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Pres. Shain Presents Awards At Annual Honors Assembly

Three graduate study awards were presented by President Charles E. Shain to three members of the senior class and one member of the class of 1966 at the annual Honors and Awards Assembly held May 10.

Following the presentation, guest speaker Charles Price, assistant professor of art, spoke on "Scholar in a Landscape."

Sharing the Rosemary Park Graduate Fellowship are Carol Friedman and Marjorie Singer. The Fellowship was established by the student body to honor Miss Park and is awarded in recognition of outstanding personal and professional qualifications.

Carol plans to attend Stanford where she will earn an M.A.T., and Marjorie will work for an M.A. at Columbia.

Gular Okman received the Rosemary Park Fellowship for Teaching which is awarded annually to the senior who has shown excellence in scholarship, a desire to teach and, in some

measure, the leadership qualities of Miss Park.

The Phi Beta Kappa Award, offered by the Delta Chapter of Connecticut College to a member of the graduating class or to an alumna, was awarded to Jean G. Squeri '66.

Carol Friedman also received the American Association of University Women Citizenship Award.

Other undergraduate awards include the Joseph J. Joseph (Continued on Page 4, Col. 1)

Assistantship in Mathematics, awarded to Mary M. Clarkeson '68.

The Paul Abel Schwartz Prize

Dr. Murstein To Speak On Marital Choice

by Carol Johnson

"The Science of Marital Choice Versus the Mystique of Love" is the topic of the lecture to be given May 18 by Dr. Bernard Murstein, professor of psychology, for the College Club.

The current trend of trying to measure who's compatible with whom by means of computer methods such as Contact or Match will be discussed. Mr. Murstein will discuss how interest in the process began.

Mr. Murstein commented that free marital choice is a fairly recent innovation, and the origination of the computer has made it possible to measure mass behavior and to match supposedly compatible individuals.

He has found two specific resistances to the use of computers in finding couples on the basis of their basic interests and activities. One justifiable resistance to computers is that the undergraduates who have developed the questionnaires have used no basic theory and know relatively nothing about marital (Continued on Page 3, Col. 3)

College to Sponsor Twentieth Annual Festival of Dance

The twentieth session of the Connecticut College School of Dance will run from July 9 to August 20 at the College. The Twentieth American Dance Festival will be held at the same time.

Performances by the dance companies of Martha Graham, Paul Taylor, and Jose Limon will be offered throughout the six week session.

The School of Dance was founded in 1948 to bring together student and teacher, artist and audience. The purpose of the annual session is to present a creative laboratory in which the student works as an apprentice to leading artists and teachers.

Limited Enrollment

Enrollment for the 1967 session is limited to 250 adult men and women, professional dancers, student and teachers of dance, and musicians. Those with no previous dance training are not encouraged to apply.

Classes, at various levels of proficiency, are held Monday through Friday. Workshops are held each Wednesday evening in (Continued on Page 3, Col. 1)



Dr. Rosemary Park



The Rev. Mr. John Coburn

Rosemary Park to Speak at Graduation

Connecticut College will hold commencement exercises Sunday, June 4, at 10:30 a.m. on the Library green. Guest speaker will be Dr. Rosemary Park, former president of the College and retiring president of Barnard College.

Baccalaureate Services will be held Saturday, June 3, at 3 p.m. in the Arboretum. Dr. John B. Coburn, D.D., dean of the Episcopal Theological Seminary in Cambridge, Mass., will speak.

As a change from previous graduation weekends, Class Day will be held on the Library green Saturday at 11 a.m., but will not include Laurel Chain.

According to Graduation Chairman Stevie Pierson, Class Day is a morning of "fun and spontaneity." Instead of the standard Junior Show re-runs, '67 seniors will present original songs and parodies, Stevie added.

Laurel chain will instead accompany the seniors to Baccalaureate Services. Laurel chain (Continued on Page 7, Col. 1)

Artist Series Program Planned

The schedule for the 1967-68 Artist Series was recently announced by the College Concerts Committee.

The Berlin Philharmonic Octet, consisting of string and wind players of the Berlin Philharmonic Orchestra, will open the season Nov. 7, 1967. Their diversified repertory includes important commissioned scores by such composers as Hindemith, Henze, and Blacher.

The Series will continue on Dec. 6 with a concert by the Renaissance Quartet, who combine solo virtuosity with sensitive ensemble work, performing the masterworks of the Renaissance and the Middle Ages.

Young Uck Kim, violinist, will present a recital Mar. 6, 1968. Mr. Kim won first prize in the Merriweather Post Competition.

Concluding the season's Artist Series on Apr. 3, 1968, will be the Beaux-Arts Quartet. This quartet has won acclaim throughout the United States, Europe, and the Far East.

Students will receive a subscription order blank for the Artist Series this summer.

Ten Faculty Members To Take Leaves; Four to Enter Retirement

Faculty Members Granted Absences During 1967-1968

Sabbatical leaves have been granted to ten faculty members for research, study, and travel during the academic year 1967-68.

Miss Alice Braunwarth, assistant professor of physical education, will be on leave to direct the physical education program at Isabella Thoburn College at Lucknow, India.

Her teaching assignment will be part of the U.S.-India College Exchange Program which was established in 1963 between 13 women's colleges in the U.S. and six in India.

Assisted by one or two trainees, she will teach from July to April, the usual India school year, and reside during her stay in the teachers' quarters, the "Khoti," located on campus.

Health Course

Miss Braunwarth has been asked to present an innovation at the college: an elective course in health education including sex lectures. "No dating system exists at all in India, I'm told," Miss Braunwarth relates. "It should be an interesting course, if the girls' parents will let them take it."

Dr. Julia Wells Bower, professor of mathematics and chairman of that department, will spend the first semester completing the first revision of her text, *Introduction to Mathematical Thought*, (Continued on Page 8, Col. 1)

Profs Retire After Total of 119 Years Service to Conn

(Connecticut College News Office)—A total of four senior members of the College faculty, including two department chair-



Dr. Malcom Jones

men and the director of admissions, will retire from full-time responsibilities at the end of the present academic year.

They are: M. Robert Cobble-dick, director of admissions and professor of sociology; Paul H. Garrett, professor of physics and chairman of that department;



Dr. M. Robert Cobble-dick

Miss Hanna Hafkesbrink who holds the Brigida Pacciani Ardenghi professorship and is chairman of the German department; and Malcolm B. Jones, professor of French and Spanish.



Dr. Hanna Hafkesbrink

College's chief admissions officer since 1941. Twenty-five years ago a total of 675 aspiring fresh-



Dr. Paul H. Garrett

men were interviewed and evaluated to achieve a final entering class of 250, the first to be chosen by Dr. Cobble-dick. This year he and his staff have screened 1550 applicants for the 370 spaces allotted to next September's new class of 1971.

Cobble-dick is a graduate of (Continued on Page 6, Col. 1)

Juniors who have been appointed as student housefellows for the 1967-1968 academic year are:

Jade Schappals	Jolly Heath
Nina Semansky	Diane Cole
Pat Gaynor	Lucille Miller
Kathy Susman	Karen Young
Linda Monahan	Barb Hatch
Jane Hartwig	Dorcas Hardy
Valerie Visca	Joan Pekoc

Sally Strayer

ConnCensus

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LETTERS TO THE EDITOR

CORRECTION—The critique on the Course Critique, written by Prof. Robert Rhyne and printed in last week's issue, was submitted to Conn Census as a letter to the editor and should have been designated as such.

(Ed. note: The following letter was not printed in last week's Conn Census due to lack of space.)

To the Editor:
 Regarding the Amalگو Tuesday night: it's appalling how rude some girls can be.
 Judi Bamberg '69
 Ellen Robinson '69

To the Editor:
 I regret to report to the Connecticut College community that it has been necessary to dismantle in large part the teaching collection of artifacts housed in a locked cabinet in Fanning 305. The removal of Greek and Roman artifacts has been made necessary because of the recent disappearance of six important coins, two Greek, four Roman, including a valuable portrait head of Augustus. The material removed will be available, of course, to students for inspection upon application to the Department of Classics.

I am sorry that this exhibition is no longer readily accessible to students of the College.
 E. C. Evans
 Dept. of Classics.

To the Editor:
 With some hesitation I have agreed to accept the editorial responsibility for a critique of the courses offered this past semester.

As the critics of this year's Critique have correctly indicated, the success of another such effort depends upon the willingness of all students to complete and return the questionnaires, which will be distributed in the dormitories during Reading Week, and upon the willingness of a few students to compile the responses.

The questionnaire has been revised in order to sample opinions more accurately. I hope that students with some knowledge of statistics will help to analyze and describe answers.

I will try to make profitable use of the data provided, but the responsibility for the quality of another Critique is that of the entire student body.

Brooke Johnson '68

Ed. Note: The following letter is the result of a request from Conn Census for comments on the course critique.

To the Editor:
 The Connecticut College Critique is out and it has fallen my lot to evaluate it. The review may be divided into two sections; (a) psychological impact and (b) validity.

A. Psychological Impact

The impact of a critique of his class on a professor will be a function of his ego-strength, the credibility of the ratings and, of course, the favorability or unfavorability of his reviews. Some professors will be threatened and hurt at seeing their efforts apparently disdainfully rejected by his students in the form of low ratings. Some instructors may

rationalize their alleged shortcomings so that the responsibility for low ratings somehow rests on the shoulders of the students. Yet, many of the faculty will profit from the information received in these critiques and perhaps modify their teaching methods accordingly. I do not mean to infer by this that the professor need accept everything said as if it were the gospel, for much can be said about the validity of this instrument as I shortly propose to do. Still, it is helpful for many to know how some of the students feel even if their conclusions do not necessarily jell with those of the professor.

From the point of view of the student, a critique, theoretically, should be of much more benefit. She is often unfamiliar with the kind of course she will take and she wants to get the best education possible. Particularly when several sections of the same course are involved, she may judge from a good instrument not merely who is a "good" or "poor" teacher but, more realistically, the style of teaching. In this manner she may note that "A" emphasizes drill, and sticks to the text; "not much originality but you learn the basics well." "B" is brilliant with deep penetrating insights but assumes that you can understand the text and never covers it adequately." Clearly, some students will profit more from A and others from B. In sum, the idea of a critique despite some risks is an exciting one which at least deserves a trial. Hopefully, the information it provides outweighs the threats it poses.

B. Validity

The basic question of validity is does an instrument measure what it is supposed to measure? Here unfortunately, this instrument fares poorly.

The questions are generally poor. Space permits only a few brief examples "Do you think the requirement itself is of value to your education as a whole?" "How valuable and interesting were the papers?" "How valuable and interesting were the exams and hourlies?" The first question could probably best be answered by seniors in retrospect, not by people taking the course now. The other examples quoted are trivial and often inappropriate. (What if there are no papers? Isn't the interest of the student than the professor? Are exams supposed to be interesting or rather should they not rather be a fair and valid indication of knowledge gained in the course?)

Note some important questions that were not asked! How clearly does your instructor present his subject matter? How well does he adjust to your level of comprehension? How clearly are your responsibilities in this course defined? To what degree is he adequately prepared for class periods? What is the feeling between him and the students?

These questions were drawn from my own Student Report on Classroom Teaching which my wife and I have used for a number of years. It is itself a distillation of questions used at Iowa, Oregon and the University of Connecticut. Discussion with my colleagues leads to the conclusion that many models were available as a base for use in constructing the Conn Critique but were not used presumably because the authors in their haste to rush into print did not take time to study the requirements of their task very well.

Another problem had to do

with the incomplete sampling. The percentage of students replying often varies from 25 to 50. Since class size varies the members may be not only too small for reliable conclusions, but more important may represent a biased sample which is not in any way descriptive of the majority class feeling.

Of further concern is the fact that it makes a difference as to what kind of student makes the comment. An A student who finds a course "too demanding" means something quite different than an F student saying the same thing. The G.P.A. of the participants should be listed, therefore, as an aid in interpreting the evaluations.

Another difficulty is the use of words to describe the evaluation instead of the more objective quantitative system. Some comments seem not only painful to the instructor but may be misrepresentative of the actual class feeling. When a remark says, "Teacher tends to discourage potential majors," one may legitimately state that unless a class majority of students state this in actual words it is not only in poor taste to quote the phrase but misleading. Since no notion is given of how prevalent the verbal comments are it seems unfair to select a few comments for quotation while omitting others.

Another difficulty is seen in question 2 "How informative is the reading?" The readings are average (3) in teacher "A"'s class, but in teacher "B"'s class the readings lie between Positive and Extremely Positive (4.5). Should teacher "A" consult teacher "B" before making out next year's reading list? Hardly! Both reading lists are the same since the teachers are teaching different sections of the same class. What should have been done therefore is to have pooled all the ratings for classes with many sections since sampling was so haphazard.

Other biases are impossible to control, but at least the student should be warned of this fact so that she can make the correction herself. Some courses are not required. Students taking them will do so because they want to. Surely, it is no wonder that these courses are more favorably evaluated than, for example, many language courses which are required. Similarly, some departments contain few, if any, required courses whereas others contain a large number of such courses. It is hardly surprising that these courses drawing a less select student body should have lower ratings. Last, question 15 which asks the student to give the course a grade was omitted from the analysis. Why was this omitted from quantitative analysis when it was the single most important question?

In closing, I wish to make it clear that I am not opposed to a critique. Nevertheless, there are real shortcomings in the present instrument so that it came into this world like Richard III,

"Deform'd, unfinish'd, sent before [its] time
 Into this breathing world,
 scarce half made up."

Let us hope that with proper nursing and TLC this premature child may yet experience a more valid, useful and informative maturity.

Bernard I. Murstein
 Professor of Psychology

Editorial . . .

A Backward Glance

The academic year 1966-1967 is about to become history. After the last blue book has been handed in and we are almost re-accustomed to the world out beyond Mohegan Avenue, many of us will pause to contemplate the year's successes and failures.

At that time, we will have to admit that the year was filled with both good and bad, but for once, the good things—the changes, the additions and the innovations—seem to outweigh the bad.

From the C-Book revision to Cabinet re-evaluation, there has been a steady progression of new ideas; from CRIA fund-raising to the Tiger Flight contest, there has been an increase in student concern; from Student Government elections to the abolition of compulsory Amalگو, there has been a growing sense of awareness; and from the Pass/Fail Plan to the Course Critique, there has been an obvious willingness to experiment.

And what we will probably find most significant in our review is that this sense of vitality and involvement is shared by students, faculty and the administration.

When we evaluate the year, however, we will also realize that this is no time to stop and rest on our proverbial laurels. For the successes will fade from sight all too quickly, leaving only the mistakes, the failures and the omissions.

And thus, we may even discover what some of next year's tasks will be.

But until then, we wish the best of luck to the Class of '67, to the four retiring professors, and to faculty members who will be on leave next year; and we extend our best wishes for a pleasant summer to the entire College.

N.R.F.

If At First . . .

Amid criticism and condemnation the decision has been made to compile a second course critique. This decision is based on the determination of a few students to prove that a valid and useful critique can be produced.

The editors of the new critique will not be successful unless the percentage of responses is increased. This means that each student must respond conscientiously to the questionnaire if a valid critique is to be compiled.

K.L.R.



AWARD-WINNING POSTER for the 20th annual session of the Connecticut College School of Dance will be exhibited in New York City from May 9 to 31. Commended by the Type Directors Club of New York to receive its TDC/XIII Award for creative excellence in graphics, it will be on display at the Mead Library of Ideas, 200 Park Avenue. It was designed by Bradbury Thompson of Riverside with photographs by Phillip A. Biscuti, College photographer.

DANCE FESTIVAL

(Continued from Page 1, Col. 5) Palmer Auditorium. Dance lectures, demonstrations, and films are also offered. The weekends are left free for recreation.

Courses of instruction include: Techniques of Modern Dance, Dance Composition, Dance and Music, Theory and Methods. Dance Education workshops are held three mornings a week, dance classes with young children and teenagers are conducted as laboratories for observation and experimentation.

Lecture Program

A special six-week program of lectures, discussion, and studies in composition is available to a limited group of composers and accompanists.

The Twentieth American Dance Festival offers concert performances at Palmer Auditorium Aug. 5, 6, 11, 12, 13, 18, 19, and 20.

Office of Education Announces Grants

(CPS)—The Office of Education announced last week that Federal grants of more than \$81 million have been funded for building or remodeling classrooms, laboratories, and libraries at 164 colleges and universities.

The grants and loans will support construction projects costing a total of approximately \$369 million.

New grants totalling approximately \$49 million were awarded to 105 institutions under Title I of the Higher Education Facilities Act, which provides for Federal aid of up to one-third of the cost of academic construction at undergraduate schools, and up to 40 per cent of the construction cost at public community colleges and technical institutes.

Supplemental grants of almost \$3 million went to 30 institutions that had previously received part of the aid for which they are eligible.

Under Title III of the Higher Education Facilities Act, which provides for construction loans, 29 colleges and universities received a total of almost \$30 million.

Performers will include: Merce Cunningham, Ruth Currier, Paul Draper, The Martha Graham Dance Company, Lucas Hoving, Pauline Loner, Jose Limon, and Paul Taylor.

Advance reservations are available at Box Office, American Dance Festival, Connecticut College, New London, Conn. Tickets are \$4.50, \$3.50, and \$2.50.

Bogie Movie to Benefit Music and Arts Center

Reading Week diversion will be provided Friday at 7:30 p.m. in Palmer Auditorium, when Student Development Committee presents a benefit performance of "Treasure of Sierra Madre," starring Humphrey Bogart. Tickets will cost \$1.25 each.

The program, to benefit the new Arts Center, will also include a W. C. Fields short, "The Barbershop."

Chairman of the Committee Pat Altobello '68 explained that the movie is part of the Development Committee's fund raising program. Other plans include a bike storage project at a cost of \$5.00 per student.

Details of the bike project will be released soon, Pat said. She promised that there will be no hidden charges, and that the Committee will handle all storage problems, including transportation.

Pat said that the Committee has been in existence for some time, but has been inactive in the past few years. Now, under the leadership of Mr. John Detmold, director of development, Student Development Committee has been "revived."

Members of the organization this year are: Pat Altobello, chairman; Kay Rothgeb, Kenner Hart, both '67; Joyce Todd, Gail Weintraub, Ruth Cheri, all '68; Paula Benson and Jane Hagestrom, '69; and Katie See and Ellen McVay, '70.

The purpose of the Committee, Pat said, is to do something "permanent and constructive for the College—through fund raising and consultation with those in the know on future plans for

The Eugene O'Neill Memorial Theater Foundation, in connection with the Southeastern Connecticut Dance Arts Council and the Connecticut College Dance Group, will present a new dance production of O'Neill's *Black New World* and *Emperor Jones* on Mon. and Tues. May 15 and 16, respectively, at 8:30 p.m. in Palmer Auditorium.

Considered by many to be America's most notable playwright, O'Neill spent a part of his early youth in New London.

Only Permanent Home

According to a 1948 issue of the *New Yorker* magazine, in an article written by Hamilton Basso, O'Neill's father, actor James O'Neill, bought several acres of land in New London for a summer home when his son was a child. This was "the only permanent home that O'Neill ever knew."

O'Neill's play, *The Straw*, written in 1921, premiered in New London. There was reportedly much local excitement and the play was much more successful here than in New York. The playwright once commented: "It was funny, *The Straw* opening in New London, when there is so much autobiographical stuff in it connected with that town. When I wrote it three years ago, of course, I never dreamed of that coincidence—or I never would have picked out actual names which, even if the stage folk were altogether different from the living, must have sounded rather mirthful."

Powerful Pessimism

Until his death in 1954, O'Neill wrote several plays, mostly deal-

ing with life on the sea or waterfront, or decadence and violence in New England. His drama is characterized by a powerful pessimism, and a grim observation of men and women in the America of his time.

O'Neill studied at the famous Harvard 47 workshop and joined the Provincetown Players soon after the group was established. He was one of the founders of

the Theater Guild. In 1936 O'Neill was awarded the Nobel Prize for literature.

Proceeds from the O'Neill performances at the College will go to the Dance Arts Council, to the Modern Dance Group and to the Eugene O'Neill Foundation which will use the money to send its productions to tour the European festivals under the Eugene O'Neill Foundation's banner.

Playwrite's Home in New London Only Real Home He Ever Knew



Murstein To Speak on Compatible Couples

(Continued from Page 1, Col. 5) choice.

The undergraduates have based the computer system of finding compatible couples on the supposition that common interests are the most important factor in the relationship. Mr. Murstein describes this misconception as the "implicit theory of the '30's", which is entirely outdated in this technological age.

The second unjustifiable resistance is the opposition concerning a value system which insists that the heart cannot be measured by science. Mr. Murstein feels that eventually, when the proper questionnaire is developed, acknowledging more vital factors in marital choice than "whether both individuals play golf", the use of a computer in matching couples will be invaluable.

NIMH Grant

Currently Mr. Murstein is engaged in conducting research on the psychological and social logical factors in marital choice under a grant from the National Institute of Mental Health.

His new test for computers will use a completely different approach from the former Match and Contact questionnaires. He will take into consideration the important factors necessary in

marital choice which were derived from his research on the matter.

While conducting research for his new questionnaire, Mr. Murstein found a great deal of resistance and suspicion among non-college subjects. Computerized marital choice has been focused on college students because the non-college subjects have shown little interest and, unwilling to accept technological advancement, resent the computer.

Mr. Murstein stated that sexual attraction will not stand the test of time, whereas a meaningful relationship could evolve from the use of an intelligently constructed questionnaire used in computers. Furthermore, he said that research is continuously providing greater knowledge concerning marital choice.

Authority on Testing

Mr. Murstein is an authority on personality testing; however, his career embraces clinical practice, scientific research and teaching.

His book *Theory and Research in Projective Techniques* concerns all aspects of the Thematic Apperception Test and was chosen as the alternate selection in September, 1964, by the Behavioral Science Book Service. He was also editor of *Handbook*

of *Projective Techniques* which was chosen as the main selection for November, 1965.

Mr. Murstein is currently working on a book entitled *Love, Sex and Marriage Through History* which should be completed this fall. This history of marriage from the beginning of time includes such topics as marriage in the Far East and medieval Western Europe, and marriage among the Biblical Hebrews, Greeks, Romans, and early Christians.

Phenomenon of Love

The book will also cover the phenomenon of courtly love and marriage during different ages such as the Renaissance and Reformation, and marriage today.

Born in Vilna, Poland, Mr. Murstein received a bachelor of social science degree from the City College of New York, a master of science degree from the University of Miami and a doctoral degree from the University of Texas.

He is a Fellow of the Division of Clinical Psychology in the American Psychological Association, a Fellow in the Society for Projective Techniques, and was made a diplomate in clinical psychology by the American Board of Examiners in Professional Psychology.

GOP Students from 35 Colleges Attend Leadership Conference

by Nancy Payne

Young Republicans of New England recently sponsored a National Student Leadership Conference at Yale University.

More than 500 students were present, representing 35 colleges and 40 states. The purpose of the conference was to expose student leaders to the intricacies of political life.

Brewster and Chafee

Yale President Kingman Brewster opened the conference, and was followed by Gov. John Chafee of Rhode Island. Gov. Chafee commented that the elections of 1966 showed the innate intelligence of the American voter to see through the President who exists under the greatest credibility gap of modern times. He also remarked that NSLC has become the model of similar political conventions at colleges throughout the nation.

After Chafee's speech, the delegates dispersed and each joined two of eleven seminars that covered the whole political spectrum: political polling, urban problems, campaigning, reapportionment,

ethics, foreign affairs, and the mass media. The seminars were conducted by such eminent men as Cong. Theodore Kupferman, Cong. Wm. Brook, Cong. Ogden Reid, Prof. David Rowe, and Raymond Moley, columnist for *Newsweek*.

Convention '68

The students had all been assigned to a state delegation and they spent the afternoon preparing for the mock Republican Convention for 1968 that followed in the evening. Nomination speeches were given for the five major candidates—Percy, Nixon, Reagan, Romney, and Rockefeller. This convention was handled quite seriously because the participants included all facets of the Republican Party and the result could be a clue to the real national feelings.

Following the nominations, telegrams of enthusiastic encouragement came from former President Eisenhower, Sen. Jacob Javits, Richard Nixon, George Romney, and Sen. Edward Brooke.

When the balloting started, a

strong Romney coalition had formed, so only one roll-call was taken. In the end, Romney led with 116 delegate votes, Nixon had 96, Percy had 10, and Rockefeller and Reagan with 1 each.

No Majority

No candidate had a majority. This enabled the leaders of the conference to return to the original theme of the conference—party unity, and to reaffirm this, they passed a resolution declaring whole-hearted support for whomever is nominated by the 1968 Convention.

The effect of the convention in its entirety left every student with an awakened sense of the functions and importance of party politics. Because the Republicans are "out" at present, factionalism was evident, but the feeling of unity at the convention's close looks very encouraging for 1968.

Official delegates from the Young Republican Club of Conn were Dody Cross '68, Nancy Payne '69, Barrie Becker, Susan Lee and Patricia Wright, all '70.

April Be-in In Cambridge Offers Colors and Comics

by Jeanne Carter

Walking along the Charles River in Cambridge on a Sunday afternoon, one meets a kaleidoscope of colors, costumes, and comics. April is the month for "Be-Ins," according to Harvard students.

Professors, students from all walks of college life, parents, and tots paraded along the riverbank April 30 to the tunes offered by diverse bands and songsters.

Colorful clothing brightened the drive along the river from Harvard Square to Boston. People came dressed in flowered mini-skirts, polka-dotted pants, chartreuse jump-suits, jeans and army shirts, striped blankets, and paper dresses.

The mode was the mask; and hippies with painted faces, arms, and legs danced to the sounds of a disjointed five-piece band. One group of t-shirted, harmonica-playing students broke away from the crowd and gaily marched down the sidewalk.

A boy harnessed to a donkey-cart carrying four screaming girls darted in and out of trees, people, and dogs. Signs proclaiming spring, balloons announcing the "Munro Doctrine," and kites, dotted the area.

Shouts, laughter and singing filled the air. Spectators, out for a sedate Sunday stroll, looked on in amazement and sometimes envy. Old friends met on shady sidewalks while listening to the "Jefferson Airplane" blast out of a Leverett house window at Harvard. They watched the spring "Be-In" from a distance.

When interviewed, one policeman commented that the spectacle was "a good thing to see because the students are just having fun."

The more conservative element at the "Be-In" could not figure out "What had happened to American youth." Some people in the crowd thought the "Be-In" was "so good" and "beautiful."

One shy student from M.I.T. came upon the "Be-In" and inquired as to its purpose. A long-haired, sandalled Museum student answered, "Well, to be, I guess."

Rosemary Park gives final report As President of Barnard College

New York, I.P.—In her final report as president of Barnard College, Rosemary Park, former president of Connecticut College, called for the acceptance of students as serious partners in college administration, lest they destroy the college before they have grasped its significance in society.

On the subject of women's education, Miss Park declared that the traditional lack of scope in women's aspirations is the factor most responsible for their absence in posts of leadership. She suggested that affiliation with a university, which offers the sense of being fully present in a changing universe, is essential to the atmosphere of women's education.

Miss Park's biennial statement to the college's trustees was issued prior to her assuming new duties as Vice-Chancellor for Educational Planning and Programs at the University of California at Los Angeles.

Today's students will be responsible ultimately for the welfare of their colleges as alumni, faculty, and trustees, her report says. "If educators can succeed in disabusing this student generation of the idea that colleges are the Establishment or part of it, the freedom to teach and to learn will increase as these students gradually assume, like their ancestors, a share in the support of alma mater.

"By preserving a diversity of income sources—government, business, and private—the college's integrity in the search for Truth will be guaranteed, no matter whether it originally be publicly or privately founded."

Students Suspicious

The student generation finds it difficult to imagine an institution striving for integrity, Miss Park declared. "This suspicion of organized human effort makes the maintenance of the usual student government structure difficult. Nonparticipation is the response," she notes, "not the more open attacks which are reserved for social institutions like political parties, the church, the business corporation; in short, the Establishment.

"The romantic anarchy of this student position should not be allowed to disguise the idealism

at the core. The problem then for any belabored administration," Miss Park said, "is to envision new ways by which this demand for new forms of societal and educational experience can be channeled. Otherwise the vocal students will lay about them in destructive frustration."

She suggested a search for reliable student opinion with regard to tenure appointments to the faculty, and recommended that student advising of other students become part of the official academic and personal advising system of the college.

Shared Responsibility

Miss Park cited as "beginnings" of shared responsibility at Barnard a student Curriculum Committee effective in advocating change, the traditional student Honor Board to deal with dishonesty in academic work, and the newer Judicial Council for infringements of nonacademic regulations. She noted that "today a relativistic ethics and the assumption that the college should be concerned with individual therapy rather than judgment have made the exercise of judicial functions fraught with agony and soul-searching for individual students.

"Whatever flexible patterns of organization are created within the college, they must serve the aim of offering a liberal arts education to undergraduates," she continued.

The survival of the non-specialized form of collegiate education, Miss Park maintains, is partly a function of an age group who have not defined their goals and who find the choice of specialty difficult without greater knowledge of themselves and their times.

Specialization Questioned

"Evolving from an aristocratic stance, the college today has become a legitimate channel for upward mobility," she said. "The college is strong, however, because there is a nagging question about how long the specialist's knowledge is good for . . . and a persistent notion that acquaintance with the past, some knowledge of the arts, some sense of scientific methodology, contribute to the living of life for the specialist and the nonspecialist

alike.

"The cultivation of the power to work and live with ambiguities seems to me the basic mission of the college today," Miss Park said. The college must insist therefore on intellectual scope, no matter how attractive some synthesizing efforts may be.

"If," she continued, "higher education in its liberal arts form cannot resolve the ambiguities of our evolving and transitional time, then maturing of judgment is the essential aim of the college, and this requires time and not necessarily additional facts." Last year, Miss Park recalled, the Barnard faculty reduced the normal student program from five to four courses in an attempt to provide opportunity for reflection. This is not to be regarded as a means of accelerating progress toward graduate and specialized training, she said.

Comments on Dorms

Other problems covered in the publication include the role of student dormitories and the need for experimental and imaginative instructional programs.

"Originally college housing was intended to relieve the student of the necessity to find food and shelter for herself, thereby enabling her to devote herself primarily to study. "Like other aspects of the college program," Miss Park commented, "the undergraduate dormitory is now given a new interpretation and is thought to offer a restrictive type of existence which prevents the fullest development of the individual."

On the subject of college instruction, Miss Park said: "More imaginative programs need to be tried if we are to determine where the personal relation between the teacher and the student is essential and where the student can do as well, if not better, by herself."

Rather than continually increasing the size of existing faculties by adding less well-paid and possibly less competent people, Miss Park suggested regular scrutiny of college programs to devise new methods of encouraging and judging student learning and to "free us from tyrannical academic bookkeeping."

Students Receive Awards

HONORS AND AWARDS

(Continued from Page 1, Col. 4) in Chemistry was awarded to Jamie German '67, who also received the American Chemical Society, Connecticut Valley Section Award.

The Lyman Allyn Museum Prize in Art History was presented to Diane Finiello '67; and Helen Spoehr '68 received the Art Department Prize for Superior Achievement by an Undergraduate.

Susan Endel '67 was awarded the John Edwin Wells Prize for Excellence in English; the Hamilton M. Smyser Prize, for excellence in creative fiction, was presented to Josephine P. Cornell '67; The Benjamin T. Marshall Prize for the Best Original Poem was awarded to Joan Dimow '69.

The Theodore Bodewein Prize for English Composition in the Field of Newspaper Writing was presented to Nancy Finn '68.

Bettina S. Scott '69 received the Sarah Ensign Cady Prize for Excellence in English Speech.

Three students were awarded Personal Library Prizes: Deborah McKay '70, Pamela Heidt '67; Nina Semansky '68, and Judy Kantor '69 received the Teachers College (Columbia) Book Prize in Education.

The E. Frances Botsford Prize for Excellence in Zoology was presented to Sandra Gay '67.

Hedi Leistner and Marcy Rice, '67, will share the Hannah Roach Prize in History. Britta Schein '67 received the Peter S. Yozell History Prize.

The Louise W. Holborn Prize for excellence in Government was presented to Deborah Murray '67.

Sharing the Economics Department Prize for Outstanding Work in Economics are Deborah Greenstein and Nancy Newcomb,

'67; and the Henriette Newfield Savin Prize in Economics was awarded to Helen Reynolds and Cynthia Stork, '68.

Linda Barker '67 received the Alcie B. Hangen Prize for Excellence in Classics.

Evelyn Marienberg '69 was awarded the French Department Prize for Excellence in Oral French; and Betsy Nodler '67 received the Savard Prize for Excellence in Spoken French. Honorable Mention was awarded to Elisabeth Donaghy '68.

The Unity Club Prize for Excellence in Italian was presented to Elayne Zweifler '67; and Deidra Didell '67, received the Svetlana Kasembeg Prize for Excellence in Russian.

The German Department Prize was awarded to four students: Kathleen Dilzer '69, Cathy Glover, Nan Togikawa and Karen Young, all '68.

The Sarah Nichols Cup for the Greatest Contribution to the Musical Life of the Campus was presented to Mary Hyde '67.

Francee Rakatansky '67 received the Mahan Memorial Prize for Excellence in Music; Nancy Ross '67, the Janet Clissold Prize in Music; and Katharine W. Reynolds '67, the Louise M. Dieckmann Prize for Excellence in Organ Playing.

Sharing the Louis Horst Dance Scholarship are Susan Fitzgerald '69 and Molly Walker '68; Pamela Heidt received the Joan Connell Prize for Outstanding Ability and Artistry in Dance.

The Theatre One Prize for the Greatest Contribution to the Dramatic Club was awarded to Kathleen J. McLaughlin '67.

Also honored were those seniors elected to Phi Beta Kappa. The Winthrop Scholars, elected in September 1966, are: Anne Foss, Jamie German, Marcy Rice, Rena Rimsky and Cheri Kamen Targoff.

Those seniors elected in March, 1967, are: Lois Arenstein, Linda Barker, Sara Bobroff, Gail Chiovoloni, Beverly Coppeto, Joan Gockley, Deborah Jenks, Jennifer Josephy, Barbara Kaplan, Rosemary Koury, Hedi Leistner.

Also: Carolyn Melican, Mary-Louise Meyer, Deborah Murray, Guler Okman, Mary Politis, Phyllis Ray, Marcia Robbins, Anne Shulman, Charlotte Wolf and Elaine Zweifler.

Jane and Dites

'68

Thinks you're great!



The Juniors Showed

"The Junior Doesn't Show," perhaps, but the Juniors themselves did.

With vinyl-coated kickers; Jill Silverman the ex-Conn; the "dear dear local color figures," Helen Reynolds and Pat Altobello; and a cast of New York lunch counter sitters unparalleled in its dimensions—all musically directed by Tracey Sprackling—the entire Junior Class sparkled last Friday and Saturday evenings.

Jane Ranallo and Diana Rabenold presented a show centered in "New York, the town and a half" that was indeed a show and a half. On paper in March the show was funny; on the stage in May, with Silverman and company, including Sue Boone, Corrinne Bronfman, Joanne Flynne, Janet Finklestein, Lila Gault and of course Helen, Pat and the fuzzy pickle, it was hysterical.

Sets by Beth Marshall and Nicki Kalish, costumes by Sandy Ries and Karen Dybvig, and props by Ellen Sudow added greatly to the dramatic extravaganza.

The musical score, entirely composed by Tracey Sprackling, was enhanced by the brilliant lyrics of Kathy Spendlove. Kickline was organized and produced by Cheri Shepley and Marian Rappaport.

Highlights of the Show are too numerous to list; to this reporter, a prejudiced member of the Junior Class, the entire show merits mentioning. But Helen and Pat, as Sam and Rosy, were something to write home to mother about. Fortunately, mother was there.

Hopefully the chorus girls' union representative wasn't. To Jane Ranallo, thank you. And get some sleep. You have successfully wiped the fuzz off the Junior Class pickle.



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Prof. Hafkesbrink, Garrett, Cobbletick, Jones Retire

(Continued from Page 1, Col. 4) Ohio Wesleyan University and was awarded his Ph.D. by Yale University. He is a past-president of the Independent Woman's Colleges Group and served for three years on the executive committee of the College Entrance Examination Board.

Dr. Garrett is the co-author with Prof. Gordon S. Christensen of **Structure and Change: An Introduction to the Science of Matter**. First published in 1960, this work is used in the College's interdepartmental physical science course and has been adopted as a standard text for use in similar college-level courses throughout the country.

Before his 1952 appointment to Connecticut College, Dr. Garrett taught at Wabash, Columbia, and Hunter Colleges. He is a past chairman of the science departments at Sarah Lawrence

and Bennington Colleges. At the latter he assisted in formulating the original innovative curriculum.

During World War II, as acting dean and professor of physics and mathematics at Bard College, he chaired the pre-engineering phase of the Army Specialized Training Program there.

Garrett is a graduate of Wabash College and holds a Ph.D. from Columbia University.

As a German scholar Dr. Hafkesbrink has conducted extensive studies in theology and philosophy and is currently analyzing the problem of nihilism in German literature. These interests enrich her undergraduate courses on German thought and culture as reflected in the works of classical as well as contemporary philosophers, writers, artists, and dramatists.

In 1958 Miss Hafkesbrink was

one of twelve American specialists in German literature invited by the German government to participate in a study tour of the Federal Republic and West Berlin.

Miss Hafkesbrink was educated at the Universities of Munich and Gottingen, the latter also awarding her the Ph.D. degree. She has served on the executive board of the American Association for a Democratic Germany and on the advisory board of various refugee committees.

Dr. Jones is a scholar of France's medieval literature and this past semester introduced an advanced study seminar on courtly love in Provençal and Old French lyric and narrative writings.

His literary studies have appeared in a number of professional language journals. Dr. Jones received his B.A., M.A., and

Helen Reynolds Appointed Aide To Economic Council

by Jacqua Hill

In the late spring rush to find summer employment, Helen Reynolds '68 has been appointed to a position that many might envy. She will be working as an aide for the Council of Economic Advisers in Washington, D.C.

Helen stated that she would be acting as a "girl Friday," doing research, probably in statistics, for the executive office of the Council. The Council acts as an

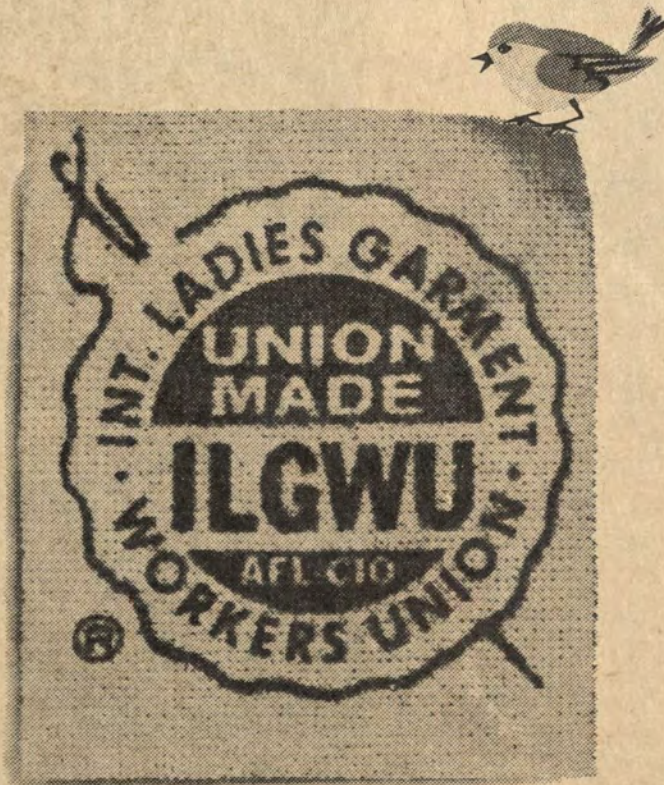
advisory committee to the President on fiscal policies.

When asked how she found the position, Helen, an economics major, said she wrote to the Council, asking if there were any summer jobs available. She sent in recommendations from Conn faculty members. Helen said she was surprised to have been accepted, since as far as she knows, she will be the only undergraduate employed by the Council.

Although grad school is a good possibility, Helen admitted that she is unsure about her future plans. She said this summer's position will undoubtedly give her some indication of the direction in which her interest in economics lies.

Ph.D. degrees from Harvard University, and before coming to Connecticut College in 1938 he instructed students at Harrisburg Academy, at Harvard, Radcliffe, and Kenyon Colleges, and at Ohio University.

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More Seniors Decide On Plans For Post-Graduation

More seniors have made their decisions for the future. Some plan to continue their education, others to work. This list includes only those who have definitely decided; it is not yet complete.

Among those girls who have already decided to take a permanent job is Heather Woods, who will be teaching at the Beaver Country Day School in Chestnut Hill, Mass.

Both Quirina Groenwegen and Judy Rosman plans to be underwriter trainees at Chiff and Son in New York City.

Kay Morgan will be working in the personnel department in Education Office of the Health

Education and Welfare Department. A zoology major, Judy Robb will be a histologist at Harvard Medical School.

Carol Culley plans to be married and teach English in an elementary school near Syracuse, New York. Caroline Miller starts early in June as a stewardess for Pan American Airlines.

Liz Gaynor will be an AISEC trainee in France for three months this summer. She will be working for "Printemps," a French department store.

Miriam Mosley begins training for the Peace Corps in September. She said she will teach elementary school in Maylasia.

Carol Silverman plans to be a social work assistant at the Children's Hospital in Boston.

After her marriage in June, Marcia Walker will be a programmer at the Prudential Insurance Company in Newark, N.J.

Diane Finiello will attend Johns Hopkins, working toward her Ph.D. in Art History.

Pat McMurray has been awarded a fellowship at the University of Pennsylvania for her M.A. in English. Heidi Leistner will attend Columbia University to earn her Ph.D. in modern European history.

Guler Okman will attend the University of Connecticut for a Ph.D. in clinical psychology. Denny Frost plans to attend the Simmons school of Social Work to earn an M.A. degree.

The Class of '69 has elected 36 girls to be House Juniors for the Class of 1971:

Jane Ayers	Paula Lombardo
Alice Boatwright	Linda Main
Debby Bulkley	Linda McCoy
Jeanne Caldwell	Heather Morrison
Paula Cisco	Susan Paul
Judy Coburn	Barb Pite
Emily Davis	Debby Pollock
Carol Farley	Ellen Robinson
Leslie Fenn	Sheila Ryan
Susan Fitzgerald	Susan Scharlotte
Randi Freelon	Gail Shulman
Penny Goslin	Joanne Slotnik
Jane Hagerstrom	Shelle Smith
Helen Harasimowicz	Louise Thomas
Anne Hutchinson	Ann Tousley
Peggy Kaempfer	Marilyn Weast
Harriet Kodis	Ann Weinberg
Linda Cornell	Mary Whitney

Alternates

Margie Berman
Gail Cunningham
Karen Dorros

Carol Hunter
Linda McGilvray
Pam Warga

Coburn to Speak at Baccalaureate

(Continued from Page 1, Col. 1) is a very old college tradition and much of its beauty and formality was lost with its inclusion as part of class day celebrations, Stephanie continued.

Graduation speaker, Dr. Rosemary Park, is the first woman ever to become a college president twice. She served as President of Connecticut College from 1947 to 1962 and then left here to serve as President of Barnard College.

While president of Connecticut Dr. Park initiated ten million dollars worth of new construction. She has recently announced her decision to accept a position at UCLA as vice chancellor of Educational Planning and Programs, one of the highest administrative positions to be held by a woman at a major co-educational college.

Miss Park is a member of one of America's first families of education. Her father served as President of Wheaton College, and her sister served as President of Simmons College.

Dr. John B. Coburn, Baccalaureate speaker, taught English

and biology at Robert College, Istanbul, Turkey, from 1936 to 1939. He served as a U.S. Navy chaplain during World War II both in Kansas and aboard the USS Sheridan in the Pacific theatre.

He is the father of Judy '69.

In 1953 Mr. Coburn became dean of Trinity Cathedral, Newark, N.J., and served in the position until 1957 when he was appointed dean of the Episcopal Theological Seminary in Cambridge.

He is a member of the Board of Trustees of Princeton University and of the Board of Directors of Union Theological Seminary. He is also a member of the Faith and Order Commission of the World Council of Churches. In addition, Mr. Coburn participated in the Joint Commission on Ecumenical Relations of the Protestant Episcopal Church.

He has published widely in the fields of theology and education, including: **Professors Are People, Faith and Doubt, and Viewpoints.** (Editor with N. Pittenger.)



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BASS WEEJUNS

UNIVERSITY BRIDGE

by Larry Cohen

Did you know that reptiles sometimes creep into bridge play? There's a creepy coup on today's hopeless hand. Can you spot it?

South was not happy when dummy appeared. It looked as if he must lose two hearts and at least two spade tricks. He did see one chance, that East could be thrown in with the second round of trumps and end played. South started by cashing the diamonds, discarding a heart from his hand. He then led a small spade, East played the four, South the Ace, and West followed with the ten. Three rounds of clubs were cashed, discarding a heart from dummy. South now led a small spade and West unthinkingly played the Jack which ended the defense.

This type of play is called a crocodile coup, for obvious reasons.

Notice that each defender could have avoided the end-play. East by playing the Spade Queen at trick three and West by playing the Spade King when a small

Dir: E		North	
Vul: None		♠ 9753	
		♥ K10962	
		♦ AK	
		♣ 73	
West		East	
♠ KJ10		♠ Q4	
♥ 85		♥ AQJ	
♦ 108743		♦ QJ965	
♣ 542		♣ J96	
South			
♠ A862			
♥ 743			
♦ 2			
♣ AKQ108			
East	South	West	North
ID	Db1.	Pass	2D
Pass	2S	Pass	4S
Pass	Pass	Pass	
Opening Lead:		Diamond 4	

spade was led. The blame, however, must fall on West, since if declarer had started with the AQ of spades he surely would have finessed at trick three.

Ten Professors Take Sabbaticals

(Continued from Page 1, Col. 2) published earlier this year by Holden-Day Co.

Medieval and Renaissance translations and commentaries on the ancient physiognomical writers will be the subject of study by Dr. Elizabeth C. Evans, the Henry B. Plant Professor of Classics and department chairman, during the second semester next year. The research project will be part of the *Catalogus Translationum et Commentariorum* on classical authors under the editorship of Professor Paul Kristeller of Columbia University.

Phys. Ed. Philosophy

Professor Helen Merson, chairman of the physical education department, will spend the second semester in Australia and New Zealand where she will study programs and philosophy of physical education and recreation.

After completing the writing of her study on Thomas Davis, Dr. Helen Mulvey, professor of history, will spend part of the second semester in London researching a paper on Ireland's role in the development of the twentieth century British Commonwealth.

William Dale, associate professor of music, will travel to Vienna during the height of its musical season to examine source material on Haydn, Beethoven, and Schubert in libraries and museums there and in Salzburg. While in Europe, Mr. Dale will also give a number of piano recitals and add to his own repertoire.

Study in Denmark

Study with Finn Videro at the University of Copenhagen will

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occupy James S. Dendy, associate professor of music and the College organist, during the first semester. He also plans to do further research on Germanic organs of the Baroque period.

During the first semester, Dr. Mary L. Lord, associate professor of Classics, will continue her formulaic analysis of the assembly theme in *The Iliad* and *The Odyssey* in an effort to shed light on the question whether these poems were composed by the same author.

Dr. Philip A. Goldberg, assistant professor of psychology, plans to prepare a book of readings in abnormal psychology that will be published by Pittman Publishing Co. During the second semester he will also continue his research and study of the psychology of political theory and behavior.

Lester J. Reiss, assistant professor of philosophy, will prepare a new text in the philosophy of religion during the second semester to be used by college undergraduates. Tentatively entitled *Language, Nature, and God*, the project work will analyze the extent, character, and limits of responsible belief and disbelief in God's existence and the rules and categories of discourse by which such belief or disbelief is expressed.

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NEWS NOTES

Miriam Mosley, '67, a history major, has received an invitation from the Peace Corps to train for a future job overseas.

According to Miriam, the Peace Corps invites one out of six applicants to train, and then chooses three out of four trainees to be sent overseas.

If chosen, after about two months of training Miriam will go to Malaysia for two years to teach secondary school.

She said that the Peace Corps was an "idea I have been playing with ever since President Kennedy originated the program."

Connecticut College Music department and the New London Club will co-sponsor "P.D.Q. Bach" in Palmer Auditorium, Sun., Oct. 15. Proceeds will go toward the Arts Center. P. Affelder of the Newark News called the evening "a gigantic spoof of baroque music, . . . riotously funny."

Recent sale of student prints to benefit CRIA (Committee to Restore Italian Art) resulted in a net profit of \$150.00. Student art was donated or sold on commission. Laura DeKoven, '67, was chairman of the project.

Used books will be bought from students Fri. and Sat., May 26 and 27. The College Bookshop will buy only text books that will be used next year at the College, at discounts of up to 50 per cent.

A representative of the Barnes and Noble Co. will be at the Post Office on those days to buy both hard- and paperback used books.

Connecticut College's lacrosse team lost to Wheaton in the pouring rain last Thursday by a score of 2-6. Susan Ford scored both goals for Conn.

Answers to Time Quiz

- 1. C 4. B
- 2. D 5. C
- 3. D 6. D
- 7. C

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VESPERS



Dr. Jerry Brown

Jerry Wayne Brown, professor of religion and dean of students at Bowdoin College, Brunswick, Maine, will speak at Vespers Sun., May 21 at 7 p.m. in the Chapel.

Professor Brown received his B.A. from Harvard in 1958. In 1961 he was awarded a B.D. degree from Eastern Theological Seminary and an M.A. from University of Pennsylvania. In 1963 he received an M.A. from Princeton, and was awarded his Ph.D. at Princeton in 1964.

While at Bowdoin, Prof. Brown has been vice-president of the Bowdoin College Chapter of Phi Beta Kappa and President of the Brunswick Chamber Singers.

Refreshments will be served in the Chapel following the service.

Time Current Affairs Test

1. Surveyor I, the first U.S. instrument package, landed on the moon, performed longer than expected, transmitting data with power supplied by:

- A. Electric batteries
- B. Lunar vapors
- C. Sunlight
- D. X-rays from earth

2. After a 20-year illness, death came to this newspaper whose ancestry dates from 1835 and which was once a working definition of journalistic excellence:

- A. The New York Times
- B. The Atlanta Constitution
- C. The Chicago Tribune
- D. The New York Herald Tribune

3. For those aged 12-21, major U.S. airlines offered an innovation:

- A. Cram-courses aloft
- B. "Jet-o-tek" parties
- C. Higher rates
- D. Half-fare tickets

4. A centuries-old edict was set aside when 46-million Roman Catholics in the U.S. were told they could now:

- A. Marry Protestants
- B. Eat meat on most Fridays

C. Practice birth control
D. Obtain divorces

5. Dr. Michael Ramsey, Archbishop of Canterbury and Anglican Primate of all England, made history when he:

- A. Espoused the Hanoi line on South Vietnam
- B. Denounced on Carnaby St.
- C. Visited Pope Paul VI
- D. Denied the concept of the virgin birth

6. The American and National football leagues announced plans to:

- A. Diversify by buying television stations
- B. Back a presidential candidate in 1968
- C. Underwrite the newly-former U.S. soccer league
- D. Draft players jointly and merge in 1970

7. After 29 years, an American recaptured the record for the mile when this University of Kansas sophomore set a sizzling mark of 3 min. 51.3 sec.:

- A. Bill Bradley
- B. Bill Veeck
- C. Jim Ryun
- D. Peter Snell

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