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President Says Senior Car Privilege Wouldn't Cause "Cataclysmic Change"

By Tessa Miller

A liberalization of the car policy at Connecticut was the topic of discussion at the Student Organization meeting last Monday.

"I believe the petition is conscientious, informative and interesting," President Shain stated at the opening of the meeting. He said that the trustees of the college had already been consulted, and that they considered the possibility of allowing cars on campus an "open question." "They will abide by the decision made by the campus," Mr. Shain concluded.

With regard to his personal attitude toward a more liberal car policy, Mr. Shain commented, "Having cars on campus, I believe, would not make a cataclysmic change. In my present opinion, allowing seniors to have cars won't change the character of the college in any significant way."

After citing the major points made in the petition, Mr. Shain noted that some of the objects mentioned by the petitioners to justify the use of cars could be served through 'rentals.' He suggested that

the current regulations pertaining to car rentals might be liberalized.

When asked if he were supporting the idea that cars should be rented rather than owned by the students, Mr. Shain replied that a liberal rental policy would lessen the number of cars brought back to campus in the event that students were allowed to have cars.

The Committee agreed that the limited parking space available on the campus might be a major problem confronting the liberalization of the present car rules. If students were obligated to keep their cars in New London garages, however, the problem would be solved.

If seniors are permitted to have cars, someone suggested that a business man in New London could make a lot of money if he were to open a car storage and delivery agency.

That the class distinction should be the criterion governing a future car policy was questioned by one faculty member of the committee. Why should an academic restriction not be imposed instead? Said this member, "I'm far from con-

vinced that being a senior is the most relevant criterion."

Another faculty member replied that being a senior is, in itself, an academic criterion.

Another member, holding that class distinctions were already too strong, maintained: "Limiting cars just to seniors is wrong. The rules should be extended to include juniors and seniors, at least."

Mr. Shain proposed an "argument for maturity." "In view of the probably inevitable liberalization of the car policy at some future date, it would probably be good to start with class distinctions. Seniors could be expected to have had more driving experience. We must remember that 70,000 deaths occur on the highways each year, and accidents involving teen-agers are far in advance of the other accident statistics."

In future discussions of the car petition by the campus, the Student Organization Committee and the Instruction Committee will play a large role. In April, the petition will be brought to the attention of the entire faculty.

SPRING WEEKEND SET FOR APRIL 29 - MAY 1

Spring Weekend '66, which will be held on April 29, 30, May 1, promises mass entertainment and surprises.

This is the word from Susie Mikkelsen, chairman of the weekend.

more sedate and composed souls, there will be a quiet combo to listen to, dance to, or collapse to, in the student lounge.

Following the Sunday morning chapel service there will be an outside brunch, musically augmented



Spring Weekend chairmen, Lil Balboni and Sue Mikkelsen

A preview of the weekend's happenings begins with Friday's Wing-Ding. This event, sponsored by Service League, will be bigger and more varied this year. Rides, prizes and a live band are a few of the planned activities.

Following dinner on Friday night, a ferry boat will leave New London with 250 couples for a moonlight cruise up the Thames River. The Princeton Nassoons will be on board to entertain. Their sounds will be intermittently broken, however, by the V.I.P.'s, a loud and lively rock and roll group from Boston.

On Saturday afternoon, Rocky Neck State Park will again play host to the sunbathing hoards for a barbeque lunch and beach party. Through the efforts of Lil Balboni and the junior class, not only a rock and roll band, but also a calypso group will be featured for sounds and entertainment.

Crozier-Williams will be revamped for Saturday night's main event. Marcia Roberts and Susie Terrell are already doing research to discover the best ways for disguising basketball hoops.

Their camouflage job will be the background for the Princeton Nassoons, once again, and for two rock and roll bands. One band will be for general gyrating and the other as a back up band for the big name entertainment to be delivered from Motown.

The senior class is sponsoring the Saturday night concert-dance and is offering a peaceful innovation. For the mature seniors and other

by a jug band.

Sunday afternoon will provide fun change from the rock and roll atmosphere. The sophomore class is now planning an undisclosed but extraordinary event for this time slot.

These plans for the weekend are, at present, subject to change. Any changes, however, will be improvements.

Through the efforts of Nancy Blumberg, the treasurer of the weekend, the lowest prices for each event will be offered. Miss Voorhees and Sue Melinette are also searching out the best meals and accommodations for the lowest prices in an attempt to keep the output of money for the entire weekend to a minimum.

Further information and details on the weekend will be mailed out by Judy Hackstaff, secretary of the weekend. Marcia Roberts will be designing the announcements in bold color, and Lyn Gordon will be handling the inescapable publicity. Mrs. Sally Trippe has also been untiring in her efforts on behalf of the coming Spring Weekend, and has more good things in store.

As one Englishman commented, "When that April with his shoures soote/The doughte of March hath perced to the roote/ And bathed every veyne in swich licour/ Aye, thate mooment brigeth Springe Weekend."

Names of the Saturday night entertainers and more plans will be released in future issues.

Olga Karmen Christiansen Awarded Wilson Fellowship for Spanish Study

Mrs. Olga Karman Christiansen, a senior member of Phi Beta Kappa, has been awarded a Woodrow Wilson Fellowship, providing her with a year's full tuition and a \$2,000 living stipend for graduate study in Spanish.

Susan Harrigan '66, Carol McNeary '64, Marie Manca '66, and Eleanor Weiss '66 have received Honorable Mention in the Woodrow Wilson competition. They are all members of the Delta chapter of Phi Beta Kappa.

Their names will be sent to all the graduate schools to which they apply and they will receive special consideration for admission and other fellowships.

The fellowships are awarded to encourage potential college teachers and to help finance their graduate study. Of the 11,000 students nominated by their college profes-

Mrs. Christiansen is a native of Cuba. She met her husband, Woodrow E. Christiansen when she was a foreign exchange student at Scarsdale High School, New York City. She returned to the United States in 1960, married, and became an American citizen.

Mrs. Christiansen is the mother of a three-year-old daughter. She is presently doing honors work in Spanish poetry at Connecticut.

In a recent interview Mrs. Christiansen stated that she was "surprised and shocked" to have received the grant. She noted her "responsibility as a recipient of something rather than an end."

Susan Harrigan of Colebrook, N.H., plans to pursue Slavic areas study in graduate school. She spent her junior year in Princeton University's Critical Languages pro-

Philosophy -- Psychology Colloquium to Discuss, Is Marriage Obsolete?

Mr. J. Melvin Woody, assistant professor of philosophy, and Mr. Bernard I. Murstein, professor of psychology, will explore the question "Is marriage obsolete?" at the second of a series of colloquiums sponsored by the philosophy and psychology clubs, Wednesday, March 16, at 7:30 p.m. in Bill Hall 106.

Dr. Otello Desiderato, chairman of the psychology department, will moderate the discussion.

The colloquium will investigate both the psychological and philosophical aspects and consequences of love and theories concerned.

According to Mr. Murstein and Mr. Woody, the historical context, especially that of the recent past, will orient their approaches to the question. They will discuss the following questions: Has the function of marriage changed so drastically? Must family life entirely determine that function? Are love and free consent such an important part of marriage?

Mr. Murstein explained that the sudden recent transformation of our social structure to include an extensive mobility and a very temporary quality about everything has left marriage one of the only stable elements remaining.

Mr. Murstein said that a man wants his wife to be a cook, housekeeper, mistress, and best friend. A man's friend must be an independent, intellectual equal and his mistress quite another thing. He stated that if a woman is to fill all these roles, admit to and measure up to some of these elevated ideals, we must re-evaluate the consequences of her current position and education.

The perspectives taken by the two speakers will complement rather than oppose each other in their issues and implications. Presentations by the speakers, rebuttal, and questions from the floor will comprise the format of the colloquium.



President Charles Shain with Mrs. Olga Karman Christiansen, Woodrow Wilson Fellow, 1966-67.

sors, 1,408 fellowships and 1,599 honorable mentions were awarded.

The competition is judged on the basis of record, recommendations, future plans and an interview with scholars in the candidate's major field. The funds for the grants are provided by the Ford Foundation.

gram and has spent a summer studying in Russia under the program of the University of Indiana.

Carol McNeary of Glen Cove, L.I., graduated from Connecticut cum laude in 1964. She has worked as associate editor of the

(Continued on Page 6, Col. 4)

French Teaching To Be Lecture Topic

Dr. James Eteckian, chairman of the department of foreign languages at the University of Bridgeport, will speak in the student lounge, Thursday, March 17, at 5 p.m.

His lecture, "Changing Aspects of Teaching French in the Secondary School," is directed toward all language majors, and education majors.

Dr. Eteckian will be at Knowlton House following the lecture for dinner and informal discussion.

Russian Chorus to Sing

The Connecticut College Russian Chorus will sing at a joint concert with the Brown University Glee Club Friday, March 18, in Sayles Hall, Brown University, at 8:30 p.m.

Both choruses will perform their own selections as well as several joint pieces proposed by the Connecticut chorus. Among these joint pieces are four Slavic folk songs by Bela Bartok and two folk songs arranged especially for the concert by Mr. Denis Mickiewicz, instructor in Russian.

ConnCensus

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Editorial . . .

What's In A Name?

The Student Government Association was established in 1916 to coordinate as well as to integrate the social and academic activities of the College community. It is divided into three branches: Cabinet (Executive), Honor Court (Judicial), and House of Representatives (Legislative).

- C Book, p. 54

These two sentences are the 'official' statement of the ambiguous nature of student government; Webster defines legislative and executive as pertaining to making and executing laws respectively. House of Rep and Cabinet actually "coordinate and integrate." None of the three branches of the Student Government Association has any power to change the rules. The rules listed in the section of the C Book called "Social Honor" belong more properly in the section called "Administrative Policies." Student Government has power to deal with infractions of the rules, by means of the judicial branch. Adding, subtracting, or changing rules come under the jurisdiction of the Committee on Student Organizations, a group of six members of the faculty and administration plus three Cabinet members (C Book, p. 73). Student Government Association is clearly a misnomer for a three branch association which does not have power to govern, i.e. regulate, control, direct, rule or determine. Because this problem of semantics creates a lot of confusion as to where the authority lies, it should be solved in one of two ways.

The first way would be to rename the Association, making it perfectly clear to students and their elected representatives that any changes they wish to enact in regulations pertaining to "Social Honor" are subject to the veto of a committee on which there are more members of faculty and administration than students. Students should know when they matriculate that they are agreeing to uphold the rules made by this committee, although Student Government may have initiated them and has the power to deal with infractions.

The second way would be to make the Association a Student Government, which is not presently within our power. This would involve delegating some of the powers of Student Org. to House of Rep and Cabinet.

We prefer the second way and would like the opportunity to determine the regulations of our non-academic life. We cannot demand that right, but we do have an organization which can channel our request and represent us to the Committee on Student Organizations.

J.L.M.

N. B.
Anyone, Everyone
You are entirely welcome at, and urged to come to Student Government Meetings.
Bring your ideas, criticisms, and come!
Student Government Room
Honor Court, Tuesdays at 6
House of Rep., Wednesdays at 6
Cabinet, Thursdays at 6
Student Government

Letters to the Editor

To the Editor:

In reply to Jayne B. Maloof's letter (CONN CENSUS 28 Feb.), I should like to say the following:

I have been accused of all sorts of things and called all sorts of names, but never before has anyone accused me of having "an inner problem of a lack of moral commitment to a principle." It is true, however—and I suspect that this is what Miss Maloof means—that I lack moral commitment to the principles which guide Johnson, MacNamara, and Rusk in the war in Vietnam. This war is contrary to the principles of freedom and self-determination in which I believe. That is why I am morally committed to oppose this war, and that is the "something" in the name of which I deny.

Miss Maloof writes that "we, our soldiers, are fighting for SOMETHING." Perhaps if Miss Maloof had been able to name clearly that "something" in the name of which our soldiers are ordered into battle, it would not have been necessary to put the word into hysterical capital letters. Shall we examine that SOMETHING more closely?

In the name of SOMETHING, the U.S. government installed and supported in South Vietnam a ruthless and bloody dictatorship.

In the name of SOMETHING, the U.S. government assisted that dictatorship in bringing back to the country the robber landlords and the colonial bureaucracy which had been oppressing the people under French rule, and against which the people had for eight years fought and won an exceedingly bloody war.

In the name of SOMETHING, the U.S. government supported that dictatorship in cancelling the re-unification elections scheduled for 1956, for the very obvious reason that Ho Chi Minh would have won those elections by a landslide.

In the name of SOMETHING, the U.S. government supported that Vietnamese dictatorship when it arrested, imprisoned, and often beheaded the village leaders who had been popularly elected by the villagers themselves during the time of Viet Minh occupation, and to some extent the fifteenth century.

In the name of SOMETHING, the U.S. government proposed to the Vietnamese government that the rural population be forcibly removed from its villages and herded into heavily-guarded concentration camps called "agrovilles" and "strategic hamlets." U.S. soldiers were ordered to participate in carrying out this program and the U.S. government paid the expenses and furnished the materials.

In the name of SOMETHING, the U.S. government is now and has in the past been using the full force of the weapons at its command, with bombs, napalm, and chemicals, to scorch the earth and make civilian life impossible in large portions of South Vietnam.

In the name of SOMETHING, the U.S. government refuses now to recognize the National Liberation Front, which has the allegiance of the majority of the Vietnamese people, is the chief combatant, and, in the words of Premier Nguyen Cao Ky, "is much closer to the aspirations of the people than the successive Saigon governments."

In the name of SOMETHING, the U.S. government is now beginning to draft college students to fill up the gap created by the desertion and defection of more than 96,000 soldiers from the Saigon government's army last year, a rate of defection which is double that of 1964. Apparently even our vietnamese "allies" don't consider that SOMETHING to be worth fighting for.

Will Miss Maloof forgive me for

saying, in view of these facts, that the SOMETHING in the name of which American young people are drafted and ordered into battle is not freedom or self-determination?

When I speak out in favor of the principles of freedom and self-determination, and when I criticize American policy in Vietnam from the standpoint of these principles, I am fully aware that the Vietnamese people, if given their freedom and self-determination, would probably freely determine in favor of a government led by Communists. In fact, I consider it a forgone conclusion. Every American bombing raid and every American ground action in South Vietnam (as well as in the North) makes dozens more converts for communism, just as every American soldier who arrives in Vietnam motivates one more South Vietnamese soldier to defect to the Viet Cong.

According to Miss Maloof, the South Vietnamese people, in choosing a government of peace led by Communists as an alternative to a government of war led by Americans, would be "reacting according to basic instincts," rather than to the distates of "education." I submit that this war has been a sufficient education for them. Not only has the U.S. government restored to South Vietnam a regime which denies formal, academic education to all but the sons and daughters of the tiny and immensely privileged elite. But also, every illiterate peasant is able to judge for himself which South Vietnamese government—that of Saigon or that of the NLF — has treated him better, has administered to his needs more efficiently, and has responded more sincerely to his desire for personal dignity, freedom, and national independence from foreign domination. Every illiterate peasant has the facts regarding these decisions within his grasp. Does Miss Maloof suggest that the peasants' decision cannot be recognized as valid only because the peasants have no college degree? I suggest, on the other hand, that when it comes to relying on "basic instincts", the Vietnamese peasants are better off relying on their own than on the basic instincts of Johnson, MacNamara, Rusk, and Maloof.

Sincerely yours,
Martin A. Nicolaus

To the Editor:

May I, as one member of Connecticut College, express my profound dissent from the use of the college campus in general and the college Chapel in particular, in the nauseating film "The Group." I have a sense of personal shame that our college should be associated (even anonymously) with such a distasteful caricature of the end product of women's education, particularly as the novel itself was not related to our college in the first place.

I imagine there must be a very large number of people who share my feeling, and I hope that I speak also for them.

Gordon P. Wiles
Chairman
Department of Religion

To the Editor:

It's most unfortunate that Mr. Birdsall appears to have allowed the basic thesis of Miss Wessinger's argument to have escaped him. Her "disappointment and futility" stem not from the content of the studies, but, rather, the method of conveyance employed. Before assuming the general "Freshman apology" that is prevalent in all colleges Miss Wessinger summarizes: "I am looking for the time when the question 'why?' will take predominance over the question 'what?'" This problem of ingestion, regurgitation, without assimilation Mr. Birdsall misses completely as does Prof. Mazzeo. Both broach the question unintention-

Here I am, this blade of potential grass.
Every Spring I try again to achieve a flourishing adulthood, a sprig tickling the air in the wind.
But every Spring I am mashed down by booted feet, by hard-stepping, scuffling feet.
And a path is formed.

I have been warned by the Birds above not to go against what must be.
But I always forge up, anyway, wondering why mud must be where grass is needed.
So I tried again this year.
And a snowplow ran over me.
Even God walks on the grass.
SDF

ally. Discontent is either fostered by the subject matter or the method of inculcation. In the humanities discontent of the first order is necessary for the stimulation of the student. Disagreement with the reading materials creates a greater interest and pursuit of the subject for refutation or merely recognition of the reasoning behind the refutation of the argument than does agreement. The latter very often does not result in the quest for further verification. This is the "discontent" Prof. Mazzeo finds necessary for the humanities. Discontent with the pedagogical method, however, is the crux of Miss Wessinger's complaint and it is this discontent that leads to the "sophomore exodus" of Mr. Birdsall. The direct relationship of this second "discontent" to the first is most obvious. If study is so constituted as to be conquered for its own sake, rather than for the edification of the student, it shan't be done with interest and not with stimulation assuming it is done at all. Without edification the teaching method entertains little thought to the necessity of "judgment." Hence learning is diseased.

As for a positive statement to placate Miss Wessinger, I haven't one. Many think the "sophomore exodus" is an answer. An article in an Esquire of the past year pointed out that many of the drop-outs in the San Francisco area pursue an "independent" study of their own in fields of personal interest using the Berkeley facilities. However, considering the structure of our society, the demanding of credentials of capability in a vocation, this answer can be nothing more than a court of last resort.

Sincerely,
Averill Sterregaard
Class of 1968
Reed College
Portland, Oregon

To the Editor:

There seems to be little correspondence between the French corridor as it was described in the article in Conn Census (March 7)

(Continued on Page 4, Col. 1)

Carol Friedman To Discuss New Proposals In Cabinet

By Janet Matthews

"I have about six proposals in mind," Carol Friedman, newly elected president of student government, said of her immediate plans. She mentioned organizing a committee to investigate the possibility of doing away with Saturday classes, and a plan to have student government officers visit different dorms for dinner twice a month.

All her proposals will be made as suggestions to the new cabinet. "I was elected for my stand," she said, "but my stand is not important now. My point of view on cabinet is important, in the same way that every other member's is."

Of the problem of cabinet membership, Carol said, "It has to be a joint decision, old and new cabinet both should have a say in it." She favors the formation of a committee drawn from cabinet and non-cabinet people to formulate the criteria for cabinet membership.

She said, "Student government is in almost a state of limbo" as a result of the current questioning of its structure and purpose. "The question is not so much how successful cabinet has been this year, but whether it is as representative as it should be."

Carol thinks that cabinet is widely representative. Asked if there is a student government type, she said, "No, the only qualification is interest. We get all kinds, and that's good." As to why a girl would be interested she commented, "You'd have to believe in the system. You'd have to want to do something—either continue what was being done or have clear ideas for change."

Carol, with the majority of students, would like to see the carter passed this year, and she is optimistic about it. "The trust-

tees have okayed it," she said after a Student Org meeting last week. "Of course, President Shain will make the final decision."

Carol thinks the presence of a Conn Census reporter at the last Student Org meeting was a good innovation. As long as the paper can fairly and accurately report the events of the closed meetings, she thinks it should be allowed to. "I don't know why Student Org is closed to the public," she said. "I'd like to find out."

Carol admitted that there is a need for wider publication of the discussions and issues of cabinet meetings too. She said she would not object to having a Conn Census reporter taking notes of everything that is said, or even taping it.

She believes, however, that the informality of cabinet, and the spirit of working together with open minds makes cabinet procedure different from something like Senator Fulbright's hearings.

Cabinet members don't have fixed positions. Through informal talking together, they arrive at mutually acceptable decisions. To abstract and publish individual comments would be misleading out of the context of the meeting, as they are not in the nature of prepared speeches representing unchanging stands.

Carol favors Conn Census coverage of student government issues in the form of news stories and editorials. She does not question the editor's right to take a personal stand in her editorial. She suggested other ways to make cabinet meetings public. She hopes to get people to come to meetings, "not by saying 'we want you to come,' but by printing the agenda in Conn Census" so that people can participate in any discussions that interest them.

Sue Freiberg, the Silent Revolutionary; Cartoonist to Publish Book in Spring

By Pat Altobello

Susan Freiberg, Conn Census cartoonist, announced last week that final plans are complete for her forthcoming book.



Susan Freiberg

Commercial Printers of New London will publish the columnar "SDF" cartoons in mid-April. The booklet which is an elongated 12 by 3 inches will contain approximately 40 of her unique cartoons.

Sue is a member of the senior class and has been doing cartoons for the last three years. She advises any aspiring young cartoonists that the library is the best place to work. "The quiet in the library is best for my abstract thoughts. I usually go there when I'm mad—for best results."

Sue has no particular "favorite subjects" for her cartoons, but does have a unique interest in ruling bodies. She explains, "I don't like authorities of any kind like gym departments and student govern-

Leiserson to Deliver Economics Lecture

Mr. Mark Leiserson, associate professor from Yale, will speak on "Trends in Collective Bargaining" at an economics lecture, Monday, March 14, in Palmer Auditorium, at 4:20 p.m.

Mr. Leiserson will discuss the federal administration's activities in the field of labor, the place of the labor union in the national political scene, and President Johnson's unsuccessful efforts to repeal part of the Taft-Hartley Act.

Mrs. Ruby Morris, chairman of the economics department, said, "I think it is a general interest lecture. Since about two-thirds of the total income of the American people comes from wages and salaries, the position of labor is crucial to the American economy."

French Baritone Souzay To Present Concert

Gerard Souzay, internationally renowned French baritone, will present a program of songs Tuesday, March 15, at 8:30 p.m. in Palmer Auditorium.

Referred to as "a great artist" by the *New York Times*, Gerard Souzay made his debut at New York City's Town Hall in 1950. The *Chicago Tribune* hailed him as "that rarest of recital treasures, a superb artist with a voice as beautiful as it is comprehensive in style."

Tuesday's program will include "Ich will den Herren loben Allezeit" by Heinrich Schütz; "Jesus in Gethsemane" by Emmanuel Bach; "Die Ehre Gottes aus der Natur" by Beethoven; "Abendlied für die Entfernte," "Der Schiffer," "Horch, Horch die Lerch," "Stimme der Liebe," and "Normanns Gesang," by Schubert; and "Ach, weh mir ungluckhaftem Mann," "All mein Gedanken," "Ruhe mein Seele," and "Zueignung," by Strauss.

ments. I never did go for politics." Sue does take time out from cartooning to do an independent study on Greek sources for her European history major.

She is also an avid amateur archeologist and last summer participated in a dig for Indian remnants along the Ohio River.

Easily recognizable in her purple tights and Beethoven sweat-shirt, Sue is described by a friend as "the one who takes the role of Piggy from *Lord of the Flies* in the dorm."

When asked about her plans for next year, Sue said that she "hopes to pursue a study of owl-vernon as it specifically affects anything in the context of the world."

After compiling her cartoon book and selling it at Connecticut, Dartmouth, Yale and other colleges, Sue will be ready for the change of such an academic task.

Senior Cynthia Miller To Present Organ Recital

Cynthia Miller, '66, will present an organ recital at Harkness Chapel, Thursday, March 17, at 8:30 p.m.

She has selected pieces from the Baroque, Romantic and Contemporary periods for presentation. They will include "Prelude, Fugue, Chaconne" by Buxtehude, "Warum betrübst du dich mein Herz?" by Pachel, and two chorale preludes by J. S. Bach. She will also play "Sonata III" by Hindemith and "Chorale in E Major" by Cesar Franck.

Applications for the fall session of practice teaching are available in Fanning, first floor; the Post Office; and outside Branford 15B. Applications must be in by March 19.

Student Legislature Convenes; C.C.'s Two Bills Are Passed

By Adrienne Bergman

Seventeen Connecticut College students recently participated in the nineteenth annual convention of the Connecticut Intercollegiate Student Legislature, held at the State Capitol Building in Hartford, March 4 and 5.

Delegations from 17 Connecticut colleges and universities displayed their forensic talents as they enacted legislation, adhering strictly to the same procedures followed by their duly-elected counterparts. Thursday afternoon, as the delegates arrived at the Hotel America in Hartford, various committees examined the two bills submitted by each college for discrepancies and objectionable stipulation, before passing them on to the legislative bodies for possible enactment.

Friday morning, the session formally opened. Elections were held for the presiding officials of each house. Conn's candidate, Laura DeKoven, '67, was elected majority leader of the Senate, defeating her rival from Annherst College.

The Honorable Fred Doocy, Lieutenant Governor of Connecticut, addressed a joint session of the General Assembly on the nature of political responsibility. For the remainder of the session, debate and balloting took place on legislative proposals which had passed through committee.

Both of Conn's bills passed committee with approval. The first, presented by Senior Delegate, Gayle Sanders, '66, reduced the waiting period for divorce on grounds of desertion from three years to one. This bill was also the

first to pass successfully through both the House and Senate.

Conn's second bill, drawn up by Elizabeth Martin, '67, and Bonnie Cohen, '68, required the special licensing of motorcycle drivers. This bill was approved by the Senate but failed to reach the House due to the time shortage.

Among the numerous legislative proposals approved for enactment was a bill to establish a State Department of Correction, an act to license correspondence schools, and a bill to require the re-testing of drivers over 64 years of age every two years.

Debate on all the legislative issues was not entirely serious, however. A bill was passed by Danbury State College to establish October 11 as Lief Erickson Day.

The three days were not totally devoted to work. The Honorable Ella T. Grasso, Secretary of State, spoke at the banquet Friday. In the evening, parties were held to enable the delegates to meet the candidates. Friday night, an informal dance was held in one of the hotel ballrooms.

Conn's delegates found the legislative session an exciting, educational experience. One freshman commented, "I probably learned more in those three days than I would have by attending my classes. It was an experience that awakened my interest in state politics."

Although the decisions of the collegiate politicians have no actual authority, favorable legislation will be sent to Governor Dempsey for his consideration.

Dr. Edwards Discusses Narcotics Problems On College Campuses

By Alan Phillips and Jill Chalfin

Philadelphia (CPS) — Probably no college campus in the United States today is free of the drug problem, Dr. R. E. Edwards, associate professor of health education at Glassboro (N.C.) State College, told those attending a seminar on drugs last week.

Sponsored by the Federal Bureau of Narcotics, the Philadelphia seminar was officially titled "Marijuana and Drug Abuse on the Campus."

Dr. Edwards told the group there are generally two schools of thought when the question of drugs on the campus comes up: "Some say there is no drug problem while others readily admit the problem but say there is nothing anybody can do about it."

He said many schools try to ignore the situation because "newspaper headlines, television, and radio horrify college administrators" so much that they attempt to cover up any problems to avoid "tarnishing the image of their institution."

Colleges also have to contend with "the student code of silence which prevents the uncovering of drug usage."

Dr. Edwards was the keynote speaker at the four-speaker seminar. He said colleges must first admit the drug problem exists before they can make any progress in solving it. The best solution, Edwards thinks, is drug education on the campuses.

Meetings, lectures, and seminars

Maria Lewis Places In Young Artists Contest

Maria Lewis '68 ranked as a finalist in the state wide Young Artists Competition sponsored by the Junior Chamber of Commerce and the Eastern Connecticut Symphony.

A violinist, Maria played the Allegro Movement of De Beriot's Ninth Concerto in A Minor.

on drugs should be arranged between students and college administrators and students should be given all the facts, he said.

He noted that some colleges have resorted to questionnaires to explore the extent of drug usage on the campus. Dr. Edwards said that officials at the University of California at Berkeley have even planted illegal tape recorders in the walls of dormitories to collect information.

He termed marijuana the "most popular form of narcotics" on the campus today. "Even 'nice' kids use it," he said, "since it's the 'in' thing to do."

"The student pusher most often is respected and protected by his fellow student," Edward said, "and he generally is a good student and a sharp dresser."

Dr. Edwards cited four reasons why students experiment with narcotics:

— The desire "to lose yourself occasionally in a dream world and experience a heightened mental awareness."

— The need to rebel and the desire to find some form of relaxation away from the pressures.

— The claim that parents use it so "why shouldn't I?"

— The claim that marijuana is not addictive so "why shouldn't I try?"

Dr. Edwards said student familiarity with drugs has reached the point where some Berkeley students sell scuba diving air tanks filled with marijuana smoke and free maps are available on the campus telling where marijuana can be obtained.

Seniors: Please fill out the questionnaire reviewing your career at Connecticut, and return it to the News Office as soon as possible. If you have been requested to have pictures taken by Mr. Biscuti, please call him at extension 258 immediately.

Dr. Peyre Gives Humanities Lecture To Prospective Sophomore Majors

By Phyllis Benson

Dr. Henri Peyre, chairman of the French department at Yale, gave the third lecture of the Sophomore Symposiums, last Tuesday in Palmer Auditorium.

Dr. Peyre spoke on the advantages of a major in the humanities. He said that studying the literature of different cultures is important because it broadens human understanding and gives a sense of the past, the present, and an idea of the future. He feels that this type of education will "open a number of new windows on the world" and, more important, help the individual to understand himself more completely.

Dr. Peyre maintains that the ability to express oneself is improved through the study of literature. He said that Americans par-

ticularly lack this gift of communication.

He continued that it is important for today's teachers to give their students a broad education, although many do not. He pointed out that many professors suffer from "nostalgia of the past," do "stock thinking," and concentrate too much on speculation.

Dr. Peyre pointed out that humanist learning did not prevent great men from making their discoveries. He also said that the objects of any education should be the development of critical spirit and creativity. Dr. Peyre believes that women are essentially more creative than men and with a background in the humanities, they should be able "to assume their part in the future of the race."

MINISTRY OF CONTENT

By Jane M. Gullong



(Continued from Page 2, Col. 5)

and the French corridor as it is in fact. For the first few weeks of the first semester, the participants spoke French "at meals, in their conversations with Miss Deflassieux, and frequently among themselves." With the exception of that brief period during which this description could accurately have been applied to the French corridor, the statements made in Conn Census are blatantly misrepresentative of what has actually been the practice.

French is seldom, if ever, spoken in private conversations, and at dinner only in the presence of Miss Deflassieux. The truth is that the French corridor has failed miserably. There are many reasons for this, the most basic one being that the participants simply do not have the everyday slang vocabulary to be spontaneous or to carry on a casual conversation. This inability to communicate freely was tacitly recognized by all after the first few weeks of the first semester, and consequently, we all lapsed back into English. It had become apparent that we couldn't get to know each other in French, and the desire for the usual warmth of dormitory life under regular conditions overcame any compunction we might have had about speaking English.

We were present at the interview between the editor of Conn Census and the members of the French corridor where these and other points were discussed. We are appalled at the lack of journalistic integrity displayed by the editor, who seems, conveniently enough for the French Department, to have ignored every negative comment which was made at the interview. This is strange, since the majority of comments were, in fact, negative. It is ironic to applaud us because we allegedly speak French "frequently among ourselves" when the objective of the corridor is to speak French at all times. It occurs to us that the very existence of such a statement is a realization on the part of all of us and on the part of the editor that the French corridor is not quite as successful as it was made out to be.

With all due respect to the French Department for their desire to see the French corridor continue — perhaps successfully — we wish to present to all, and particularly to those who are considering moving into the French corridor next year, a more truthful, accurate, realistic and honest picture of what the French corridor is like. Such honesty, it seems, can be expected from neither the French Department nor Conn Census.

Sincerely,
Joanna Berkman '68
Joan Lacouture '67
Stephanie Barrett '68

Ed. Note: I can say with a good deal of assurance that the French house story was by no means "blatantly misrepresentative" of the opinions of the girls living in the corridor. There is always room for improvement in any project. However, every person I interviewed said that her conversational French had improved during the past year.

To the Editor:

In her article on Conn-Quest in the last issue of Conn Census, Jane Gullong included Audrey Kuh '69 as a member of the cast in the play *Upstairs Sleeping*, presented at the Cabaret Saturday night. Perhaps this is a minor detail to pick up, but I think Audrey deserves credit as the director of the play. She did an excellent job, and competent as the actors were, I think they will agree that she, as our director, was the necessary guiding hand behind the successful performance.

Cathy Seligmann '68

To the Editor:

There are two ways to understand Russia and the Russians; one is to learn the Russian customs and the other to remain informed on Russian political affairs. Last Friday Conn. students had the opportunity to do both. From 8:00 to 9:30 the first lecture in the IRC annual conference on World Affairs was given. The students were privileged to hear about "The Current Dilemmas in Soviet Foreign Policy" given by Professor Adam Ulam, of Harvard University. From 9:00 to 1:00 a mixer sponsored by the Russian Chorus was held at Crozier-Williams. This was indeed a Russian night at Connecticut College. Students had the opportunity to participate in both of the events if they were willing to sacrifice thirty minutes of the mixer—few students did.

I enjoyed Professor Ulam's lecture, but at the same time I wish I had not been there to see the wave of despair and dismay that sweeps across the face of a lecturer who, preparing to attend a weekend conference on current affairs finds only eighty-odd students and faculty listening to his speech. It was an audience the size of a classroom. Professor Ulam's speech was highly informative. In essence he gave a short history of Russian foreign policy since the Communist Revolution. The speaker warned that political scientists cannot be expected to make accurate predictions about the future, but I do have a prediction.

If one can be so naive as to assume that the students who attended last Friday's mixer were interested in Russian culture, fine, then our students do wish to understand their political enemies in the world. But if the motive was only social and if the meager audience only reflects the everpresent apathy of the students then this is my prediction. Girls, someday the boy that you meet at the mixer you will lose to a war that we fought because we misunderstood our enemies!

Canta Pian '68

To the Editor:

It is my impression that few if any people READ Letters to the Editor, while of course a goodly number WRITE such letters. I am referring in particular to the absence of any reaction to some rather surprising statements in a letter by Miss Jayne B. Maloof in CONN CENSUS of February 28, 1966, criticizing the position held by Mr. Nicolaus in the recent Viet Nam debate.

A letter to the editor has posed and attempted to answer the question: "What is the value of an academic education?"

It was suggested that the value ranges from the spouting of random facts to the vaguely intelligent reading of the newspaper to the attainment of the coveted "daughter-of-alumnae" preference for our projected posterity.

The writer seems correct in her assumption that it is primarily an "academic" educational experience in which we are participating as students at Connecticut College. It is her belittling of the value of that experience to which I object.

The value of an academic education is first and foremost that it is a foundation. It offers the student the building blocks and the tools for all that she is to do, to think, to learn and to read after graduation.

The academic education is, then, a means and not an end. It gives the mind and the creative faculties a "jumping off" point. It is the framework and the context of all the knowledge and judgment that we are to have. It is the stimulus for all that we might create.

An academic education is a framework to the extent that it provides a knowledge of the basics, the established facts, the much considered questions, the already thoroughly debated theories of a discipline.

The academic education cannot be ferreted out of an encyclopedia. It does involve the learning of a great many facts. But it is a di-

rected learning. It is the learning of the facts in the contexts in which they have been used and expressed by the scholars, writers and teachers who have learned them before we began.

This sort of education is a preventative. It is a means by which we can avoid the futility of finding that the "very children of our minds" are already someone else's babies.

The academic education involves course after course entitled "An introduction to . . ." After the introduction to literature may come the introduction to poetry. Then we may elect the introduction to Romantic poetry, followed perhaps by an introduction to the poetry of Byron.

It is a truism which deserves restating that the more we learn, the more aware we become of how little we know. It is part of the human experience as well as part of the experience of an academic education to find this situation frustrating. In the modern age we have learned to compensate this inability to attain all knowledge by means of specialization. But even in our own specialty we must first expect mastery of the discipline. We must attempt to learn what has been thought, debated or questioned in it before we came along. Then we can create. Then we may proceed to erupt with our brain children.

The academic education is not an easy thing to attain. It is a task. It requires discipline. It usually has absolutely nothing to do with

the highest pain and ecstasy known to man. It is a day by day experience. It is often sheer drudgery.

If our immature intellects were all like burning cauldrons, we would probably consume ourselves in the flames. We need the foundation, the firm and solid iron cauldron of an academic education first.

Furthermore, only a minority of us are destined for the divine fires of creativity. Those of us who are, will find the necessary spark at some point in our pursuit of the foundation of an academic education.

The rest of us will attain, above all, judgment. We will learn how to evaluate and criticize. We will learn what questions are important. We will gain sensitivity. We will attain direction. We will know how to recognize excellence. Our minds will be free from littleness and prejudice. This is the ultimate value of an academic education.

There is as well, a more prosaic value in an academic education. The following anecdote illustrates that value at its very least, which at the moment in question was hardly minor.

A professor began his English class with a discussion of the major themes of the author who was being studied.

A senior raised her hand to add: "Wasn't there also another one about a knight who was forced . . ."

The teacher interrupted with the humor and patience the mentors of our academic educations must have to develop: "My dear, that is the assignment for today!"

To the Editors:

It has come to my attention that there has been one more incidence of image-consciousness on the part of the administration at Connecticut College. I am referring to the recent video-taped recording made by channel 8 T.V. in New Haven on the subject of "The New Morality," for which two Deans and the Assistant Dean of the college chose "representative" students—predominately members or past members of high student government positions. These students were chosen as our representatives, of course, but they were chosen to represent us in our moral convictions. That Conn Census was not included on this panel, and that the student body did not have a hand in the selection of "representatives" seems highly questionable. Also, the fact that the student body was not made aware of this forthcoming event, makes the process of selection seem even clandestine.

I realize that the college is in a position which, in view of the extensive building proposals at hand, makes it dependent on the continuance of a respectable image. However, if a college is really a good one academically, people will know it, as in the instance of Harvard University, for one, which

certainly does not worry about its image to the limiting extent that we do. And, I would suggest, that those people, especially, who will be donating large enough sums to make an appreciable difference, will know that Connecticut College is worth it, despite the presence or absence of a certain image.

I would also suggest that procedures such as these on the part of the administration in reality defeat the image that it is trying to maintain or at least promote. By this arbitrary selection of government officials, it appears that the administration has deliberately precluded the possibility of the truth, which in this case would have been an accurate sampling of student opinion by the selection of the panel members by a temporary student committee.

Concern in the future for what the college is, and not what it should be, or used to be, would in the long run be much more rewarding—even financially.

Raye Wile '66

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Professor of French

Mystery Mocha Recipe Revealed For Hungry Vacation-Bound Students

The recipe for Mystery Mocha has recently been released exclusively to Conn Census. This recipe has finally been perfected and tested. One cook on the Harris Rectory staff used the new recipe for a pan of mystery mocha which her husband devoured completely.

To make Spring Vacation at home more interesting, Conn Census, as a public service, is now printing the recipe for student cooks.

The following recipe yields six to eight servings. It should be prepared in an eight-inch square pan.

Dry ingredients:
2 cups granulated sugar
2 cups all purpose flour
2 teaspoons baking powder
¼ teaspoon salt

Wet ingredients:
1 cup milk
1 teaspoon vanilla

Other ingredients:
3 squares cooking chocolate
½ cup margarine
½ cup chopped walnuts
¾ cup coffee, brewed strong

Second dry mixture:
¼ cup granulated sugar
¼ cup brown sugar
5 tablespoons cocoa

Mix and sift dry ingredients (sugar, flour, baking powder, salt) in a bowl.

Mix wet ingredients (milk and vanilla) with the above.

Melt chocolate and margarine together and add to mixture. Fold in the nuts.

Mix the second dry mixture in

a separate bowl.
Spread the batter in a greased pan. Evenly spread dry mixture over the batter. Pour coffee evenly on top.

Bake 30 minutes at 350°F.
Serve with topping of whipped cream or coffee ice cream.

Beyond The Wall

By Wendy Casman

Dr. Fatima Shuja'at, teaching this semester at Mt. Holyoke, has a senior sociology seminar in addition to lecturing to the introductory class. Dr. Shuja'at was a visiting lecturer of sociology at Connecticut.

The Elmira College Library has begun to change its classification system from the Dewey Decimal to the Library of Congress system. The latter allows for more latitude than the rigid ten categories of the Dewey Decimal system; the L.C. system is also more economical because Washington determines the call numbers, thereby saving individual libraries the time and work.

To quote from the Wesleyan Argus: "Women have again been asked to play their behind-the-scenes part during wartime.

"University of Michigan co-eds were entreated to save their men from the draft by lowering their grades. A full-page ad was placed in Michigan's student newspaper by college men disturbed by the

Zow! Camp Campuses Crave Batman

By Pat Altobello

If cars ever come to Connecticut College, there won't be any Batmobiles. The heroic Bat-driver, however, is making his way on to the Campus.

A recent poll revealed that an average of 20 avid Batfans per dorm crowd before the TV on Wednesday and Thursday nights.

Connecticut is not alone in its adoption of the current "camp" rage. Although the New York Times critic decided that "Batman" was too good to be bad enough to be good, thousands of students apparently agree that the worst is

yet to come.

At the University of Illinois, officials installed 100 extra chairs in the student union TV room but still had to turn students away. For the next installment, they set aside the ballroom of the union building.

Perhaps they recalled with horror their experience of two years ago, when they used a soldering iron to fix the dial on one set to the university's educational TV station. Students used a wrench to force it back to "Gunsmoke."

The student center and dormi-

tory lounges were reported overflowing at the University of Kentucky as each new installment of the series was aired. Especially popular was the student center lounge where students could see "Biff, Zap, Bam, Blam . . ." come out in purple, green, and yellow on the color television.

At the University of Michigan, the Michigan Daily's television critic tried to explain why students who digest Samuelson by day and Sartre by night could be drawn so magnetically toward the "electronic and intellectual vacuum tube." He quoted Phineas T. Barnum: "No one ever lost money underestimating the intelligence of the American people."

Selective Service's intention of using academic standing as a criterion of deferment. "Girls: we need your help," was the plea of the ad. "This is not an attack on intellectualism. We merely ask that you withhold your knowledge in exam situations."

Vassar is now offering Judo in gym.

Smith voted in favor of eliminating calendar days.

"The Group" was altered to delete two scenes objectionable to the Catholic Church in order to avoid the condemned "C" rating of the Legion of Decency, according to the New York Times (March 8).

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Young America on the Go-Go

by Patti Poulsen
"Miss 400 Astrojet"

Flash: The biggest news ever to hit teen travel is the new half-price plane fares! Anyone between the ages of 12 and 22 can now travel for 50% less than the regular price of jet coach ticket—and to just about any place that's anything in the U.S.!

More young people will be taking to the skies than ever before. Know what that means? The scene will be swinging even before the destination is reached!

Some tips for making that next trip the best ever: First, don't wait until the night before to start making plans. Half fare travel is on a standby basis so get your tickets beforehand.

Know someone where you're heading? Then drop him (or her) a card before to set things up. Don't wait 'til you arrive to call; your friend may already have plans and nothing beats the inside know-how of a native for getting you the right spots.

Don't take everything with you that isn't nailed down. Porters are always around except when you need them. Just in case you should be one of "the chosen ones" however, be sure to have some quarters in an accessible pocket.

Now, to get down to important business—where the kids are. The IN spots are: More than ever before *New York* is where the action is. Twenty years ago young people made pilgrimages to Paris; today they come to NYC—the young people's town . . . *Provincetown*, America's Bohemia on the Waterfront and one of the liveliest, swiftest stretches of sand on the American Mainland . . . *Washington*—for a cultural-political survey course the fun way! . . . *Los Angeles* where the liveliest season is the summertime when the Hollywood Bowl, Greek Theater, Disneyland and the indomitable beach parties get into full swing.

Quickies: Don't miss—New York's Washington Square in Greenwich Village, scene of a gigantic art show in the spring and fall and folk singing every Sunday afternoon . . . the Tombs in D.C.—a noisy cellar where beer starts at 35¢ and you can chew on a Polish sausage for all of 17¢ . . . "Pop" folk music at The Troubadour in L.A. where if you can prove you're 16 you get a 50% discount at the door . . . San Francisco's Windsor Hotel, the perfect pad for the student shoestring—plushy for the price . . . "Camp" is IN and so is camping in the Grand Canyon area . . . One of the farthest out discotheques is Boston's Bibliotheque which *does* look like a library!

For more of where the action is—send for a free 64-page booklet "Go-Go American." It contains detailed information on student priced accommodations, restaurants, and 200 IN discount coupons for top spots all over the country! Just drop a card to Dept. ML, Youth Plan Headquarters, 633 Third Ave., New York, N. Y. 10017.



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(Continued from Page 1, Col. 2)

Manhasset Press and as an art critic. She will study history of art in graduate school.

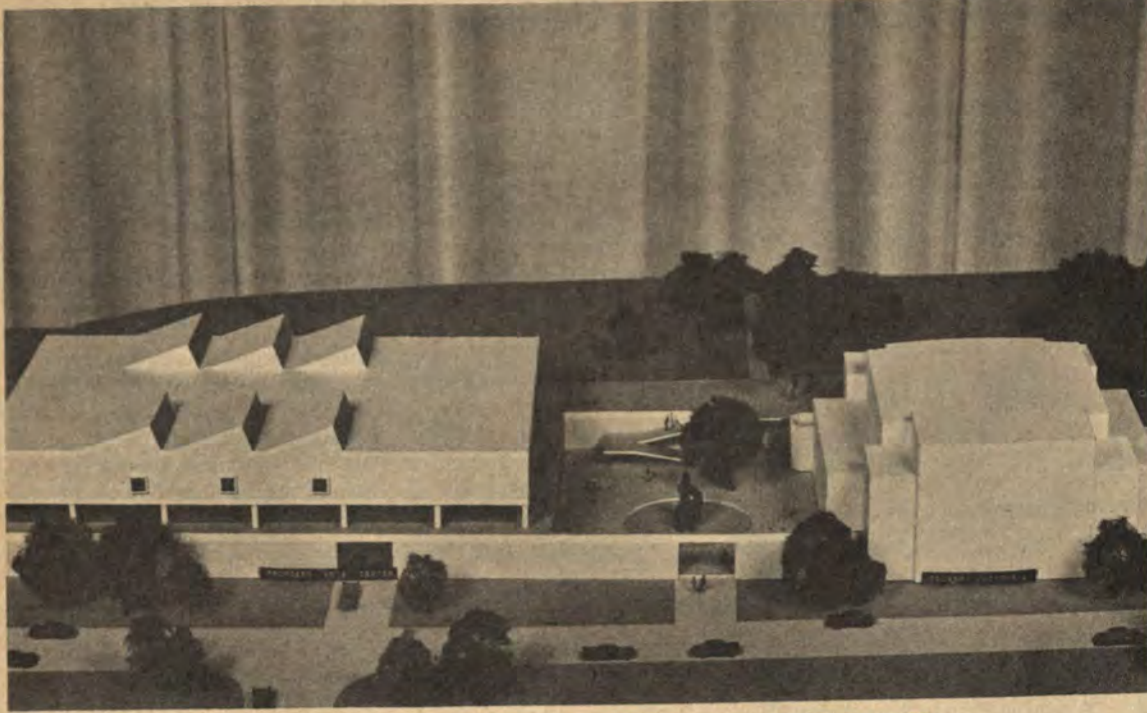
Marie Manca of New London was born in Florence, Italy. She is the daughter of Mrs. Pasqualina Manca, assistant professor of Italian. Marie plans to major in comparative literature in graduate school.

Eleanor Weiss of Ridgewood, N.J., will continue in the field of classical studies in graduate school. She has served as chairman of the Student-Faculty Academic Committee this year.

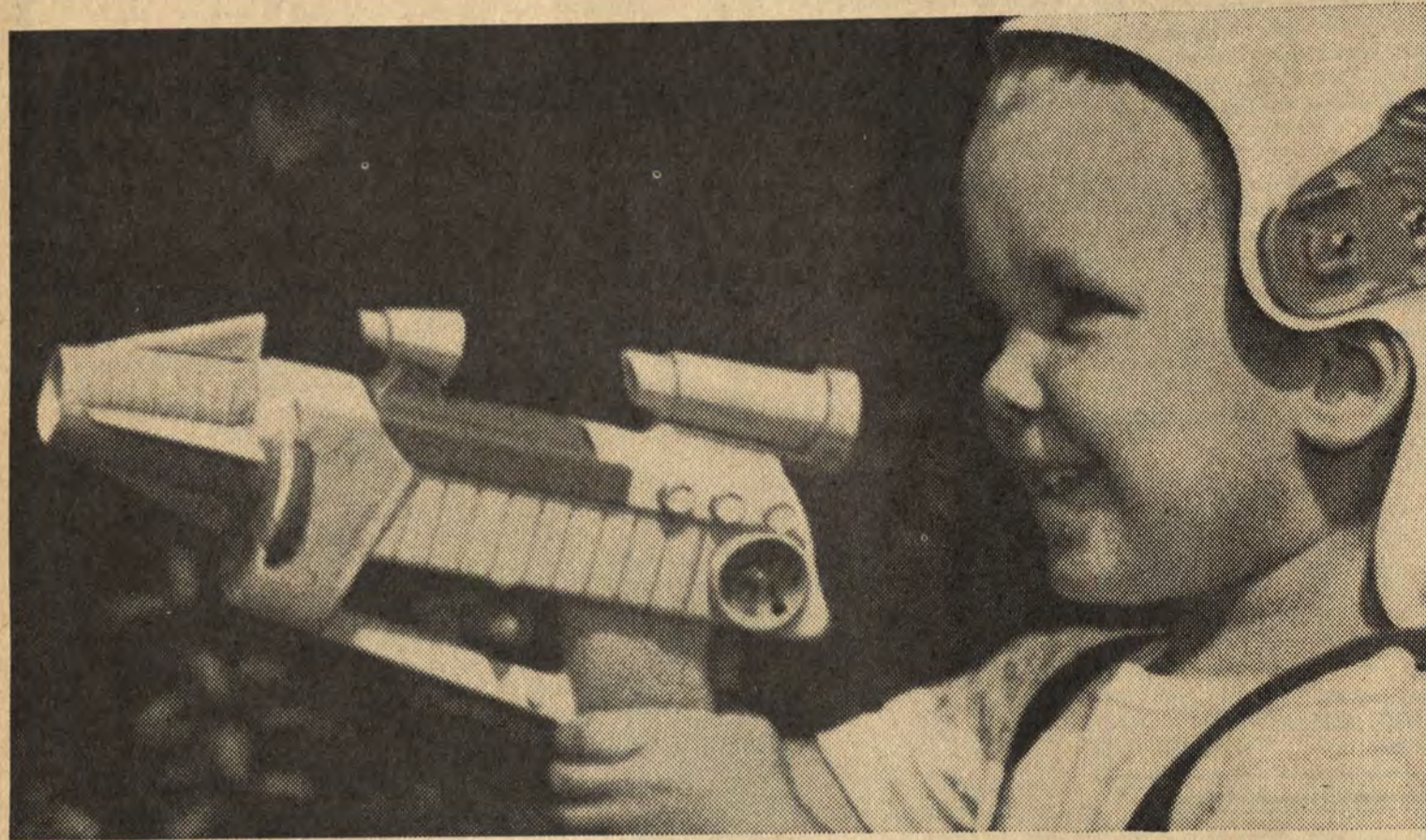
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