation as well as the aims of Cabinet.

Claire Gaudiani, President of Religious Fellowship, objected to the manner in which the proposal was presented. "We are making major changes in Cabinet with this proposal," she suggested. "If we sincerely want to make it [Cabinet] better, we must put each organization to the same evaluation."

Judy closed the meeting by asking that Religious Fellowship and A.A. members bring an evaluation of her organization to the next meeting of Cabinet. The evaluation was to be based on the criteria suggested in Article I, Section 2.A of the C-book including the Student Government, academic, and social functions of each organization.

Claire came prepared with such an evaluation at the February 17 meeting. She attempted to demonstrate by means of a point by point defense, that the scope of Religious Fellowship is broad enough to fulfill the C-book cri-

teria.

Opposing Viewpoints

Claire pointed out that Religious Fellowship is not concerned solely with specific vested issues. "Religious Fellowship," she stated, "is a structure in which students can pursue and study the fundamental moral, ethical, religious and philosophical problems which are an integral part of their education."

Sandee Kanter clarified her position in a recent interview with this reporter. She suggested that, "Student Government should be the most flexible part of campus and should change to meet the changing needs of the campus."

Sandee emphasized that every member of Cabinet should represent all phases of student life. Religious Fellowship and A.A. represent specific vested interests.

"Such a personal thing as Religious Fellowship should not have a vote on Cabinet," Sandee stated. She agreed that the organization represents various phases of the student's life.

"Those phases are personal, however," Sandee pointed out. "Student Government should function for the community."

Significance of Re-evaluation

The present controversy seems to be essentially concerned with the role of Religious Fellowship on Cabinet. This question alone implies the broader issues of church-state relationship as well as the role which community government should play in the personal life of the individual.

Judy's remarks at the close of the interview point to the trends and significance represented in Cabinet re-evaluation. She stated: "The College is growing. We are looking within. Maybe we started too late, but we've started."

Connecticut To Host Fencing Match

By Ruth Kunstadt

A tri-school fencing tournament will be held Saturday, March 5, at 1:30 in Crozier-Williams.

The tournament will consist of fencers from the University of Rhode Island, Kingston, Rhode Island; Danbury State College, Danbury, Connecticut; and Connecticut College. Each school will provide four fencers of intermediate rank, having had no less than two and no more than four semesters of fencing instruction.

The tournament will be directed by Mr. Joseph Shirley, a competitor in fencing himself, who has previously directed bouts here, and Miss Norma Dayton from the University of Rhode Island, also a competitor in fencing.

In women's fencing a bout consists of one fencer scoring four touches or seven minutes of fencing time, the winner being the fencer scoring the most touches in the time period.

The fencers will be placed in pools of six and will fence a complete round robin with each pool. The girls who win the greatest number of bouts in their pool will be considered the top fencers.

Members of Connecticut College will help with the judging, scoring, and timing.

The tournament will be a warm-up for the New England Women's Inter-Collegiate Fencing Tournament to be held at Brandeis University, Waltham, Massachusetts, on Sunday, March 13.

dent often seem unwilling to take on the responsibility and active leadership of the top office, and for this reason they never quite make as much of the vice-presidency as their speeches suggest they could. Those who run for president, however, know that a well-defined and demanding job is cut out for them. It seems to me

that they are genuinely motivated by a desire to make this a better community and the conviction that their ideas could provide direction. A girl who feels this way would not object to sitting on Cabinet as vice-president rather than president, and I think she should be given the opportunity.

Janet Matthews, '66

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Mr. Willauer Reviews Updike Book

By George Willauer
Instructor in English

Recently there has been a lot of discussion about the demise of the American novel. Some authors, like Norman Mailer and Truman Capote, have made pronouncements themselves and continued to exploit the form in works like *An American Dream* and *In Cold Blood*. At the same time, John Updike maintains silence and continues to write the polished prose for which we remember him. Unfortunately, *Of the Farm* is not a completely rewarding experience. While its language may well be its most significant component, it does not redeem other weaknesses.

Anyone acquainted with other Updike works will find the setting and general character relationships familiar. The setting is rural Pennsylvania, and Olinger and Alton correspond to Brewer and Mt. Judge in *Rabbit, Run*, for example. Updike himself grew up in Shillington, near Reading, and the atmosphere of his imaginary towns and environs seems to reflect the bourgeois stolidness of these Pennsylvania-German communities.

The general situation in *Of the Farm* is also similar to *Rabbit, Run*, as well as to "Avec la Bebe-Sitter" and "Marching through Boston," two short stories recently published in *The New Yorker*. In all of these works Updike is concerned with a weak-willed hero in relation to passive and domineering females. But while in the earlier works the plot depends on the hero's relation with his wife or lover, in Updike's new work it depends on the hero's relation with his mother; his new wife, an earthy and stupid divorcee named Peggy; and indirectly with Joan, his former colorless but well-bred wife.

Told from the first-person point of view, the novel is an account of the first visit of Joey and Peggy Robinson, together with her son Richard, to the hero's widowed mother's farm in Pennsylvania. From the beginning there is trouble. Joey's mother, figuratively emasculated her husband and is trying to do the same to her son. Jealous, cruel, and conniving, she is determined to wreck her son's second marriage. She taunts and insults Peggy and tries to estrange Peggy's son from her. While Peggy, rather bored by the whole affair, goes to bed because she knows Joey will follow, he suffers. Sensitive and afraid to act, he vacillates in his loyalty. Committed though

Joey is to making a success of the visit, everything he says is misconstrued or objected to by his mother or his wife. The conversation he records is therefore as brittle and kinetic as silly putty and as fruitless and lacking in real communication as that in the plays of Chekov. His private thoughts, however, reflect his own middle-class morality and his failure to abide by it. He misses his children by his first wife and grieves he is not fulfilling his paternal role. He is curious about the neighbors' reaction to his divorce, and he is disturbed at times by the indecorousness of his wife's bikini, significantly called an Iwo Jima by his mother.

By the end of the visit the relationships have not improved. If anything, they have disintegrated further. Although Joey leaves his dying mother to return to the city with his wife and her son, his mother has not accepted Peggy, nor has Joey resolved his inability to commit himself to his wife or to his mother. The reader therefore finishes the novel with the belief that Joey has learned little and that his name describes him perfectly: he is a boy in man's pants. Furthermore, Joey seems to enjoy the anguish of his dilemma. Indeed, Joey is something of a masochist, a point he concedes to himself after his mother has told him Peggy will be his ruin: "Ruin. It pleased me to feel myself sinking, smothered, lost, forgotten. . . ." Perhaps the most basic impulse Joey has, however, is one simultaneously for freedom and for its antithesis being possessed, an idea being contained in a quotation by Sartre at the beginning of the novel, which might serve as its basic

theme.

Indecisive and masochistic as he is, Joey is also a poet. With his ability to use metaphor and imagery to depict objects, particularly nature, Updike is similar to Frost. For example, in looking out a window, Joey finds that the "panes were strewn with drops that as if by amoebic decision would abruptly merge and break and jerkily run downward, and the window screen, like a sampler half-stitched, or a cross-word puzzle invisibly solved, was inlaid erratically with translucent tesserae of rain."

Unfortunately, writing of this order is not maintained throughout. While passages like this one linger in the reader's memory, they do not contribute very much to his understanding of Joey except that he loves nature and can depict it vividly. In contrast to his metaphors and images, Updike's symbols seem trite and obvious. A threatening and actual rain storm symbolizes the mounting animosity and consequent battle between the characters; the tractor symbolizes the masculine strength sometimes possessed by Joey and always by his mother; and the ill-fitting dungarees, which Joey takes from his dead father's room, symbolizes the hero's inability to assume consistently his role as a man.

Upon realizing that the most impressive passages and symbols do not exactly contribute to the total meaning of the novel, the reader

searches for the source of the trouble. Perhaps the difficulty lies in the point of view, not in the choice of the first person but in the exploitation of it. In presenting the account of the visit through Joey's eyes, Updike fails to incorporate irony which would provide another perspective and permit the reader to make his own interpretations. Consequently, the reader all too easily associates Joey's inability to use his descriptive powers or symbols to resolve his dilemma with Updike's inability to use language to convey meaning in the novel as a whole. In relation to Updike's earlier work, this fact is too bad, for in a work like *Rabbit, Run*, his ironic detachment is impressively maintained throughout, while in "Marching through Boston" he actually achieves a satiric effect, understated though it is.

Five years ago, commenting on *Rabbit, Run*, Granville Hicks said that Updike was "one of our important young novelists, a powerful writer with his own vision of the world." It is regrettable that *Of the Farm* does not corroborate this assertion. For one thing, it shows that the author is reluctant to abandon settings and characters he has used before. Nor has it clearly demonstrated the fact that Updike's vision is a comic one al-

though earlier works have suggested this. His concern is not with great men or even with great failures but rather with ordinary middle-class people whose tedious, daily routines are essentially incongruous because they acknowledge one code of behavior and live by another. Nor do his characters learn profound things about themselves or their conditions. Surely *Of the Farm* is potentially comic, but because Updike fails to provide perspective the reader is incapable of judgment and concludes that the author is a minor writer whose vision is a Laodicean's. If this is true, it is understandable why he has not taken a stand on the current state of the novel in America.

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