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Connecticut College

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# CONN CENSUS



CONNECTICUT COLLEGE

Vol 50 - No. 28

New London, Connecticut, Thursday October 14, 1965

Price 10 cents

## East Asian Studies Sequence Supplements History Program

Connecticut College now offers a three-year sequence of East Asian studies under the jurisdiction of the history department.

The introductory year course, sometimes called "Rice Paddies" by the students, covers 4000 years of the civilizations of East Asia with emphasis on China and Japan. The course includes the intellectual life of the people, Confucianism, Taoism, and Buddhism, and the principles of their family organization and political institutions.

Two one-semester courses, Modern Japan, taught by Mr. John Perry, Assistant Professor of History; and Modern China, taught by Mr. Lloyd Eastman, Assistant Professor of History, compose the second year of study.

Some topics of discussion in these two courses will be: Why did Japan and China respond so differently to Western impact during the Nineteenth and Twentieth centuries? Why was there a Japanese attack on Pearl Harbor and why did the Japanese then welcome American occupying forces as friends? Why did China long nourish the doctrine of Confucianism and then change to a totalitarian system of government in which Communism flourishes?

A seminar on Communist China is offered the third year. Seminar students will read primary materials recently acquired by Palmer Library and publications of Mainland China.

Mr. Eastman commented, "It is hoped that the student will be able to determine with what success the Chinese Communists have consolidated their control over 750 million Chinese, and, furthermore, with what success they have succeeded in meeting the aspirations

of the Chinese people, and then what the world may expect from Red China in the future."

With the inauguration of a Chinese language department, twelve students are presently studying Mandarin Chinese, taught by Charles Chu, Professor of Chinese. "Mr. Chu has been an enormously inspiring and effective teacher," stated Mr. Eastman. "We anticipate that during their fourth semester of study, these students will be able to read a Chinese newspaper and modern colloquial literature."

Rounding out this survey of East Asian studies are a course in Oriental Art, taught by Mr. Charles Price, and a course entitled "Great Religions of Asia," taught by Mr. Gordon Wiles, Associate Professor of Religion.

Mr. Eastman said "Students who have gained an insight to East Asia will be less complacent about themselves and able to respond more imaginatively and creatively to the problems of their societies."

"East Asia has become far more important for America and Americans than ever in the past. More people are interested in East Asia and there is a greater need for people who can teach or do research or do insightful journalistic work on this area," stated Mr. Eastman. He added, "A more real reason why Connecticut College is developing this program is because we feel that it is an effective way of providing a liberal arts education."

"This program of East Asian studies is second to none among the nation's liberal arts colleges," he concluded, "and is far in advance of the so-called 'Seven Sisters'."

## Reverend Benjamin J. Anderson of Smith College to Speak at Vespers

The Reverend Benjamin J. Anderson, Chaplain of Smith College, will be the speaker at Sunday evening Vesper services, Oct. 17.

Mr. Anderson came to Smith as Chaplain in September 1964 from the Witherspoon Presbyterian Church in Princeton, New Jersey, where he served as pastor from 1948-64.

Born in Birmingham, Alabama, Mr. Anderson received his A. B. from Morehouse College and his B. D. degree from Andover Newton Theological Seminary in 1942.



Benjamin J. Anderson  
Chaplain, Smith College

His first ministry was as pastor of the Gloucester Memorial Presbyterian Church from 1941-47, where he had notable success working with young people and directing a Hospitality House for service men. Later he served on the Presbyterian Board of Foreign Missions.

While at the Witherspoon Presbyterian Church, Mr. Anderson served as a member of the Board of Pensions of his church, Moderator of the Presbytery of New Brunswick, and president of the Princeton Pastors Association.

He is a member of the Board of Management of the Division of Evangelism of the National Council of Churches, and though he found it necessary to withdraw his name, he was nominated this year for Moderator of the General Assembly of the United Presbyterian Church, U.S.A.

Chairman of the Committee of Religion and Race of the Synod of New Jersey, Mr. Anderson is also vice president of Modern Community Development, an experiment in the development of interracial suburban communities. He has spoken at private schools, colleges and universities, and before church groups and civic organizations.

## French Poet Ponge to Read His Works

Francis Ponge, a distinguished French poet, will speak to the Connecticut college community on Thursday, October 21, at 4:30 in Palmer Auditorium.

Mr. Ponge is the author of several collections of "poems"—prose poems—which have come increasingly under study in recent years.

Mr. Ponge studied at the Sorbonne in hope of continuing at the Normale Supérieure. Although a toward his literary works in the great part of his time was directed late 1920's, they were not popularly acclaimed.

The necessity of supporting a family forced him to accept a regular job with a publishing house in 1931.

As a militant communist during the 1930's, he engaged in union activities which caused the loss of his job, and eventually, in 1947, he resigned from the Party. A brief term in the French army ensued during the occupation, at which time Ponge attempted to organize the newsmen of the resistance.

Le Parti pris des choses was his first important publication appearing in 1942. Although Jean-Paul



Francis Ponge

Sartre published a study of Ponge's work in 1947, Ponge himself did not publish again until 1951.

In 1959 he published his best known Promes. The next year a collection of his works was published and he was soon a very sought after lecturer in many European universities.

Mr. Ponge, who prefers to write about simple subjects, says, "I cannot hope to understand anything so complex as a book or a play."

In limiting his scope to the realm of objects, the poet has been led to a particular consideration of words.

In *A Glass of Water*, a series of dictionary definitions serves as a preface to the main body of the piece. His fascination for words is central to his thinking and to his art. The Littré dictionary is always beside him, helping him in his effort to rid words of their dust, and their worn connotations.

The poet chooses to write about a glass of water, or a mimosa tree or a stone. "To answer the challenge of things to words. For example these carnations are a challenge to words."

"I shall not stop trying until I have put together a few words which when read or heard will of necessity make the reader cry out, 'It's about something like a carnation.'"

Through this method, Mr. Ponge opens the door to a new sensitivity to the world of objects, and consequently, to new insights into man.

## Dr. Seymour Fisher to Address Colloquium Here

The impression which a psychotic or schizophrenic has of the freedom or limitations related to his own body will be the subject of the first Psychology Colloquium.

Dr. Seymour Fisher, professor of psychology in the Department of Psychiatry at the State University of New York Upstate Medical Center, will be the speaker.

Dr. Fisher's talk, entitled "The Influence of the Body Image in Cognitive and Projective Responses," is scheduled for October 20 in Hale Laboratory at 7:30 P.M.

Dr. Fisher has published extensively in many fields and is best known for the book which he co-authored with Sidney Cleveland entitled *Body Image and Personality*.

As a leading clinical research psychologist, Dr. Fisher received the United States Public Health



Dr. Seymour Fisher

Research Grant from 1958-1961 for his work at Baylor University College of Medicine.

## Five Selected To Edit Psych Journal

Jane Stern '66, Editor of the Connecticut College Psychology Journal has announced the appointment of five girls to the Editorial Board: Molly Hageboeck '66, Jennifer Andrews '67, Judy Foldes '67, Viki Kent '68, and Mary Ellen Politis '68. Student Advisor is Nancy Anton. Faculty Advisor is Dr. Jane Torrey.

The Board consists of girls who are psychology majors, with the exception of Molly Hageboeck who is a history major with a psychology minor. The girls were chosen on the basis of their enthusiasm and interest in the field of Psychology and in the publication of the third undergraduate journal. The Connecticut Psychology Journal is the only other undergraduate psych-journal besides the one published by Bard College.

The second Connecticut Psychology Journal is expected to be available within two weeks. This journal is distributed free of charge to psychology majors and faculty of Connecticut College, to psychology professors of other col-

(Continued on Page Five)

## Guide Duties To Be Handled By Student Activity Leaders

Sixty girls, specially chosen for their participation in student activities, have replaced paid student guides on campus this Fall.

The change is the result of a cabinet motion passed last Spring after a survey of guiding programs in other schools indicated that these positions are usually offered on the basis of scholastic achievement or activity in student government.

Carol Friedman, chairman of the committee, worked closely with Mrs. Vera Snow and Dr. Cobbledick of the College Admissions Office in choosing a group of sixty guides for this semester.

The present group is composed of Honor Court justices, Cabinet members, house juniors, and last year's guides. Although the girls were usually chosen because they were active in student government, this may not be the criterion for choosing future guides.

The number of guides has been increased from ten to sixty. Each girl is on duty for two hours every other week.

Anne Holbrook, one of last year's guides, has continued under the new program and stated she "would guide whether or not she is paid." She believes that the rest of the guides share her enthusiasm.

The admissions office has expressed satisfaction with the operation of the program thus far.

Carol Friedman believes that these girls, because of their interest in student activities, can form "the link between the visitor and the spirit of our College."

One measure of the success of this program is illustrated in the following excerpt from a letter written by the father of a prospective student: "... I write to compliment the young guide who ... gave me a feeling of confidence in the College's ability to train young people and infected us both with her levelheaded enthusiasm for what the College offers and stands for."



Mr. Konrad Bieber will lecture on Judaism, Wed., October 20 at 7:30 in the Chapel Library



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## Parents' Weekend:

# The Case For CHANGE

The time for the Connecticut College Community to rethink and re-evaluate Father's Weekend is now.

Before the general organization meeting is called within the next month to consider the larger issues of the weekend, students should take a frank look at the character of Father's weekend as it now stands and consider areas of possible revision.

Interest in a more academic emphasis has been voiced by groups than students. The Parents Fund Committee, composed primarily of fathers representing the four classes, commended favorably on the possibility of a more serious program, said John Detmold, Director of Development and ex-officio member of the committee.

An excerpt from the minutes of last year's annual meeting demonstrates this general approval: Miss Eastburn spoke of an editorial in Conn Census which suggested that Father's Day take on a more academic tone. The possibility of inviting several faculty members to give lectures was discussed. There was some interest in this suggestion, and other suggestions that we not give up the present low-key program of the past. It was generally agreed that we could well experiment with more emphasis on the academic. Dr. Mitchell suggested at least one lecture in the Arts.

This shift in emphasis could take several forms, one of which might be an exhibition sponsored by some departments, such as an art exhibit, a music recital; or perhaps a lecture given by a professor on his special subject or new book.

Another area which cries out for change is the physical impracticability of accommodating the large volume of people which crowd the campus on Father's Weekend. To discourage mothers, and perhaps a few brothers and sisters, and specify that only fathers are welcome to participate in Conn's one weekend set aside for parents is an unfriendly and rather drastic measure.

Yet one cannot deny that this problem interferes with the weekend's activities.

No daughter who attempted to squeeze her father into the crowded dining room for dinner last spring or who waited with her parents in an interminably long line to greet President Shain, will deny this.

Nor will the mother, lingering on the sidelines of the Pop Hop Dance, or waiting out the evening

in her motel room, dispute this.

A solution to these difficulties might be the introduction of two weekends for parents.

Sometime in the fall a few days might be set aside with some carefully planned lectures, exhibits and meetings. If week days were selected, the parent(s) might more feasibly attend classes with the student, as the majority of girls, particularly upperclassmen, do not have classes on Saturday, and cannot, therefore, bring their parents to hear their favorite professor.

The spring weekend, the second one, would be strictly a 'Pop Time,' continuing "the pleasant low-key program of the past."

For parents who wish to view their daughter's day-by-day experience, the academic program in the fall would give ample opportunity, and they would also find comfortable accommodations.

Mothers, most likely, would not begrudge fathers a 'loose weekend' on the Conn Campus if they also had an opportunity to see their daughters in their academic environment at some time during the year.

Splitting the classes is another possibility of approaching Parents' Weekend.

Freshman and sophomore parents would be invited at one time and 'junior and senior parents' at another. An academic and social balance could be maintained at both times.

Mothers who wish to accompany fathers would, therefore, feel genuinely welcome.

One disadvantage would lie in the fact that only upperclassmen could see Junior Show. And the problem of "What to do with mother on Saturday night?" would persist.

In this case, mothers would perhaps graciously excuse themselves during the Pop Hop, since they had been encouraged to participate in all other activities during the weekend.

In either case, Pop could look forward to wining, dining and dancing his girl without resenting the fact that mother was 'courtously' requested to stay home.

Our Father's Weekend might then resemble "Happy Pappv and" at Skidmore College, where dads enjoy a balance between the academic and the social.

The 800 or 900 fathers (out of 1300) who travel to Saratoga Springs, New York from all parts of the country and out of the country, give proof to Skidmore's successful program.

L.H.W.

# Ministry of Disturbance

by Pat Altobello

Doesn't it seem to you that the modern, mechanical mind is swallowing up too many delights and tasks once assigned to its human counterpart? The latest evidence of the electronic brain's kill-joy attitude can be found, even on this campus, under the name of Operation Match.

No longer is the soul stirred and the body racked by the unique experience of the college mixer. The days of busing to the local frat house in the true spirit of adventure, improving the physical condition with frenzied girations, adding to cultural growth by viewing private etching collections and finally, being so well versed in the art of conversation that it can be steered successfully to include the mention of a particular post office box number five or six times may soon become only fond memories.

The sad truth is that many seekers of companionship have turned to the automatic "Dear Abby" to hunt for their mates and have forsaken the rewards of self-search. This dwindling of youthful spirit may become an epidemic of leth-

argic dependence on the technical wonders of the day and spread out of control. Just imagine marching down the proverbial aisle with an IBM card in hand instead of a bouquet of flowers—hoping that the man at the other end has matching holes punched out of his card.

It may be stimulating and fun for Sidney Scybernetics, the mathematical magician of M.I.T., to feed attractive and talented girls (figuratively speaking) into a metal monster, but what of the fun and challenge for the participants. Actually, it can only be hoped that after filling in over 100 little squares, the partakers will gain some insight into their own attitudes, interests, and if the final meeting does occur, that their spirit of competition will be rekindled in case of a technical fluke. And finally, to the victors one extends a wish that they enjoy their new finds and "Fold, Spindle, Bend and Mutilate" their dates according to the number from 1 to 5 which they checked indicating their propensity toward biological proclivities.

# Letters to the Editor

To the Editor:

Many people on campus believe that getting out of Viet Nam would be the most expedient course-expedient in many ways: U.S. manpower, U.S. dollars, the supposed uselessness of the whole war. Is expediency the most important consideration in a case like this?

Considerations:

1) U.S. dollars. Why should we spend money on a remote Southeast Asian country? We give aid to many countries with whom we don't even have treaties or "formal agreements". Why then should we not give aid, in men and money, to a country we are honor-bound to defend in accordance with the SEATO pact?

2) There is another side to this defense policy as well . . . the Strait of Malacca. These straits, through which passes 98 per cent of all Oriental shipping, can be

controlled and sealed off by any power controlling South Viet Nam. If the Communists were to seal it off, the entire Far Eastern economy would be in grave danger of near-total paralysis.

3) If the United States withdrew all its present support, Viet Nam would be reunified almost certainly—a reunification, however, under the auspices of the North Vietnamese. And would not U.S. withdrawal from Viet Nam lead to the possible jeopardy of U.S. interests in Laos, Cambodia, Japan, etc? Not to mention a grave loss of prestige?

Is the money and the manpower worth the possibility of saving many nations from being surrounded by the ever encroaching Bamboo Curtain? Yes. Is expediency the answer? No.

M. Lynn Baquie

M. Lee Johnson

# Duberman Production To Dramatize Racial Problem in "White America"

In White America, a play by Martin Duberman, will be presented in Palmer Auditorium, October 19, at 8:30 p.m.

It is co-sponsored by Connecticut College and the Committee for Inter-racial Education and Cooperation.

Presented here on its 1965 fall tour, and directed by Patricia Carmichael, the play consists of a series of authentic documents as they were originally presented.

The documents, prepared in abridged or paraphrased form with connecting narration, include such topics as selections from the letters of John Brown, proceedings of Ku Klux Klan trials, a speech of Booker T. Washington entitled "The Negro in the United States," and a negro student's report of the Little Rock situation.

The program for In White America states that "the purpose of the Committee for Inter-racial Education and Cooperation is to unite all community forces engaged in the betterment of human relations based on the democratic faith in the equality and dignity of all men under God."

By co-sponsoring the production of In White America, the committee hopes to further interest and concern in the fight for social justice.

Through presentation of historical data, the play's theme is expressed by James Baldwin: "We seem to feel, at bottom, that the

truth about white and black men in America is so terrible that it cannot be told. But the truth about the past is really all we have to guide us in the present."

# "Cherrylog Road"

Off Highway 106

At Cherrylog Road, I entered

The '34 Ford without wheels,

Smothered in kudzu,

With a seat pulled out to run

Corn whiskey down from the hills,

And then, from the other side,

Crept into an Essex

With a rumble seat of red leather,

And then, out again, aboard

A blue Chevrolet, releasing

The rust from its other color,

Reared up on three building blocks.

None had the same body heat;

I changed with them inward, toward

The weedy heart of the junkyard,

For I knew that Charlotte Holbrook

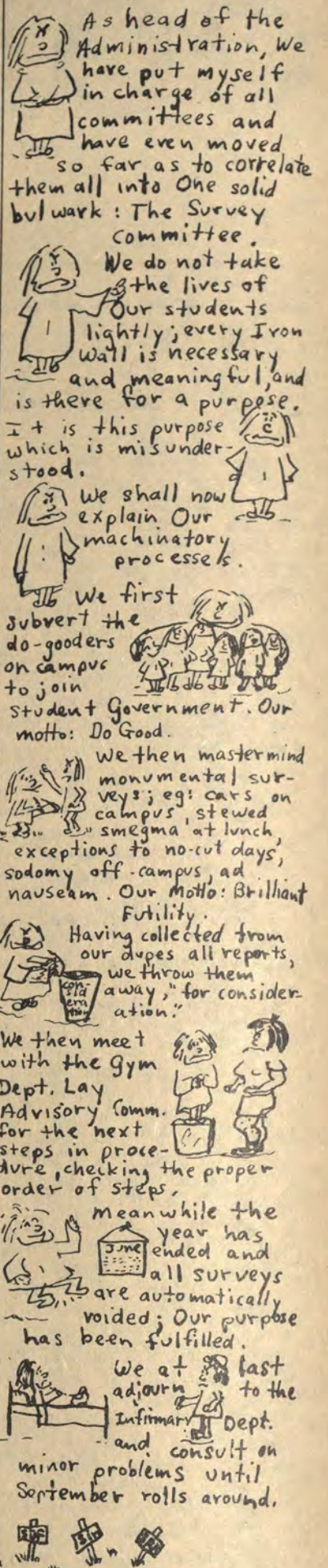
Would escape from her father at noon

And would come from . . .

—from the poem "Cherrylog

Road" by James Dickey

Mr. Robley Evans of the English Department of Connecticut College does not believe in coercing students to attend poetry readings. Thus he has stated he would not record attendance (in his little black book) at the first poetry reading sponsored by the club on October 24 at 4 P.M. in the Palmer Room at the Library. Tune in next week for more on James Dickey, bard.





## Twelve Take Mandarin Chinese Course Professor Charles Chu Teaches, Encourages

By Gail Goldstein

The average student must know at least 7785 "characters" as a requirement for reading the Chinese language.

Such taxing memorization is part of the daily assignment facing each of the twelve students enrolled in Professor Charles Chi-Jung Chu's course in Mandarin Chinese.

There are many more complexities confronting the class. One problem involves learning an entirely new pattern of reading as Chinese is written vertically, from right to left on a printed page.

For each word, the reader, before she can attempt pronunciation, must have learned at least four properties of the word itself; the characters which comprise it, including the stroke order of each character; the tone in which the word is spoken. The tone requirement inherent in the word precludes learning by sight reading.

Chinese is also a language of many dialects, and those astute enough to become proficient in Mandarin will not be able to communicate in any other dialect.

The persevering scholar who finally reaches an advanced level finds herself attending several three to four hour sessions each week—reading such treatises as *Contemporary International Relations and International Organizations*.

Professor Chu comes to the Connecticut College Chinese Department with exceptional qualifications. He has been an instructor of Mandarin Chinese at Yale University's Institute of Far Eastern Languages for fourteen years.

Chu is both a specialist in political science, and a proficient artist in the traditional Chinese technique.

Chu's qualifications come from yet another source. His enthusiasm about teaching, in particular about the instruction of Chinese, are immediately conveyed both in the



Professor Charles Chu

classroom and in casual conversation.

His personal concern for a student's successful understanding lends a vitality to his instruction.

Chu emphasized the importance of a close faculty-student relationship both social and academic in nature. The two partners in the educational process have a great deal to offer one another.

Chu does, however, have one reservation. A continuous stream of expression—an "open door" of communication—forms too personal a tie. A controlled rapport is more beneficial, he believes.

The teacher should provide the student with the stimulation to work to his capacity, Chu stated. One cannot come to college for fun; this formal educational process endures for only a four-year period.

As part of this process, the student must learn to tackle problems, approach people, digest the present, and seek out material.

Chu's interpretation of his job as professor is to instill the drive towards these accomplishments in his students. Each upperclassman must be adequately far-sighted to take from the college and its facilities

ties those things to advance his goal.

As is true in all general college achievement, there can be no back door approach to proficiency in a particular area. In the study of language it is not aptitude which is the prime necessity, Chu remarked, but interest.

When asked whether or not any difference existed between Connecticut College girls and his former students at Yale, Chu replied, "They're all human beings." But girls did seem to be more enthusiastic and eager, he added.

According to Chu the mastery of Chinese depends not on a book or mechanical perfection, but it is a question of personal feeling. The book itself serves only as a guide—and as a device to give confidence to his classes. If a student is tense and uneasy, she can never learn.

One function of an instructor, Chu said, is to read the classes' mind, anticipate their mistakes, and correct them before they occur.

There are three types of courses. The elementary level contains basic grammatical instruction and the initial step in the reading and writing of the basic 7785 characters.

The second level class is conducted strictly in Chinese—including exposure to various media of Chinese culture, such as simple poems, proverbs, and Chinese newspapers.

This introduction is planned to enrich the student's knowledge about the nature of Chinese and not simply to further technical perfection.

The third level is a literature course implementing conversational ability. Reading motivates the student to delve into areas of special interest.

With the school's encouragement and interest in his program, Chu looks forward to "a good show."

"I'm quite well adjusted. Everyone is so helpful," he concluded.

## Dr. Arthur McGill Discusses a New Approach to Symbols

Dr. Arthur C. McGill, keynote speaker of the Religious Fellowship Conference, spoke last Friday evening on "Symbols of Reality: The New Paganism."

His lecture presented a new examination and approach to the significance and meaning of symbols. He first gave an explanation of the old definition of a symbol. A symbol was formerly considered something which man uses to indicate or convey a meaning to another person.

In order for us to understand the meaning of a created symbol, we must either have an insight into the author's mental attitude, or we must turn to academic scholarship or pertinent guide books for the key. Thus we must always look beyond the symbol for its meaning.

The new approach places emphasis on reality instead of the imagination or mind of the author. There is a new sense of the "depths of unexpected magnitude in things themselves." For modern man there are points of mystery where "the sense of self is touched with the inexplicable." The preoccupation in the consideration of symbols is

no longer a subjective one. Instead the concern is with the "mystery, glory and terror" that lies in the objects of reality.

For example, in religion there is presently a trend away from the invisible dilemmas toward the problems of reality i.e. the encounter with the life-giving powers which produce religion. Personal communicative power is no longer essential. Instead, it is the reality with its own communicative power that touches man.

Paul Tillich expresses this new viewpoint towards symbols, when he defines a symbol as that which points beyond itself toward reality in which the ultimate discerns itself.

The question now is not what men have in mind when they employ symbols, but what power men have experienced that makes them interpret reality in a particular manner. A view of the "rich and the real" is now the basis determinant of the meaning of a symbol. Dr. McGill asks us not to place emphasis upon "what the mind has produced but on what reality has allowed to be echoed in the human voice."

## Drew University Instructor to Face Dismissal for Socialist Position

New Brunswick, N.J. (CPS)—A political science instructor at Drew University who declared his support for the Vietcong if the U.S. continues its current policy in Vietnam now faces possible dismissal.

James Mellon, a teacher at Drew and co-director of the Free University of New York, spoke at an all-night teach-in on civil liberties and academic freedom at Rutgers University, on Wednesday, September 29. "As a professed Marxist and Socialist, I do not hesitate to state my position," he said. "I stand side by side with Professor Genovese—I don't fear a Vietcong victory in Vietnam; I welcome it."

Eugene Genovese is the Rutgers professor who last spring came under attack in the state legislature for supporting the Vietcong at a teach-in on Vietnam. The Rutgers administration refused to fire Genovese.

The President of Drew, Robert Oxnam, immediately charged that

Mellon's speech was "irresponsible," and said Thursday he would call for a faculty committee to reconsider Mellon's contract with the University.

The Rutgers teach-in was sponsored by the Committee for Free Speech, organized during the summer as a result of the Genovese incident last semester. Its marathon teach-in, which went from 10 p.m. to 6 the next morning, was to have dealt with academic freedom in the United States, but many of the lectures also hit at U.S. policy in Vietnam.

Professor Staughton Lynd of Yale, who came to Connecticut last spring to participate in the all night teach-in here, said that he too shared Professor Genovese's views. Commenting that he was about to speak "seditiously," Lynd said "if the U.S. neither grants the elections (in South Vietnam) or leaves, the National Liberation Front should prevail."

## Speaker Says Revolution Is "Society In Change"

By Molly Hageboeck

Revolution in a society is not a function of a single class, according to Mary Clabaugh Wright, professor of Chinese History at Yale University, but an indication of a "whole society in change".

In the Lawrence Memorial Lecture given last Oct. 12, Professor Wright pointed out the aspects of social change in the first decade of 20th century China. She referred specifically to the Revolution of 1911.

When first teaching the History of Modern China at Yale, Professor Wright said she tended to bypass this period and look for the source of revolution in the events of 1919. It had long been felt that the May Fourth Movement of that year was the signal of coming changes in China.

When questioned by her students concerning the changes which did occur in 1911, the crumbling of the Manchu dynasty and the mandate of the people for a new China, Professor Wright began to study seriously the year 1911.

In her research of this period she has isolated certain social forces which indicate that any understanding of China in the present age must include the first decade of this century as well as the second and third.

In dealing with the years from the beginning of Western influence in China to 1911, Professor Wright thinks that certain changes did occur.

These changes, however, were

merely reforms which allowed the Chinese to deal effectively with Western encroachment. They were not basically revolutionary.

Professor Wright believes that there was a fundamental difference between these changes and the events of 1911. By this time the Chinese had developed both an anti-Manchu sentiment and a rather sophisticated anti-imperialism.

To these factors must be added the motivation of new social forces. The Chinese desired not only to expel the foreigners and the crumbling dynasty; they had developed a determination to make a new China.

Mrs. Wright said that the Revolution of 1911 failed in its attempt to remake China and thus it has been relegated to a position of secondary importance by historians.

Professor Wright finds this failure not insignificant.

"Revolution was too long in coming, and too fast when it came."

The Revolution failed because old institutions persevered and because the people were not trained to carry out the functions of a more modern form of government. But it was with this uprising that revolution in China began, Mrs. Wright said.

To understand the changes which have occurred in the last fifty years in China, Professor Wright concluded, we must look to the rising nationalism in the early years of 20th century China as well as the events of the ensuing decades.

## Sue Mabrey Wins Tennis Semi-finals

A sophomore at Connecticut College reached the semi-finals in the New England Lawn Tennis Association tournament.

Among the 100 girls from 13 colleges, Sue Mabrey '68 placed fourth in the singles competition.

Debby Benjamin '67 also took part in the singles event. She was eliminated in the second round when she played against last year's champion.

The tournament was held last weekend, Friday, Saturday and Sunday, at the Longwood Cricket Club in Chestnut Hill, Mass.

The N.E.L.T. is the New England division of the United States Lawn Tennis Association, an organization which sponsors the tournament held at Forest Hills in the fall.

The tournament served as a learning experience as well as a chance to compete with girls from other colleges in this area.

Mrs. Judith Barta, who initiated the idea of the Ball Boy, a gadget familiar to all tennis players at Connecticut, conducted a tennis clinic during the tournament.

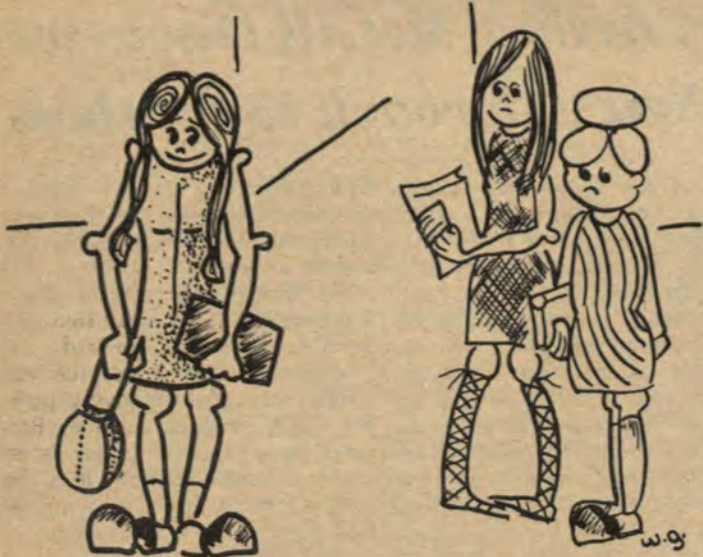
Debby Benjamin was very enthusiastic about her experience in the competition, and regretted that more girls at Connecticut did not participate. She hopes to compete in more tennis events and plans to attend the Middle Atlantic Tournament.

As a result of the tournament she has made one resolution:

She has "got to give up smoking."







"Sophomore Slump? No, I just never got over the Seventh grade slouch..."

## Pulitzer Poet at Connecticut Dugan teaches "Unteachable"

By Wendy Green

Mr. Alan Dugan has joined the faculty at Connecticut College for the 1965-66 term to disillusion and simultaneously encourage creative writers.

The "99.4 percent" majority of aspiring young writers who will never gain recognition in the field must be weeded out before the remaining "0.6 per cent" can be carefully cultivated. To these Mr. Dugan says, "Keep writing."

To encourage his students should be an easy task. He can suggest what is unique to his background and native city of New York.

According to Mr. Dugan, "New York is an experience necessary for aspiring writers. There are books in the Village bookshop which should be read."

The New York Times Book Review in December, 1963, acknowledged Mr. Dugan's "...



Mr. Alan Dugan

plain stodgy no-nonsense American prose, like that of your nearest bartender. Dugan ... has a sharp eye for the sights and sounds of New York, its winos and beggars."

But before Mr. Dugan encourages us, he must disillusion us with much the same words that Dudley Fitts used in the preface to Mr. Dugan's first book called *Poems*: "Writing can not be taught. Least of all can one be taught how to be a poet. Technical decorum (or the necessary indecorum) can be communicated, up to a certain point, and there is a pretty apparatus of tricks and gambols that the leaders of Poetry Workshops can pass on to their corybants; but there is no formula to make a poet out of a verser or worse ... it is something to be able to bring damp chaos under a modicum of control, to show a beginner ... it is only out of ardering that art springs."

On his office door in Thames Hall the name Alan Dugan is scrawled informally on a sheet of paper tacked to the door. The man inside is tall and thin and gives the impression of being rather gaunt. When he is seated, his knees fold high and the attention he directs to his listener is not undivided.

Dugan was born in Brooklyn and was educated in city schools. He attended Queens College where

he began as an English major, but later turned to history.

During the war the poet was stationed at Guam Island in the Pacific, where he was "aircraft and engine mechanic M.O.S. 747" or, as he claims, "the government's fancy way of saying 'professional private.' After the war he resumed his studies in Mexico City and received at Mexico City College a B.A. in both economics and history.

Dugan currently commutes to New London from the city. His wife, artist Julia Shan, will open a one-man show October 18 in Georgetown, Washington, D.C.

In 1961 Dugan placed first in the Yale Series of Younger Poets, in which his book *Poems* was published. Look for Dugan's "Imperial Song for Warmth", illustrated by his father-in-law, the author-artist Ben Shan in the October issue of "Art in America."

From his second book of *Poems*, (1963) "Three As A Magic Number" perceptively illustrates the man in the city environment:

Three times dark, first  
in the mind,  
second in January, the  
pit of the year,  
and third in subway going  
up and down  
the hills and valleys  
underground,  
I go from indoors to indoors  
indoors,  
seeing the Hudson River  
three times a week  
from my analyst's penthouse  
window. It  
is a brilliant enlargement  
three ways:  
in and out and fluvial. The  
river goes  
like white smoke from the  
industries  
to the north, and rigged-  
up lights  
of the Palisades Amusement  
Park  
promise a west of pleasure,  
open space  
and a circus of whippable  
lions,  
While the cliffs beneath  
them, made  
of latent vegetation, the  
live rock,  
and a fall of snow, seems to me  
to be  
the hanging gardens of  
Hammurabi.

(p.3)

Much of the content of Mr. Dugan's work shows the influence of the existential thinkers. Dugan disagrees with Sartre's philosophy that man expresses his freedom when he exercises his capacity for decision in the face of the absurd universe.

Dugan stated, "This is not descriptively true. A person's will is determined by the circumstances in which he lives. To talk of that freedom is a notable ambition, but im-

(Continued on Page Five)

## Jane Silver Describe Jail Experience, "Treachery of Injustice in Mississippi"

By Tessa Miller

"Happy Birthday, jailbird—our hearts are with you," read the telegram from Jane Silver's parents, addressed to her at the Jackson, Mississippi City Jail.

"My nineteenth birthday gave all eight of us something to look forward to, and we planned a party. As an extra surprise, I woke up Friday morning at 5 a.m. to seven drowsy voices singing 'Happy Birthday,' blue toilet paper writing on the cement wall and a toilet paper flower in a paper cup on the floor right next to my mattress."

This event was one of the brighter aspects of Jane Silver's three week trip to the South as a volunteer for the Mississippi Freedom Democratic Party this summer. She originally planned to teach in a Freedom School and to assist in Voter Registration. She went through four days of orientation and landed in jail on the fifth.

Jane is a sophomore at Connecticut and comes from a family that has always been active in liberal or "left-wing causes," as Jane said. However, "They have been active in causes in the North, only."

"My parents were afraid, but they were caught in a bind. They didn't disapprove of my wanting to go, but they didn't want me to go. My father, a doctor engaged in social medicine, believed that I would be a mere cog in a wheel because, as an undergraduate, I didn't have that much to offer. It was the danger involved for me that really worried him, though. Mom was just afraid, almost hysterical, in fact. But my parents left the decision up to me ... I took my money out of the bank (which probably came from them originally) and I went."

Five days after her arrival in Mississippi, Jane attended a rally at the Morningstar Church held several hours before a march protesting the special session of the Mississippi Legislature.

The crowd moved out of the church at exactly 12, noon ... 500 in all. "Our march began in a Negro section of the city. Many Negro families stood outside and watched ... we quietly sang, but only a few joined in with us. Maybe they were afraid of the police they saw halting traffic for us."

Jane got more than a glimpse

of this "traffic force."

"Suddenly I looked down toward the bottom of the hill and saw rows and rows of blue helmets—gleaming in the sun. The Mississippi Highway Patrol stood there in full force, legs planted firmly apart. They looked like an immovable wall. A booming voice announced, 'You are all under arrest. Those wishing to leave, do so now.'"

Jane made her decision. She entered the paddy-wagon. "We sang and clapped the whole way to jail. The police jerked the brakes to make us fall, but only one girl was hurt."

Jane and the other white girls involved in the protest were taken to the city jail, a gleaming red brick building, surrounded by healthy green lawns. Others were not so fortunate. They were held at a fairgrounds compound outside the city, described by the National Council of Churches as a "concentration camp."

"One negro woman in that compound had a miscarriage. She was refused medical attention, and by the time someone did attend to her, it was much too late." The guards at this compound used billy-clubs and bull whips to control their prisoners, Jane noted.

In the inner part of Jane's cell, there were four metal beds with mattresses—no sheets and terrible smelling wool blankets. The second part, which could be locked off from the first by a sliding bar door, had a shower, toilet, sink and table and was about 24' by 48'.

She shared this cell with seven roommates, including girls from Radcliffe (2), Berkeley, Mannes School of Music, U.C.L.A., and an Australian woman associated with "Project Headstart."

Her days in jail passed slowly. The girls were allowed to see lawyers through whom they slipped out letters to their parents and congressmen.

"We had to do something with our time. One of my cellmates from Radcliffe created a very imaginative deck of cards. The spades and clubs were Negro farmers, business men and civil rights workers, and the diamonds and hearts were white policemen and matrons and "northern agitators."

"On the whole, the twelve days passed with little excitement. One humorous conversation I had with

the jailer, however, kept my spirits live. He was continually asking me if I had had enough, and he asked when we were leaving.

"He said, 'If I had my way, I'd buy you all a one-way ticket to Nova Scotia, Alaska.'"

At one point Jane and her cellmates decided to conduct a fast, "not for publicity for the demonstration but as a protest to being segregated and for the brutality and inhuman conditions which existed at the fairground compound."

"After two and a half days I was very weak and a little tense. The lawyers told us we were receiving very poor publicity so we called a meeting and discontinued the fast. It took a while for the weakness and dizziness to go away—but within a day I was back to normal. ... It was frightening to hear of the terrible conditions at the fairgrounds. But what hurt most was that I could do absolutely nothing about it. We tried to send candy and cigarettes over but we were unsuccessful. All we could do was sit and wait."

Jane was told that on Thursday, June 24, the girls would definitely be released. On the night of the 24th, they were given permission to leave the next morning.

"That night I couldn't sleep. I thought of a couple of nights before when the boys upstairs had been singing at the cops. Flashlights had lit up the parking lot. New cars drove in. Strange things had happened a year earlier when three boys disappeared from the Philadelphia jail. Maybe a year later people were ready to try again. I thought that I heard a door open upstairs—I was shaking, and yet knew I could do nothing. I was behind bars too. For the first time in jail, I felt—inside—the treachery of the injustice in Mississippi.

"Unwillingly I fell asleep.

"I left the Jackson jail the next day. I looked out on this new day and wondered if the day would come when the world would be free.

"You always respect the law. Then you go to Mississippi and you see complete lawlessness. You are put in jail ... Justly?"

"The thing that happened down there was for me ... not the cause. I was growing."

T.M.

## Seven Seniors Take Over Housefellowships

"In the beginning the responsibilities seemed overwhelming, but gradually they became a part of you and you realize how wonderful the job is," Naomi Silverstone said concerning her job of senior housefellow.

Dean Noyes interviewed applicants for senior housefellowships last spring. Selection was based on reliability, a straightforward attitude, a reasonable scholastic average and a sense of responsibility. These housefellows are all full-time students.

The major duty of the housefellow is that she is available in any emergency, illness or accident. In addition, she listens to any personal or dormitory problems which come up. Consequently, when a housefellow takes an overnight, she must notify Miss Polley who provides a substitute. This substitute, one of thirty seniors, receives three dollars a night.

Along with the duties come several compensations. These include free room, a fully-furnished suite with range, refrigerator and private bathroom, and board. A private phone for local calls is available to them and they are allowed free guest meals on the weekends.

Miss Silverstone feels that the



Senior Housefellows—Naomi Silverstone, Betsey Cook, Betsy Reid, Ellie Hackenberg, Kathy Hooper, Sue Couch.

greatest problem was being stern and enforcing rules among students her own age. She is grateful that she is not a housefellow in the dorms of her closest friends.

According to Betsey Reid the discipline problems are minor.

"The one thing that has to be considered is that you are a branch of the administration ... and this makes it easy to bring discipline in the dorm. The students don't take

advantage of the student housefellow. It's a very educational position to be in. I really love it!"

Eight students hold the position of housefellow: Naomi Silverstone, Plant; Betsy Reid, Branford; Kathy Hooper, Wright; Ellie Hackenberg, Jane Addams; Karen Schoeper, Lazrus; Sue Couch, Vinal; Betsey Cook, Windham; and graduate student, Cathy Hill, Blackstone.



## Columbus Boy Choir to Give Performance in Palmer Auditorium

This year, the Columbus Boy Choir will give two performances November 20, and the Hart School of Music of Hartford will perform "The Love of Three Oranges" March 19 in Palmer Auditorium for children of the New London vicinity.

These programs are offered by "Music for Children," which gives two musical programs each year in Palmer featuring performers from the New York-Boston area.

The organization's aim is to bring the best in music to children of New London and the nine other participating towns. It introduces children from kindergarten through senior high school to classical, modern, and folk music.

"Music for Children" also brings small groups such as string quartets and folk groups to individual schools and takes 160 eighth graders to a performance at the Metropolitan Opera in New York City each year.

The organization is sponsored by interested parents and teachers in the New London-Groton-Waterford area and is partially supported by contributions. At a very low cost, it offers children the opportunity of enjoying and learning about music first-hand through classroom instruction and actual viewing performances.

### JANE STERN

(Continued from Page One)

leges and universities all over the country, and to interested research firms and other potential sponsors.

The papers published are those of Connecticut College undergraduates written for Psychology courses. If papers written for any other course are relevant to psychology, they may be included.

If a student has any papers to submit or if she would like to be on the board staff and help with mimeographing, typing, and distribution she should contact Jane Stern, Box 1200, Katherine Blunt.

## K. B. Flick Fest to Bring Back '20's for Discothequers

A rah rah college scene of the 1920's will be the setting for the Conn. Flick Festival to be held October 15 in Crozier-Williams at 9:00 p.m.

Following the great success of the Ice Cream Smorgasbord sponsored by the Senior Class, this week's sponsors have high hopes for this coming Friday night. Sophomore Karen Fritz said, "A novel idea like this should be even more successful than last Friday night's venture." One measure of last week's success is the fact that the evening had been paid for by 9:30 p.m.

This Friday night's entertainment, sponsored by Katharine Blunt House, will feature a young discotheque band, "Gary and the Mustangs." In addition, short silent films will be flicked on a screen during the course of the evening. They will be unannounced and during their brief span the dancing will stop.

Refreshments will be served to keep up the strength and spirits of the discothequers. They will range from foot-long hot dogs and popcorn to penny candy and soft drinks.

No dance is complete without boys. Yale Law and Medical Schools and Morse, Calhoun, and Trumbull colleges of Yale have been invited. In addition, fraternities at Trinity and Wesleyan have received invitations.

Highlighting the evening will be the K. B. lovelies dressed in 1920's garb. All others are urged to don their chemises and long beads also.

The donation for this evening of fun and frolic is .25.

## Aesop's Fables Illustrations Displayed at Lyman Allyn

By Athene Demos

The current exhibition at the Lyman Allyn Museum is a series of illustrations of Aesop's Fables dating from the fifteenth century to the present.

The simplicity of the fables allows the artist "freedom of approach" in his pictorial representation. The number of characters is usually limited to three; these characters are animals with human traits.

The action and the time element of the fables are also simple and straight-forward.

Although the fables are easily adaptable to illustration, their meaning depends on the interpretation of the viewer as the moral of the fables depends on the interpretation of the reader.

A comparison of the illustrations of Wencelaus Hollar, an Englishman (1607-1677), and Joseph Low an American (1911- ) reveals the variety of ways in which artists can interpret the fables.

Hollar's art is very detailed, the action and expression realistic.

The linoleum cuts of Mr. Low are, on the other hand, simple and striking. Details are omitted.

The purpose of the exhibition is to show us the variety and quantity of illustrations of fables that exist. The illustrations of the collection are delightful and we realize why their appeal has prevailed over the centuries.

The Kittie Styles Mercer collection of watercolors is also on exhibition this month.

All the paintings exhibited have the same general characteristics of hues of predominant colors that are unified with black outlines in

conical shapes.

"Las Puertas de Espana" has the somber hues of browns, golds, and oranges so identifiable with the Spanish mood. The black outlines in "Mon Coeur" draw the viewer's eye to the heart of the picture, red shades surrounded by deep blue.

Miss Mercer further shows her ability to create atmosphere in her painting "Aegean Cruise." The warm pastels and conical outlines that she uses suggest water, sand, sky, and sails although there is no real form, only abstractions.

Kittie Mercer's style is meticulous and her work can be easily identified because of the similar structure she uses in each of her paintings.

### ALAN DUGAN

(Continued from Page Four)

possible in social reality."

What the "London Times Literary Supplement" (August 11, 1961) has termed "a very fine, technical prose," Peter Davidson of the "Atlantic Monthly" has described adequately:

"When Dugan is at work in his favorite role, the language simplifies itself, the verse takes on a crestfallen irony, and the lines speak in a straightforward earthly rhythm."

The best proof that this technique is not a counterfeit from a poetry workshop lies in Dudley Fitts' suggestion of the poet's attempt to touch the abstract:

"Everythink fails us, ultimately, in our attempt to account for what the poem does for us. 'This is strange,' we say, 'but I . . . ' Therefore, 'would be more just than 'but.' The strangeness is the poem."

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## Federal Control To Increase In College Finance

Washington (CPS) -- The chairman of the House special subcommittee on education says there is still not federal control in education but that there are some danger signs.

Rep. Edith Green, graduation speaker at Connecticut in 1964, (D. Ore.) and the ranking Republican on her committee, Rep. Albert H. Quie (R. Minn.), held a special press briefing on the problems of education early this week (Oct. 5) during the Education Writers Association meeting here.

Mrs. Green said she is concerned about "the ability of an administrator to run his institution as he thinks best with federal aid." As an example, she cited what federal matching funds have done for education.

A school might feel it needs a new humanities building (Connecticut's note), she said, but find matching funds available for a science building. So the school takes what money it has, gets the matching funds, and builds the science building.

Rep. Green said there is always a phrase in every education bill that says no federal agency will have control over the curriculum of any institution getting federal funds. "It is a nice phrase," she said, "and schools need to see that it is enforced."

Mrs. Green disagreed with some colleagues in the House who want to investigate local school situations. She said she would not feel that she should even go to the school board in her home community and demand as a member of the House to investigate local problems.

The progress of the bill itself is in doubt, Rep. Green said. "It depends almost solely on what happens with the legislation to repeal section 14b of the Taft-Hartly Act that's now on the floor of the Senate and whether there is a filibuster." (A filibuster has now been enacted to prevent repeal of Section 14b.)

Rep. Quie noted that the government is now providing a broader scale of aid to junior colleges, and Rep. Green cautioned that junior colleges might become the "pork barrel of the future because it's much easier for a congressman to know the needs of a juniors college in his hometown than those of a four-year school 500 miles away."

## Rock and Roll Band to Make Debut At Friday Night Crozier Open House

The Five Tails, a female R&P band, was organized three weeks ago by five R&R "fiends" out of their desire to create a novelty and because of their musical-oriented interests and capabilities.

The group includes four juniors Didi Hack, rhythm guitar player Terry Taffinder, also a guitarist who holds the rhythm position with Didi; Niffer Andrews, electric piano player; Judy Katz, drummer; and one sophomore, Jane Renallo, base guitarist. All are or were members of Conn Chords.

They will make their debut this Friday evening during band intermissions at the Crozier Open House and will continue to perform at these intermissions throughout the semester. On November 7, the Five Tails and Go-Go boys will replace the usual male R&R band and Go-Go girls

at Haunt Club, a pre-football game hang-out at Yale.

At present the members of the band do not have their own instrument, because the equipment is extremely costly. This factor limits the number and extent of their engagements since out of necessity they must borrow all the instruments for each performance.

The band's name is a slang synonym for a college girl who is considered by males to be "cool" or "sharp." The Five Tails will be outfitted in the English Mod Tradition — poor boy sweaters and bell-bottom trousers.

The group is very enthusiastic about their first performance; they hope that their enthusiasm will be generated throughout campus so that their opening night will be well supported and attended.

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