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50 % Of Students Hold Campus Jobs

More Conn students earned more money through campus jobs last year than in any other previous year in the College's history, according to a statistical report recently released by the College Placement Office.

Six hundred and sixty-four students representing nearly one-half of the undergraduate enrollment for the 1966-67 academic year were part-time employees of the College. As a group they earned \$68,627, about \$16,000 more than the comparable total for 1965-66. The average student earned \$103.34 between September and May. Four years ago the average individual total was \$58.82.

In the "high income" bracket were 13 particularly industrious students whose yearly earnings ranged from \$401 to \$555. Fourteen students were paid an annual total in excess of \$300, and 26 received pay checks in the \$200 to \$300 range.

Miss Marcella C. Harrer, director of the Placement Office, attributes this sharp increase in average earnings to three factors: an expanded work-study program partially supported by federal funds for eligible scholarship students; an increase in the num-
(Continued on Page 5, Col. 4)



MEET THE PRESS—Arthur Schlesinger, Jr., answers questions before his speech.

Schlesinger Discusses The Coming Decade

by Jacquie Earle

STORRS — Former Presidential Aide Arthur M. Schlesinger, Jr., speaking on prospects for the United States during the next decade, told an audience at the University of Connecticut last Wednesday that almost 1,000 days of escalated bombing in Vietnam have achieved none of the Administration's goals and that "It is now time to try something else."

"In many ways," he continued, "we are no better off, and in some ways we are far worse off"

than before the beginning of escalation.

Schlesinger began his address, to a group of approximately 2,000 assembled in Jorgensen Auditorium with a capsuled history of the shift in balance of power over the last 20 years.

The "Super Powers"

He explained the emergence of the "super powers," the United States and Russia, who have not been able to adjust their concepts in accordance with the constantly changing world.

"The super powers," he said, "have had the tendency to crystallize the transient element with permanent propositions."

The emergence of the "third world"—nationalism in underdeveloped countries—has changed the influence of the "super" (Continued on Page 4, Col. 1)

Humanities Tutors Follow Up Program

by Ruth Aaron

To the 10 counselors in the Connecticut College Summer Humanities Program, the summer was just a beginning; their commitment to the girls did not end when the girls left campus.

The tutor-counselors are now engaged in a follow-up program that they consider even more important than the 10-week intensive summer program.

Bi-Weekly Visits

Throughout the year the counselors plan to visit the girls every other week either at their
(Continued on Page 5, Col. 4)

French National Orchestra To Open Concert Series

by Pat Bernstein

The 29th Connecticut College Concert Series will open with Maurice Le Roux conducting the French National Orchestra on Wed., Oct. 25, at 8:30 in Palmer Auditorium.

The program presented by S. Hurok will include selections from Brahms, Berlioz, and Moussorgsky-Ravel.

Internationally recognized as one of the world's leading symphonic organizations, the orchestra is regarded as one of the cornerstones of French musical and cultural life. Its repertoire concentrates on the music of France representative of all periods of French history to the present. (Continued on Page 4, Col. 3)



CONDUCTOR Maurice LeRoux

Faculty Engages In Activities From Conn. To Nuevo Leon

From Nuevo Leon, Mexico, to just down the road, Conn's faculty are engaged in a varying range of activities outside the college.

Barbara June Macklin, associate professor of sociology, has been awarded a \$3,111 grant from the National Institute of Mental Health to conduct a research project on the Mexican spiritists, the mediums who claim to communicate with spirits.

In connection with her project, she attended the fiestas in Espinazo, Nuevo Leon, Mexico, on Oct. 17 and 19 in honor of the birth and death of Nino Fedencio, a Mexican famous for his powers of healing.

Interviewed Mediums

During the fiestas, Miss Macklin interviewed some of the 150 mediums and their 5,000 followers who came to the tiny village to participate in the events. Believing their power is a gift from God, the mediums dress in clothing similar to Fidencio's. While in "trance" they communicate with the spirits in an attempt to answer the questions and problems of their people.

Mrs. Martha Myers, recently
(Continued on Page 8, Col. 2)

Senior Begins Filming Of Movie for Honors Project

Diana Rabenold will soon be seen around campus with an 8mm. home movie camera in hand. She is making the first Conn College student film, "The Four Visions of Phoebe McAllister."

It concerns a Conn College girl who locks herself in her room and has a different vision every day. Phoebe sees herself in relation to the college community as: 1) a social success, 2) an intellectual, 3) a social protester, and 4) a nature girl.

Diana has had little experience in filming beyond making home movies, but she has always

wanted to be a movie director. She had an idea, was encouraged by the English Department and by the College, and went ahead and used the idea for a Junior Honors project last year.

Diana said: "The film will be superficial. It is not meant to go into great depths. It has a fast pace, dependent on quick images, not prolonged scenes."

The actual filming will take approximately two months. The finished product will be shown to groups of no more than 15 people since it is an 8 mm. film.

"It is the project of an amateur using home movie equipment and poor lighting, but it is the idea of what I'm filming that I'm interested in," she commented.

"The Four Visions of Phoebe McAllister" is serving as an example to other students. They are using the Film Society for guidance.

Our World: Topic Of Scientific Talks

by Norma Drab

Botany and sociology majors will present the first in a series of botany-sociology colloquia entitled "The Quality of Our Environment," Tues., Oct. 31 at 5:15 p.m. in the Burdick living room.

For the initial session, two botany majors, Mary Saunders and Marge Holland, and three sociology majors, Beth Brereton, Carol Bileski and Paula Lombardo, have set up an informal discussion pertaining to Rene Dubois' Nobel prize-winning book, *Mirage of Health*. The informal seminar will concern itself with disease, environment, and man, covering both the pure science and social science aspects of the problem.

Mrs. Sally Taylor, instructor of botany, said that the girls study environment in sociology, biology and botany courses. The idea evolved because girls expressed interest in environmental sciences. It is appropriate for
(Continued on Page 7, Col. 5)

Dean Researches Book In Ireland

by Arleen Shaw

Miss Alice E. Johnson, dean of freshmen, returned this fall from a six-month sabbatical, taken in order to gather material for her forthcoming book.

Dean Johnson said that the book will be a research work on the life of the famous Irish-American publisher of the Revolutionary period, Matthey Carey.

Miss Johnson said she spent three months in Dublin, Ireland, doing research into Carey's work in 1794 as publisher of a radical newspaper testing the anti-Catholic government which plagued Ireland at that time.

A second purpose for her visit to Dublin, Miss Johnson said, was to try to identify and locate possible descendants of Carey who might possess some of the publisher's personal letters of unpublished manuscripts.

Transmits Culture

Dean Johnson said that she is interested in Carey as a transmitter of literature and culture in early American society.

According to Miss Johnson, Carey helped spread literature throughout America's infant states, and especially in the South.

For example, Carey covered and published in his Philadelphia newspaper of that period the events of the Constitutional Convention. He also published
(Continued on Page 4, Col. 2)

Frederick A. Kreiling, professor of history at Brooklyn Polytechnic Institute will deliver the third lecture in the history of science series entitled, "Leibniz" Mon., Oct. 30, at 4:20 p.m. in Palmer Auditorium.

Dr. Kreiling, whose major fields of interest include Leibniz, the history of science in the seventeenth century and the history of philosophy, has published in a variety of scientific and professional journals. He has also delivered reports and papers at various symposiums and international congresses.

Upperclassmen interested in careers in law or medicine should consult Miss Marjorie Dilley, chairman of the government dept., for law, or Mrs. Jeanne Prokesh, associate professor of chemistry, for medicine.

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Editorial . . .

Approval Or Anarchy

According to a Special Report entitled "Now It's 'Student Power,'" printed in the October 20 issue of *Life Magazine*, students across the country are agitating for complete takeover in all aspects of campus administration.

Reporting on the recent National Student Association Congress, attended by undergraduate representatives of 334 colleges, the article states that N.S.A. delegates "are demanding a startling array of rights and privileges that have always been in the hands of teachers and administrators."

Among the N.S.A.'s battle plans are demands for "total control of all nonacademic regulations," and demands for "joint student-faculty control over such hitherto sacrosanct areas as course requirements, grading systems, admissions policies, subject matter of courses and the hiring and dismissal of faculty and administrative personnel."

More interesting are their reasons—or rather, rationalizations—for such demands: a student civil rights worker has spent three summers in Mississippi "setting [his] own rules," and a college magazine editor controls a \$5,000 budget; why should any dean decide whether they may drink in their rooms?

The illogic of their reasoning is phenomenal, for why then should any intelligent, educated individual submit to any rules or laws, anywhere, anytime?

Equally outrageous are statements by Edward Schwartz, newly-elected president of the N.S.A., concerning the Association's course of action should the proposals not be accepted. It seems that the N.S.A. believes its demands are so pertinent, so valid, and so necessary, there is no other possibility open to colleges but immediate acceptance, without question or alteration.

And, in case anyone dares defy the wisdom of the N.S.A., the Congress mapped out ways "to bring any university which won't cooperate with [their] desires to a grinding halt."

Mr. Schwartz elaborated, "If we have to carry out our threats, we can count on stupid deans and irascible college presidents to make mistakes that will galvanize student opinion behind us."

But here we must stop and ponder: Is student opinion really behind the 'student power' movement? Can the beliefs of 334 N.S.A. members really represent the beliefs of thousands of students across the nation?

We do not believe many students feel it is their inviolable right to be consulted in such matters as admissions policies or the hiring of faculty. Nor do they honestly profess the power to judge a teacher's ability on the basis of a subjective reaction to one or two courses.

The article's most disturbing aspect, however, is the implication that students know more about educating themselves than do those whose profession it is to educate them.

The N.S.A. seems to forget that a student's contact with the school is transient and largely self-centered, while a faculty or administration member's contact is more enduring and probably more beneficial to the school.

And since a student attends college for the purpose of being educated, how can he know enough about the process of education to dictate its procedure?

Yet, on the other hand, because his involvement in that process affords him an "inside view," the student's opinion must be considered along with all the opinions sought in any policy decision. Otherwise, administrators run the same risk as Mr. Schwartz does by ignoring one-half of the entire picture.

Therefore, it is in the clearing and strengthening of already-existing lines of communication that the N.S.A. could be most effective.

Obviously, however, the organization is trying to reestablish the prestige it lost following last year's disclosure of N.S.A.-C.I.A. ties. Thus, the adoption of 'student power' seems to be a desperate step in a 'do-or-die' campaign.

But by offering students and colleges only one choice—approval or anarchy—the N.S.A. has lost sight of the cooperative nature of higher education, and therefore, is assured only of its own doom.

N.R.F.

LETTERS TO THE EDITOR

Why We Should Demonstrate

To The Editor:

The logic of your editorial, "Why Demonstrate?" is difficult to see. You ask: Why Demonstrate? Why express sentiments which are not new? Why dissent if you will be ineffective and unheard? Therefore, the only way to affect this undeclared, illegal aggression in Vietnam is to sit back—content to write our Congressmen and listen to Senators Fulbright and Dirksen debate!

Yet, Katzenbach has told Congress that it has no power to control this war, so what is the efficacy of working through these powerless but sanctioned channels?

Shooting water-pistols at the Pentagon is not, as you imply, the focal point of the October 21 Mobilization. The demonstration, sit-in, and speakers aim, rather, to increase awareness of and resistance to the war. I cannot argue their efficiency—history alone will tell.

But, "in order to be true to one's conscience and true to God, a righteous man has no alternative but to refuse to cooperate with an evil system." (Martin Luther King, 1954). We must continue, then, our efforts of massive resistance and non-cooperation. The mobilization is only one facet of this effort, but an important one.

Katie O'Sullivan See '70

To The Editor:

With reference to your editorial "Why Demonstrate?"

If the best we can anticipate from our elected officials is the Fulbright-Dirksen debate, then all the more reason to applaud the use of other "channels provided by a democracy," e.g., dissent through organized demonstration.

David W. Rosenberg
Kent C. Smith

To The Editor:

There have been major changes in the American political system. Yet, most Americans cannot see those changes, for they view the nation with eyes clouded by the myths and symbols of the American dream.

Over the past fifty years the administrative branch of government, with its vast technically trained bureaucratic structure, has come to dominate the American state, formulating, imitating, and administering all the affairs of state. The legislature has become an empty institution, its powers trimmed, its functions limited, its relevance to the political process fast waning, its ability to cope with the technological problems of this technological new world limited in principal by its own historical composition. The once feared oligarchic institution, which Madison and others sought to limit, is now reduced to the role of trimming and amending that which has already been designed and bonded to it by the managerial and technical efforts of the bureaucratic state.

And, furthermore, even if it were true that the legislature did have political power, it still would not represent us, for, though the Supreme Court declared for "one man, one vote," yet, the legislature is still a "rural oligarchy" in composition, and thus totally divorced from the basic trends of the modern world.

Therefore, to take a position on the problems that confront us in the modern world is to be unrepresented. And, to confront the American state with that position means to confront the bureaucracy.

The massive demonstrations and riots which have occurred outside of the political system are indications of the failure of that system. . . . Yet, the myths of the past blind most Americans to the realities of the future, while the present is coming down around us. . . .

R. Glassman
Asst. Prof. of Sociology

To The Editor:

I was interested in the two editorials in today's paper (October 17). "Why Demonstrate" urged students who opposed the War not to go to Washington this Saturday, but to voice objections "through the channels provided by a democracy—its elected officials." Although this may seem true, it is also to be remembered that the freedoms of Speech, Assembly, and Thought are a part of our democracy, and should be used. I feel that the second editorial was in contradiction with the first one. In the second one we are again warned against apathy, especially here at Connecticut. Apathy is not going to Washington to protest the war. Probably your editorial staff is not of one thought concerning how one should show her activeness and interests beyond the campus, but to disagree in print can be confusing to your readers.

Furthermore how can we work through our

elected officials? With the Electoral College which does not provide for "one man-one vote", and with the voting age at twenty-one, how can we protest effectively? When one feels frustrated with the status quo, and there is widespread dissent, then a demonstration is an outcry of the people, and should not be scorned, but considered to be significant as current feeling.

I, too, am disappointed with this apathy on campus but when one editorial puts down something that is active, then you seem to be defeating your whole campaign against complacency.

Anne Kennison '71

(Ed. Note: The two editorials were intended to reflect the conflicting opinions of the editors who wrote them, and not of the Editorial Board as a whole. This was indicated by the initials at the end of each editorial.)

Melodramatic Plea

To The Editor:

On November 1 once again the seniors will have their day, and once again the seniors will put on a Melodrama. But this year the class of 1968 will be doing the celebrating and frolicking, and this year Melodrama will be somewhat different.

The old friends of Melodrama realize that there is a problem with putting on a show this year, but the freshmen do not. For their benefit I will explain the problem. Melodrama is a great institution with performances on the stage and in the audience. For a truly successful show the audience must react readily to the action on the stage. The only thing that will save the plot and dialogue of a melodrama is an enthusiastic audience of hiss-ers, boo-ers, stompers, and shouters. Last year, however, the crowd was more than audibly enthusiastic. Projectiles of every sort pelted the stage, the curtains, the players, and even some of the audience. The once-used Springfield Oval, water balloons, food, and general garbage filled the stage floor and soiled the curtains to the tune of a \$400 cleaning bill. But that was last year, and this year things will be different.

This year there can be no garbage, goo, or wet stuff either thrown or even carried into Palmer. The first gooey projectile will bring down the curtain on our Melodrama and any after it. The fate of Melodrama rests on what is—or is not—thrown on November 1. I don't want to sound melodramatic, but I would like to see Iphigenia (our mascot) go on to have a forty-first birthday.

But mainly I am selfish and want to see Kathy Spendlove's original melodrama performed from first to last. Therefore to channel enthusiasm the senior class is making arrangements for providing safe throwing matter—and maybe even a noise-maker or two. That may not sound like much fun, but fun is what you make it, and our safe stuff will furnish as good an outlet for enthusiasm as any. So fear not, the class of 1968 will have a Melodrama, so help me Snidely Whiplash.

Helen Reynolds '68
Director of Senior Melodrama

"Apathy, Inc."

To The Editor:

As a senior, I have behind me three years of apathy. For example, already this year I have proved it by (1) not running for Vice-President of Student Government, (2) not attending a Peace Club meeting, and (3) not bussing myself out to hear What's-his-name speak. Of course, this has been a good year for showing my apathy—there have already been many opportunities to not take advantage of. I also have an excellent record for my three years passed: (1) I have never participated in a demonstration, (2) I have never complained to Dean Trippe about gym requirements, and (3) I have never scratched my boyfriend's initials on the wall of the third stall in the library john (although it is my favorite one and I do sort of feel badly about not leaving some remembrance of my time well-spent there).

Shamefully, though, as a staunch supporter of Apathy, Inc. (a Conn College organization), I can't prove that it's only apathy. If someone asked me why I had accepted the former three challenges to my lethargic soul, I would have to admit that I had subversive reasons for acting as I did. For example, even with all the time in the world, I could never do the job of Vice-President of the Student Body—I hate to say it, but I just don't have the ability.

We should not assume that the lack of opposition indicates apathy, rather that no student felt that she could do the job as well as Dana. I guess we'll never know, though.

Further, I did not go to the Peace Club meet-

(Continued on Page 4, Col. 3)

Lawyer Joins Gov. Dept.; Teaches 103 Part Time

by Pat Bernstein

This year Connecticut College has as a member of its faculty a full-time lawyer and part-time instructor in government, Miss Louise Durfee.

A graduate of Connecticut College and Yale Law School, Miss Durfee discovered teaching here to be a restful and exciting change of pace in her active life.

Although law has a prior claim on her, Miss Durfee explained her decision to teach twice a week on her own time as "just one of those things I really wanted to do."

Interesting and Exciting

Originally Miss Durfee planned to teach constitutional law on the undergraduate level. However, according to Miss Durfee, Government 103 is both interesting and exciting.

"There are obvious parallels between teaching and law," said Miss Durfee.

"Lawyers, too, are engaged in an education process with clients and with the courts as an example of the similarity. An obvious difference, however, is one of law being an adversary process. There can be no open discussion on a particular issue when one is involved in a case."

Fortunately Miss Durfee said she has not yet found her teaching experience to be an adverse one, but rather "a great deal of fun."

On Grad School

Miss Durfee, although a law school graduate, does not consider graduate school a necessary route after college. "There are a lot of theories about this," commented Miss Durfee.

"The main goal should be for life to be interesting, full, and vital. People seek all kinds of ways. Graduate school is not the only way to enrich one's life," she said.

In her senior year at Conn Miss Durfee decided that law school would be the proper path for the attainment of this goal.

In response to a question concerning students' knowledge of current affairs, Miss Durfee said that there is a general lack of information among students.

"Reading the New York Times every day" she said, "is one habit every student should get into. This habit is not well developed and is one area of involvement students may partake of."

Although she indicated a

limited involvement in the College community due to her brief teaching career, Miss Durfee stated that her experience at Conn has been favorable.

"The students are open and well-prepared," commented Miss Durfee on her classroom experience. "There is no sense that you cannot explore and criticize things. As for complaints, thus far I have none."

"Fame and Success" Offered By Mlle.

by Beth Daghlian

"I'm here to offer you money and a chance for fame and success," bubbled Carol Nicklaus, Mademoiselle's College Competitions Editor. Miss Nicklaus visited Conn recently on a three-week promotional tour for the Mademoiselle College Editor Contest.

Mademoiselle started the college editor contest to find talented young people interested in magazine work. A guest editorship is a good opportunity for a girl to find out exactly what magazine work is like, according to Miss Nicklaus.

She also said that it is an intense experience in which the college editor is actually doing the work so she can decide if magazine work is what she wants.

It is, also, a good way to get a job because Mademoiselle always keeps their guest editors in mind when filling positions. Miss Nicklaus was a college editor between her junior and senior years at Ohio State University.

Not at all the high fashion-model, or Twiggy-type, Miss Nicklaus was friendly and enthusiastic about her work and gave many helpful hints about living and working in New York.

"Midwestern girls have it made in New York," according to Miss Nicklaus. She then qualified her statement by saying that anyone with brains and enthusiasm also has it made.

The most important thing when trying to get a job in New York, Miss Nicklaus said, is to know people and to have enough self-confidence to be able to sell yourself.

FUTURE LOOKS BRIGHT FOR THREE FOREIGN STUDENTS

by Nancy Topping

This year, there are three foreign students at Connecticut College who are here as degree candidates: Christina Rydstrom '69 from Sweden; An-Ming Sze '71 from Vietnam; and Aida Walqui '69 from Peru.

Tina Rydstrom '69

Christina is not new to this country. She attended Middletown High School in ninth grade and commented "it was really great—just so much fun."

She said that a return trip to America last summer renewed her conviction that she would like to study here.

Advantages of Conn

Tina explained that one of the advantages in coming to Conn is that, with her junior standing, she will be able to obtain her economic's degree in two years whereas in Stockholm it would take her four years.

Tina said that she picked an all girls college because "we don't have these institutions in Sweden." She feels, however, that a coed institution is "more normal, more relaxed."

Living in a Box

Tina believes that life at Conn is easy and uncomplicated. "It's like living in a box." She added that everyone here is very friendly. "I really appreciate it, especially as a foreigner."

Tina said that she has met many different Conn girls. "Your first impression is that they are less mature, but as you start talking to them, you realize that this isn't true."

She added that the average Sweden." She noted, however, on current affairs. "Here, campus activities are of major importance."

Sex, Suicide and Socialism

Responding to the question on what Americans think of Swedish girls, Tina replied with a laugh, "There are three big topics that every Swedish girl is asked: sex, suicide and socialism."

Tina said that, in a few months, she thinks that she will become completely Americanized. In response to the question of what an American is Tina answered, "I can't understand it. There are so overwhelmingly different cultures, yet they're all united as American. Some people just look American. I can't define it."

Future Looks Bright

After completion of her studies here, Tina said that she would prefer to work before going on to graduate school. She speculated that she might get a job with an American company in Sweden or a Swedish company here.

Tina says that she would like very much to work for an American firm here, but feels that it would be difficult to find a position. "Your government doesn't want foreigners to take your jobs because of unemployment."

Nonetheless, Tina's future looks bright: "It's not important to me where I am as long as I've got a good job and I'm having a good time with people I like."

An-Ming Sze '71

An-Ming Sze is the only freshman among the foreign students.

Although she was born in Saigon, Vietnam, she said that her family is originally from Shanghai. She explained that her father was working for the Bank of China in Saigon when the Communist take over occurred, and her family has never returned to mainland China.

Until fifth grade, Ming explained, she attended a Chinese school; however, she switched to



FOREIGN STUDENTS, from left, An-Ming Sze, Christina Rydstrom, Aida Walqui.

—photo by mills

an American school when the Vietnamese government began to impose restrictions on the Chinese courses. Concerning these restrictions Ming commented, "They wanted us to take more Vietnamese courses and a lot of the Chinese resented it."

Not Complete Foreigner

Ming came to this country after her American school was closed in January of 1965. She explained, "The United States government evacuated all the families of military personnel and there was no longer any need for an American school."

As Ming attended House in the Pines, a prep school for three years, Ming said that she does not consider herself a complete foreign student.

Ming feels that prep school gave her a good background for college. "The main difference between the two is that there your time is regulated for you and here you're on your own."

As Ming is a freshman, she has not as yet picked her major. This year she is taking English, French, psychology and music. Ming also plays the piano, especially classical pieces.

Saigon Situation

Concerning the situation in Saigon Ming said, "The situation is really bad there. It's terrible because you can hear the sounds of the fighting in the distance. After a while though, you get used to it and it isn't frightening anymore."

On the possibility of a return trip to Vietnam Ming said, "That all depends on the situation there. Remember Vietnam is not my country, and my parents don't plan to stay there forever." Ming further commented that she has not been home in three years.

"Lucky To Be Here"

For the present, however, Ming said that she is untroubled by the future. She likes Conn "very much." "Besides," she added, "it's very hard to get out of Saigon, and I consider myself very lucky to be here."

Commenting on her dorm, Emily Abbey, Ming said, "It's a good idea living in a co-op, for it gives you a new sense of responsibility."

Aida Walqui '69

Aida Walqui came to Conn from San Marcos University, Lima, Peru, where she had been studying for three years.

In March of 1966 Aida said that she applied for a scholar-

ship to come to this country as an English major. She was granted a four year scholarship by LASPAU, an organization which, in her words, "raises money in mutual accord between the United States and Latin American universities to prepare professors to return to Latin America to teach."

"American Scholarly Investigation"

Aida stated her reasons for coming to America: "I always liked the American way of scholarly investigation." She said, "just by listening to classes I can acquire some techniques that would be very useful in our university."

She hopes to return to Lima to teach in Spanish American or English literature. She explained, "At the University the language classes are the only ones taught in a foreign tongue. It's a pity. That's why most of the students have never read any books in English."

Before leaving the University Aida said that she taught as an assistant professor. "I explained the text and questioned the students on what they had read. I loved it." Aida said that her favorite literature includes Homer and the German contemporary novels.

Co-ed Preferred

Aida believes that the difference between Conn and San Marcos is "the same difference that anyone would find between a big university and a small college."

Aida said that she did not have the opportunity to pick the school she was to attend. She feels that a co-ed atmosphere is more natural and would have chosen a co-ed college had she been offered the alternative.

Peruvians Talk Politics

Aida feels that Conn girls are less informed than the average Peruvian student. In contrast, Aida commented on the San Marcos students: "The most frequent topic of conversation in Peru is politics. We are also more actively involved. In Peru, the students have a third of all the power in the school. A teacher manages his own course, but he's more likely to be lenient because of the tremendous authority of the students. Last year the students expelled a teacher whom they didn't like."

Aida commented that she is very happy at Connecticut. However, she added, "Since I've been away I've come to appreciate the advantages Lima has to offer."

LIVE, LEARN





COME, MY SWEET—Terror, "Hansel and Gretel" style. The cast includes, from left, Tina Scott, Martha Young, Judy Greenberg, Diane Verchinski, and Randy Freelon.

—photo by biscuto

Schlesinger Speaks At U. of Conn.

(Continued from Page 1, Col. 5)



ARTHUR SCHLESINGER: historian, biographer, former Aide to President Kennedy.

LETTERS TO THE EDITOR (Continued from Page 2, Col. 5)

ing because I was busy and because I was not interested (horrors!). I was not busy watching TV or hacking with my friends, but involved in a meeting of a club to which I devote the majority of my time. If one joins the Peace Club instead of the Child Development Club, does it mean that she does not want her children to be brought up good or that she is not concerned about the future generations, the children of America? No, it simply means that one plays a more significant part in her life and happiness. Some of us simply are not soldiers of peace, although we do admit that it is nice to have around.

Imagine a college (or a nation, for that matter) in which everyone's efforts were devoted to the perpetuation of classical music. What a wonderful, homogeneous vision! Heaven help us if it comes to that—we might gain what we desire, but in losing sight of all else we would lose all else. Conn College, the United States, the world is not one homogeneous blob, and I am thankful that we are all a little different and have varying interests. However, you might ask, how can I so flagrantly ignore the importance of stamping out that gangrenous mess in Vietnam and go about involved in singing all year long? I ask you, how can you ignore the other facets of life—art, music, literature, math, psychology, etc.? Our multi-faceted environment is, to use an ugly cliché, "as American as apple pie." Yes, our government (and the peace that it can provide) supports all these wonderful things, but without all these intellectual and cultural aspects there would be nothing worthwhile to support.

Anyone who ignores the cultural aspects of human life in deference to governmental peace can be accused of being apathetic too, for she is denying the human side of humanity. She is ignoring her human responsibility.

Many theses have been forwarded about the responsibilities of a college student. I have vaguely mentioned a few above. However, we are in college and therefore we have assumed the responsibilities of students—we have labeled ourselves as such. Our lives are supposed to be directed primarily to the task of enriching ourselves intellectually, to soak up the works of two thousand years of civilization in a scant four years.

In addition, we are given the opportunities to supplement academia in extracurricular activities.

This is one of the wonderful things about college, that these opportunities exist, and it is our responsibility as students to take advantage of them. As far as I'm concerned no one is apathetic in this way—1/3 of the upperclassmen hold some kind of office (I counted them myself) and I expect that members of the organizations account for about another 1/2 of the students. Almost every girl, therefore, is engaged in some kind of extracurricular activity in addition to her classes and studies.

Thus, we are here primarily for the education, secondarily for the added opportunities (although they are complementary), and this fact should not be overlooked. We should not expect to nor be expected to devote an unreasonable amount of time to extracurricular activities. Thus, it is doubtful that any girl has the time to devote to more than one activity if she expects to take her first responsibility seriously. Thus, although I am interested in peace, I cannot afford to both sing and fight for peace, and I refuse to neglect my singing for membership in the Peace Club, no matter how important it is.

I am obviously sick of hearing the word "apathy" flung at me every time I do not do something I don't have the time to do. Let's stop calling individuality apathy. Let's try to realize that we all have different backgrounds and interests which, at 20 years of age, are nearly impossible to obliterate. Let's be thankful that we are heterogeneous, and that some of us are able and willing to preserve the peace while others are busy pre-

CONCERT SERIES

(Continued from Page 1, Col. 4)

Founded in 1934 by and for the French radio, it has attracted many of the world's famous conductors as its guests including Koussivitsky, Ormandy, Walter, and Stravinsky, as well as distinguished soloists from all over the world. It was the first foreign orchestra invited to play at the new Philharmonic Hall in Lincoln Center.

Maurice Le Roux has been the conductor and musical director of the French National Orchestra since 1960. In Paris he is particularly known for the music he has introduced to the French public, including works by Stravinsky, Prokofiev, Messiaen, Milhaud, and Xenakis.

Mr. Le Roux is a composer and author as well as a conductor.

...good morning, inquisitive mind...

michael's predicament

To The Editor:

The following is an open letter to michael:

Dear michael:
You wonder why the Connecticut College girls walk in the middle of the road on campus. In fact, you have pondered over this "very puzzling question" for "several years." That seems to be a terribly long period of time, but then again, it just goes to show that you are absolutely right: Yale men are thinking men. A boy from Wesleyan would probably never give the matter more than five minutes' thought. Alas. Those poor undeveloped minds.

Michael, for one year I have been "trying to answer a very puzzling question." And now you have answered it for me. I have been trying to figure out just what you are watching out of that window. (I am referring to your weekly picture in Conn Census.) Now I know — you are watching all the beautiful minds walking in the middle of the road to their 8:30 classes. And naturally, you are thinking.

Seriously, what I have been trying to decide, not for several years—only for the past week, is this: do your comments concerning the lack of thinking in Middletown refer to Wesleyan at large, or merely to your brother?

I have one request for your column. Instead of advising us as to how to beautify our minds, stimulate what minds we have already if you are concerned.

What do you think of Marshall McLuhan?

Sincerely,
Kathy Spendlove '68

To The Editor:

It would seem that "michael" has finally reached a low ebb—or perhaps it would be more apt to say a lower ebb—if he is so concerned that Conn girls walk in the middle of the road, it may be due to the fact that he has come to a dead end.

Sue Derman '70

To The Editor:

I was disappointed to see a misrepresentation of fact in the October 17th issue of Conn Census.

The campus "circular" last week placed in every mailbox, student and faculty, which challenged readers to respond to the human crises of today was NOT sent by "Rev. J. Barrie Shepherd." I am sure that Mr. Shepherd too was disappointed to have been credited or blamed, whichever, with the content of that circular. For, above many things, he encourages student effort, and it was student effort which initiated, produced, and distributed the publicity and is responsible for the Religious Fellowship program.

Mr. Shepherd eloquently expresses his views both in and out of the pulpit being an active and informed member of the community, but he has certainly not appointed himself the coordinator of moral consciousness for the campus. Religious Fellowship, thankfully, has no monopoly on these issues either. There are many students in and out of organizations acting in a variety of ways in response to human crises and the numbers of these students is increasing.

Leslie Fenn '69

powers," who have failed to recognize new habits of thought. Schlesinger told the students and faculty, "These illusions of super-power thus lie behind our involvement in Vietnam."

Schlesinger warned of U.S. illusions of omnipotence and omniscience, which have been a major cause of our escalation policy.

Increased Infiltration
"Bombing has, in effect, increased infiltration of the quantity of North Vietnamese troops and the quality of weapons," he stated, and then presented statistics reinforcing his point.

Finding no indication of a reduction of enemy infiltration, the historian also questioned our belief that the Viet Cong would be "greater cowards" than Western forces.

Mr. Schlesinger also mentioned the impact of the "escalation fallacy," which has caused America to believe that "while we escalate, the enemy power will remain stable."

"All our 1,000 days of escalation have only made the war bloodier," he exclaimed.

Pacific Aggression
Commenting on the Administration's latest argument that our present stand in Vietnam will prevent Chinese aggression in the Pacific, he stated, "President Johnson cannot believe that Ho Chi Minh represents the same evil as Adolf Hitler."

As for the theory of Pacific aggression, said Schlesinger, "it has at no point been backed up by facts."

"Why would North Vietnam become the obedient child of Communist China?" He suggested that Ho Chi Minh's government would probably be more effective in resisting Chinese nationalistic expansion, than any imposed Western form of resistance.

"Our War"
Referring to the Kennedy Administration to which he was an advisor, Schlesinger concluded with the statement that U.S. involvement in what Pres. Kennedy

called "their war," has now become involvement in "our war," as a result of the Johnson Administration and the lingering theory of the "super power."

In a private press conference held earlier that evening, Mr. Schlesinger elaborated on a number of recent issues. Concerning the Mass Mobilization demonstration last Saturday, and the increasing number of young voters joining such movements, he stated, "People who are responsible for national policy should be aware of the large number who are defecting to the left in the younger generation."

In response to questions concerning the radical movements in Congress to impeach Johnson because his foreign policy has lately been "unconstitutional," Schlesinger pointed out that the question is not one of presidential impeachment, but of the fact that once given the unlimited powers of the presidential office, he has not served "in the interest of the United States."

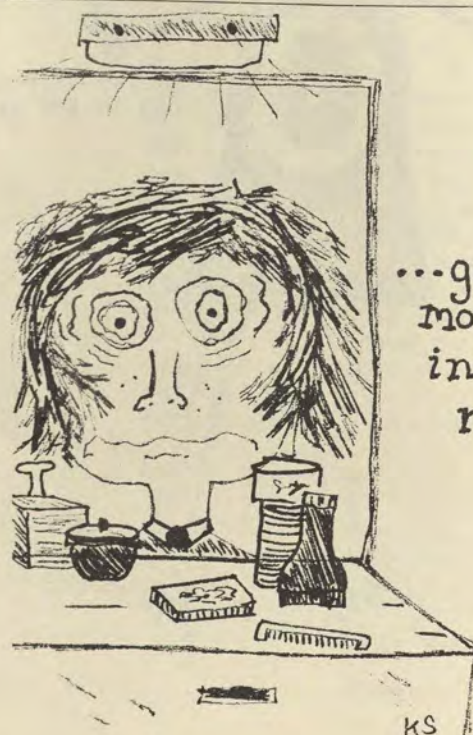
DEAN
(Continued from Page 1, Col. 5)
America's first successful magazine, the American Museum.

According to Dean Johnson, Carey was also responsible for the dissemination of the works of American literary figures of this period, such as Freneau and Trumble.

Moreover, through his friendship with Lafayette, Carey was able to make possible the American printing of many French works of the time.

American Footnote
The Dean said that Matthew Carey is a little researched but very important figure in America's cultural history, referring to him as "the great American footnote," since his name often appears in that context as an example of an early American publisher, economist, or philanthropist.

Miss Johnson added that she is still unsure of the date of her book's publication or the company which will publish it.



...good morning, inquisitive mind...

KS

PDQ Bach Entertains With Bagpipes, Bicycles, Balloons

by Jane Rafal

A concert of the work of P. D. Q. Bach, Jr., J. S. Bach's last but not least son, was held Sun., Oct. 15, in Palmer Auditorium.

Peter Schickele, the only man who has done extensive research on P.D.Q., and the only man who is likely to, prefaced many of the pieces with explanatory notes. For instance, the Cantata: "Iphigenia in Brooklyn," which was written during P.D.Q.'s Soused Period, was created only after he had dropped over to Bonn to take a swig of Beethoven's 5th.

The first work on the program, the "Serenade in D Major for Devious Instruments" (S. 36-24-36) followed the standard three-movement form: Shake Allegro, Andante Alighieri, and Four-Voice Fruge. It differed from the norm, however, in the strange assortment of instruments, such as the trombone and the Shower Hose, which P.D.Q. Bach removed from orchestras forever.

The "Unbegun Symphony," a work of Prof. Schickele's which he modestly included, was unique because every note in it was plagiarized. It was quite a musical treat to hear "Brahms First Symphony" played opposite "Joy to the World," and the sweet melodies of the "Blue Danube Waltz" and "Clementine" over Mozart's "Jupiter" or Dvorak's "New World Symphony."

The "Pevartamento for Bagpipes, Bicycle, and Balloons" best illustrated P.D.Q.'s philosophy; if something doesn't work the first time, play it again louder.

The program notes state that "the uninitiated listener may find this music difficult to approach at first. For one thing, the instrumentation is not only archaic but irresponsible. While his contemporaries were contributing to the development and evolution of various instruments, P.D.Q. was smothering others, as it were, in the cradle."

Although P.D.Q. Bach did write sacred music, such as his "Missa Delirious," and his "Half-Nelson Mass," it was subsequently put on the Index, and is thus unavailable to us.

In conclusion, this concert leads one to anticipate more opportunities to hear the work of P.D.Q. Bach, with the hope that the next concert couldn't possibly be as bad as the last one.

STUDENTS PRAISE MEYERS' FUTURE PLANS FOR DANCE

by Barbara Keshen

You sit and you listen to the music of Yehudi Menuhin and Ravi Shankar. You feel the woody coldness of the floor under your bare-feet, and you see the bodies of 30 girls flow past you in an indistinguishable mass of movement. And you sense that something is happening here, something new, enriching and exciting. You are watching one of Mrs. Meyers's dance classes.

Mrs. Martha Meyers, instructor in dance, is one of Conn's newest faculty members. She holds a B.A. from William and Mary, where she majored in sociology and music, and an M.A. in dance from Smith.

She has studied ballet, modern dance, and dance composition in New York, where she worked on a television series for the NET, and at Conn's Summer School for dance.

In a recent interview Mrs. Meyers said, "Having been a student at the school of dance in its beginning years, I've been impressed with its growth and impact on contemporary dance and would like to see some of this excitement from the summer carried over to the winter program with more opportunities for students to work in dance."

Dance Program Changes

With this goal in mind, Mrs. Meyers has made many improvements and innovations in the dance program. She constantly varies the format of her classes.

Sometimes they are formal and structured with the students mimicking her motions, and at other times they are completely informal with the students being allowed absolute freedom to express themselves within a specific musical context.

The classes are sectioned according to ability. No student is pushed into attempting anything beyond her capabilities, but constant practice, and an excellent guide help the student to gradually increase her ability.

Another change that Mrs. Meyers brought to Conn is the



DANCERS deep in concentration.

—photo by mills

re-activation of a credit course in the history of Dance.

Sue Fitzgerald '69 summed up the course in one word: "fantastic!" She had nothing but praise for the content of the course and for the way it was taught.

Next semester Mrs. Meyers is teaching a second credit course, Introduction to Dance.

Advising Dance Group

Besides teaching nine hours of technique classes, Mrs. Meyers advises the Dance Group two evenings a week. She has given the group a shot of adrenalin with her comprehensive plans for this year.

The in-member Dance group will work on a television show in Hartford either in December or in the spring. In addition it will present a demonstration, or an Experimental Workshop, for the college sometime before Christmas.

Mrs. Meyers said she hopes that the group also can do something in conjunction with the Eugene O'Neill Theater and Theatre One.

Imaginative Classes

Elaine Davey '69, business chairman of the Dance Group, said "The classes are just so imaginative! She works us hard . . . but she's instilled a greater love and enthusiasm for dance in me."

Elaine elaborated upon the plans for this year and the progress of the group so far. She commented specifically upon the use of experimentation not only in dance but in music as well.

Merger of the Arts

Mrs. Meyers herself generates energy and excitement and spoke enthusiastically about a possible merger of the arts here at Conn.

She pointed out that no art form is an isolated entity, but as the fine and performing arts are integrated in life, they should be integrated in the college curriculum.

She stated that "with the completion of the new arts building, the arts on campus will have the facilities to take a larger breath and perhaps a new look at their function and goals in the academic community."

FOLLOW-UP (HUMANITIES)

(Continued from Page 1, Col. 2) schools or at study centers that have been set up for them. Here they will help them with their studies, inquire how they are doing in school and provide tutors if needed.

They are also keeping in touch with the girls who participated in the program in previous summers, helping them with their plans for college and jobs.

According to Kathy Guenther '68, one of the counselors, the follow-up for the New London girls will be more intensive than that of other areas.

Drama Dance Workshop

As well as meeting with their counselors twice a month, the girls come to the campus every

JOBS

(Continued from Page 1, Col. 1) ber of students employed by the residence department; and a 10¢ hourly wage increase given student workers by the college last February.

By far the largest campus employer was the Residence Department where, in the month of February alone, 189 students were paid for 3,575 hours they worked as waitresses, dormitory aides and pantry aides.

During the same month 82 students put in 1,395 financially productive hours in Palmer Library.

Sunday afternoon for drama and dance workshops followed by dinner in their counselor's dorm. Eventually the girls plan to stage a production of their own.

The aim of these workshops, said Kathy, is to enable the girls to continue participating in those activities they enjoyed this summer which unfortunately are not available to them at their high schools.

Maintain Contact

The most important aspect of this follow-up, explained Counselor Dana Phillips '68, is to let the girls know that their counselors have not forgotten about them and are still concerned about their personal problems and interests as well as their academic progress.

The counselors' job is to help them in whatever ways they can, in making sure that their experiences this summer enable them to get along better in school.

A reunion will be held at Conn Sat., Oct. 21, for the girls and their tutor-counselors and teachers. This, in addition to the bi-monthly visits, as Helen Epps '68 said, is to show the girls that the program is not over.

Other tutor-counselors participating in the follow-up programs are: Susan Crocker '70, Ginger Curwen '68, Jane Fankhanel '68, Diane Harper '69, Jane Hartwig '68, Brooke Saitor '68, and Elizabeth Tobin '69.

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Daily Princetonian To Pick Dancers

by Kathy Riley

Three Princeton Tigers roared their approval as twenty Conn students gyrated to "Funky Funky Broadway". The scene was Windham's living room; the occasion, tryouts for go-go girls to dance at Prince-Tiger Nov. 17.

The Daily Princetonian, sponsor of the dance, is sending judges to approximately 12 women's colleges to choose six to ten of the best dancers trying out. The girls selected will dance Friday night in cages suspended from the ceiling. Then they will be provided with dates for the remainder of the weekend.

Roger Cooper, advertising manager of The Princetonian, stated that Conn students were the most talented he had seen so far, and that he was most impressed.

Winners of the contest will be announced in about two weeks.



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A Master of English? Try A Language Hall

by Nancy Topping

For those students at Conn who feel that they have sufficiently mastered the English language, the college offers three language corridors: French in Knowlton, Spanish in Burdick, and German in Freeman.

The French corridor is the oldest of the three, and with a membership of sixteen, it also represents the largest of the groups. The Spanish and German corridors were begun this year and have thirteen and eight participants respectively.

The only requirements for admission to a language corridor are an interest in the language and a willingness to participate. The student does not have to be a major in that particular field, nor does she have to be an upper-classman.

The French department, however, does request that the student have an interview. This policy is basically designed to insure her interest in the subject.

The French and Spanish students are expected to converse in the tongue at all times except when entertaining a guest who is unfamiliar with the language.

The German corridor, due in part to the fact that it is a small group in a large dormitory, is conducted on a more informal basis. There is no set time during which the girls are required to speak German.

"But," points out Nan Togikawa '68, "it's for our benefit and if we don't speak, it's our loss."

"The girls are all on their honor to speak their languages. However, the French corridor has, in addition, a system of fines. The forgetful student who lapses into English is fined ten cents.

Sally Yerkovitch '69 commented on this policy. "It doesn't really add anything to have fines. It's within you. You're here to speak French and make the cor-

ridor work."

To help the girls acquire an everyday, working knowledge of the language, a native from each respective country lives in the corridors. The language halls also offer supplementary programs to aid the students.

The girls in the French and Spanish corridors meet Monday through Thursday for dinner, the German students on Tuesday nights. The professors of the various departments are always invited to these meals.

In addition, there are outside projects. At present, the girls in the Spanish house are planning a play with the Wesleyan Spanish house.

The majority of the girls involved believe the program has been a great success. "The more you speak, the easier it gets," said Sue Cannon '69 of the French corridor.

Commented Patita Wright '70, a Spanish student, "the corridor not only teaches you the vocabulary and idioms, but it also helps you to think in Spanish. We help ourselves and each other."

Any disadvantages? The girls discovered that the choice between moving into the corridor or moving with their friends can often be a difficult one. However, "There are always new friendships to be gained," pointed out Sue Cannon.

Any suggestions for improvement? "Perhaps more natives," said Karen Heerlein.

For anyone interested in finding out for herself what a language corridor is like, drop in any time. The girls say they will

BOTANY-SOC COLLOQ

(Continued from Page 1, Col. 4)

Connecticut as a liberal arts college to be interested in this type of study.

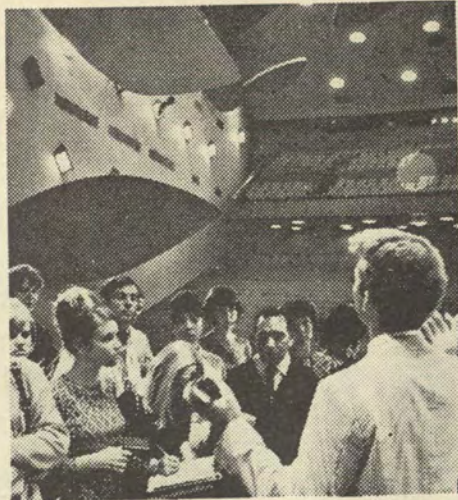
Mrs. Taylor commented on the colloquium: "The seminar is an endeavor to cross-fertilize ideas from material facets."

Following the Oct. 31 colloquium, the girls will debate such topics as man interfering with his environment, crowding, aggression, and the effect of environment on human behavior.

Group discussions will be supervised by Mrs. Taylor, Mrs. Virginia Vidich, instructor in sociology, and other members of both departments.

This man is:

- A. Juggling
- B. Throwing pizzas
- C. Discussing Venezuelan architecture
- D. None of these



C is correct. Pictured here, Associate Professor Peter Van Deursen Haven discusses Venezuelan architecture at Central University in Caracas with students enrolled in World Campus Afloat-Chapman College during the Spring 1967 semester at sea.

This group was one of many to fan-out over Caracas for various course-related field experiences during the several days the s.s. RYNDAM, campus and dormitory for the traveling students and faculty, was docked in the South American port. Professor Haven now teaches art courses at the University of Miami, Florida. His students have transferred credits earned aboard the floating campus to their home campuses and have resumed regular classes. One is from South Dakota, majoring in Sociology at Tabor College in

Hillsboro, Kansas; another is a junior in Political Science at San Francisco State College; a third is a sophomore in Latin American Studies at Indiana University and still another a business student at Santa Monica City College in California.

As you read this, more than 500 students, representing 200 colleges and universities throughout the country, accompanied by a distinguished faculty, already have embarked from New York for the Fall 1967 semester which will take them to ports in Europe, Africa and Asia, returning to Los Angeles via Honolulu.

Students are now enrolling for the Spring 1968 semester and will depart from Los Angeles to engage in shipboard study supplemented by visits to ports in Peru, Chile, Argentina, Uruguay, Brazil, Senegal, Morocco, Spain, Greece, Turkey, Yugoslavia, Italy, Portugal, The Netherlands and Great Britain, terminating in May in New York.

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NEWS NOTES

American Union of Students Helps New New Yorkers

A new dimension in services for college students and recent graduates who are visiting or planning to live and work in America's metropolitan cities is being offered by The American Union of Students, Ltd. A charter membership fee of \$5.00 entitles students or recent graduates to the facilities of a central information center and special considerations from many participating shops and restaurants.

The initial A.U.S. center at 113 West 42nd Street, New York will offer services such as telephone message and mail pick up, apartment locating, temporary and permanent employment placement, check cashing, complete travel service, planned social and cultural events and theater ticket reservations. In addition, members of the A.U.S. will receive a monthly newsletter advising what the scene is in New York and specific information on events and activities during peak vacation periods.

Dr. Paul A. Kolers will speak on "The Illusion of Motion" the first in the series of Psychology Colloquia, Tues., Oct. 24, at 4:30 p.m. in Hale.

The topic of this lecture concerns a classical problem in the psychology of perception, the phenomenon of apparent motion.

A group of technological societies will sponsor a Technological Obsolescence Symposium Sat., Oct. 28, from 1 to 5 p.m. in Palmer Auditorium.

Speakers and a panel will discuss the nature of obsolescence, and its effects on industry and individuals.

Susan Mabrey '68 won the singles championship in the New England Collegiate Tennis Tournament for Women by beating her sister Sally, a junior at Wheaton, 6-2, 6-3. The tournament was held Oct. 13-15 at Longwood Cricket Club, Chestnut Hill, Mass.

Sixteen colleges were entered in the tournament. Conn's entries were: Susan Mabry '68 and Holly Peacock '71, singles; Barb Gaynor '70, Mary Wick '70, Auer Deitweiler '71, and Sybil Heim '71, doubles.

Mrs. Brook Johnson Sutor, chairman of the Course Critique committee, stated that there will be no course critique published for the second semester of the 1966-67 academic year due to the low percentage of response by students. The decision pertaining to future course critiques will be made in the next few weeks.

Conn's hockey team is playing the University of Connecticut this afternoon at 4. This will be their first intercollegiate game of the season. Cheerers will be appreciated.

Meet the Trustees

by Carol Brennan

(Ed. Note: This is the fourth in a series of articles aimed at introducing the Connecticut College Trustees to the College community)

Helen L. Buttenwieser

Helen L. Buttenwieser has been a trustee of Connecticut College since 1949. An attorney, Mrs. Buttenwieser is a partner in the firm of Brennan, London, and Buttenwieser in New York City.

Mrs. Buttenwieser was graduated from Connecticut College and then from New York University Law School in 1936.

Among her professional activities are memberships on the Committee of Professional Ethics of the Association of the Bar of the City of New York, and the Committee on Socio-Legal Jurisprudence of the New York County Lawyers' Association.

A mother of four, Mrs. Buttenwieser is also a member of the Board of Directors of the Title Guarantee and Trust Company and a trustee of the Dalton Schools in New York.

On behalf of the New York Civil Liberties Union, Mrs. Buttenwieser testified for the drive to liberalize New York's divorce law.

Dorthea M. Moore

Dr. Dorthea Moore has the distinction of being the only woman on the faculty of Harvard Medical School. She is an associate physician on the staff of Children's Hospital in Boston and is a Fellow of the American Academy of Pediatrics.

Dr. Moore, a trustee since 1953, combines her private pediatrics practice in Cambridge, Mass., with an instructorship in Pediatrics at Harvard Medical School.

Dr. Moore received an A.B. from Bryn Mawr in 1915 and an M.D. from Johns Hopkins University in 1922. She interned at Bellevue Hospital in New York and became assistant resident physician at New Haven Hospital. At this time, she was also on the faculty of Yale Medical School.

She left New Haven to accept an appointment to the faculty of Cornell Medical School. Two years later she became attending physician at Willard Parker Hospital in New York and assistant in children's diseases at Columbia.

Janet M. Paine

Janet M. Paine graduated from Connecticut in 1927 and has been a trustee since 1959.

She did her graduate study at Columbia University and the New School for Social Research.

Miss Paine was secretary for

Social Sciences for The Rockefeller Foundation from 1929 to 1939. For the next ten years she was assistant to the Director of Social Sciences of The Rockefeller Foundation. Since 1950 Miss Paine has been Assistant Secretary of the Rockefeller Foundation.

Miss Paine is a member of the Connecticut College Club of New York City and was also a member of the 50th Anniversary Fund Drive Committee of New York City.

Elizabeth P. Anderson

Elizabeth P. Anderson has been a trustee since 1962. Her husband is Judge of the 2nd Circuit Court of Appeals, New York City.

A graduate of Smith, Mrs. Anderson is president of the Thames Science Center, a member of the Connecticut Arboretum Advancement Committee, a director of the Children's Services of Eastern Connecticut, and a board member of the Connecticut Child Welfare Association.

The Andersons have contributed greatly to the college over a period of years. Judge Anderson has accepted no fee for his legal services in connection with the purchase of Arboretum property.

Mother of two sons, Mrs. Anderson is also a trustee of Mitchell College.

ACTIVITIES

(Continued from Page 1, Col. 1)

appointed associate professor of Physical Education, taught two master dance classes entitled "Motives for Movement" to 100 elementary and high school teachers of the N.Y. State Association of Health, Physical Education and Recreation in Long Island, Oct. 18 and 23.

Eveline B. Omwake, professor of child development, was a guest speaker at the 21st Invitational Conference for School Administrators Mon., Oct. 16, at the National College of Education, Evanston, Ill.

Elementary Education

An authority on the developmental processes of early childhood, Miss Omwake discussed "Developing Programs of Early School."

Miss Eleanor J. Saunders, a member of the college admissions staff, will visit eight secondary schools in Essex County Oct. 23, 24 and 25.

In her meetings with prospective students at the various schools, Miss Saunders will explain admissions procedures and academic qualifications for acceptance by the liberal arts college.

VESPERS

Vesper Services celebrating the beginning of the Reformation will be held Sun., Oct. 29, at 7 p.m. in the College Chapel.

The Rev. J. Barrie Shepherd will deliver the sermon while the Rev. Edward Konopka, chaplain to the Catholic club, will lead in worship. The Connecticut College Chorus accompanied by a brass sextet from the Coast Guard Academy will provide the music for the service.

Two of the works featured were written by Charles R. Shackford, professor of music. He wrote "Quodlibet", a piece for brass alone, especially for this service. This piece will be played as the prelude to the service. The title of this piece is the same as used by German composers of the Reformation and the Baroque, including J. S. Bach, explained James Armstrong, director of choral activities. Mr. Armstrong described the piece as one which mingles several different themes which are passed back and forth among the various instruments.

"Bless the Lord, O My Soul," the second piece written by Mr. Shackford, is a choral work that was written for the Baccalaureate services for the Class of 1967 and was first performed last June.

The chorus will also perform works by Franck, Honegger, Nevett Bartow, and J. S. Bach.

Beyond the Wall

by Jane Rafal

TRINITY COLLEGE: The Trinity Tripod reports the opening of a Free Store, Digger style, in the Old Cave. Merchandise is completely free to all who want it. The store is founded on the idea that people will also contribute to the stock, so that there will be a constant turnover of items.

VASSAR COLLEGE: The Vassar Miscellany News prints some information which may deflate the Conn girl: All but four of Yale's 12 colleges are already affiliated with houses at Vassar. Some of the joint plans for the future are bridge tournaments, seminars, sports, and dances.

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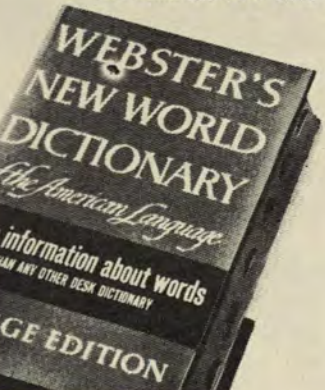
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