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Connecticut College

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# Conn Census

Vol. 48—No. 6

New London, Connecticut, Thursday, November 1, 1962

Price 10 Cents

## Eminent Classicist Plans Campus Visit For Lecture Series

Professor H. D. F. Kitto, a distinguished author and classicist will visit Connecticut College Thursday and Friday, November 8 and 9. Having retired from the University of Bristol just this year, he had been associated with the University of Glasgow from 1921 to 1944. Mr. Kitto was a visiting professor at Cornell and Brandeis Universities, and in 1960-1961 was the Sather Professor of Classical Literature at the University of California.



Prof. H. D. F. Kitto

Some of Professor Kitto's publications include: *In the Mountains of Greece*, *The Greeks*, *Form and Meaning in Drama*, and, his most recent work, *Sophocles: Dramatist and Philosopher*.

Thursday morning, Mr. Kitto will meet with combined classes in Ancient History and Classics in Translation to discuss "Tragic Drama and Society." The convocation will take place that evening at 8:00, the topic being "Greek and Shakespearian Historical Tragedy." Friday afternoon he will meet with students of Latin and Greek to discuss the composition of the *Odyssey*. Professor Kitto will end his visit Friday evening with an informal gathering with English students in Thames Hall to speak on Sophocles' *Oedipus Tyrannus*.

## Peace Corps Representative Discusses Its Aims, Origins

From the time President Kennedy introduced his plans for a "Peace Corps," the public imagination has been roused by various rumors and conjectures about the organization, so that the original purpose has been ignored or forgotten. This week Connecticut College heard first hand just what the aims and origins of the Peace Corps are. Miss Helen Wilson, assistant to the Director of Program Development and Co-ordination, delivered lectures Wednesday and Thursday designed to clarify thinking on the Peace Corps.

Miss Wilson stressed several points in her lecture, the foremost of which was the fundamental ideals behind the Peace Corps. It is not a new or unique idea and has its roots deeply implanted in history. But what is new is the "idea joined with the power and the desire to implement it." Congress designed the program as a means to promote world peace and friendship by introducing qualified Americans to foreign countries. It is "to be a continuity of the old concept of American responsibility for the human side of International Relations." An enduring, long range aspiration, it is not particular to America but is "particularly American."

The means of attaining the ideals behind this program rests upon the provision of developing countries with "doers and helpers" who contribute their various skills toward the advancement of countries while sharing its way of living. Each volunteer must be over eighteen years of age, and as Miss Wilson noted, the Corps has brought out an "awareness of our responsibility as citizens and human beings in all generations." The volunteers serve two years, 3 months of which are devoted to a training period in which they are trained for a particular project not organized in the States but submitted by the country asking for aid. Although the training is specified in some areas, there are some common elements such as a review of American institutions and culture, a thorough acquaintance with the ideals and policies of the Peace Corps, a medical course, a history and language study of the country to be visited, as well as a physical training period which can be as extensive as one chooses. It was pointed out that liberal arts students are qualified in many areas such as

social work, community section programs, child care, fundamental nursing, and above all teaching, since most are fluent in one language. As Miss Wilson said, "the Corps is responsible for creating an American of new dimensions. But most important is the effect that these new Americans have on the foreign communities, acting as catalysts for positive social change."

## Reorganization Proposal For Vespers Rejected

Recently, two Connecticut College students proposed a measure to establish a compromise between the Student Government rule concerning Vesper attendance and the desire to maintain various religious beliefs. They suggested that by dividing the Vesper speakers equally during the academic year into Protestant, Jewish, and Catholic denominations a student "could then fulfill three-fourths of her obligation in her own faith, if she so desired." The last fourth of the requirement would then be filled by attendance at the Choir service.

Religious Fellowship Cabinet, in answering this petition, thought that the suggestion "was not in accordance with the best interests of the student body or the college as a whole. In arriving at this decision, Religious Fellowship gave primary consideration to the history and present character of the College. "The heritage of the school has . . . always been that of the Protestant tradition in keeping with the original ideas and ideals of the founders. This has naturally caused the Vesper Committee to call upon more Protestant speakers than Catholic or Jewish ones."

Their answer, then, considers the historical tradition of the college in relation to the student's moral beliefs. "Because the speakers are primarily Protestant in their affiliation does not mean that they address themselves only to Protestants. We feel that these men are of such worth to the college as a whole that any religious tradition may receive something from their talks."

"The college has always believed that it is important for the student to be exposed to all aspects of worship, including liturgical music, hymns, and scripture, as a significant part of college life."

## Cuba Action Error Says Prof. Hughes

A candidate for the United States Senate declared last week that an invasion of Cuba would be a "diplomatic and moral catastrophe of the first magnitude."

Speaking before a meeting called for consideration of "alternatives to war over Cuba," Stuart Hughes, Massachusetts independent, declared that invasion of Cuba would shatter American prestige around the world.

"Remember how we felt six years ago, when the Soviet tanks rolled into Budapest," Hughes told the overflowing meeting of over one thousand Harvard students and faculty members, "that is how the rest of the world would feel if American Marines marched into Havana."

Hughes, a Harvard History Professor, entered the Massachusetts race with a petition drive which collected over 149,000 signatures supporting his candidacy. His campaign has focused on "alternatives to the arms race" and civil rights.

Hughes denounced the "contrived and theatrical atmosphere" of President Kennedy's announcement of our blockade of Cuba. He said that the President's action has created a great danger of "escalation" to nuclear war.

He decried the President's implication that Cuban-based Soviet missiles constitute a radical change in the balance of nuclear force.

Following the meeting over 300 telegrams were sent to the President urging restraint from any contemplated invasion. Police estimated that one thousand people were turned away from the overflowing hall.

Other speakers included Dr. Barrington Moore, Jr., a Senior Fellow at Harvard's Russian Research Center and Prof. David F. Cavers of the Harvard Law School.

Prof. Cavers asserted that according to International Law neither the United States nor the Soviet Union was a clear violator but that the actions of both sides had "not been in the spirit of the United Nations." Dr. Moore denied that Soviet missiles in Cuba contributed significantly to the Soviet military position. He argued that the President's action was made with an eye on the coming elections. The moderator of the meeting was Leonard K. Nash, Harvard Professor of Chemistry.



# ConnCensus

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## This Week

This week was oh sooo nice . . . and somehow suddenly we were back in our own little world and the hell with the rest of the outside world . . . the nation was saved, at least for awhile, and how and why and when the whole thing would actually be settled was really of no more concern to us . . . the cowboys are back on the air and the snack shop has our business once more . . . even though it is nice to see the smiles again, it's not much fun to think or realize that the only way to get the whole campus aroused is nothing short of an out and out war . . . but school does go on and now that we are assured of many tomorrows or so the few who do continue to read the *Times* do tell us, we only regret the loss of the yesterdays as far as our work is concerned . . . and so we retreat into our small little shells—we even beat the weather on that point though it wasn't far behind . . . we do realize that Mr. Merrill lacks the same stature as the President of the United States and that his works lack the magnitude or impact of the speeches given last week, but we also regret that he should receive such an affront as to have only a small, small minority of the students and Faculty, on hand to meet and talk with him . . . ah well, our troubles do go on and could it be true that it is the small and insignificant which finally make up the large and important? . . . it seems doubtful, but to judge from what we often hear and see, it very well could be true . . . it is interesting to note that more than half of the College attended the Frye speech—the question is: would half that number have been there if his speech had not been based around the Cuban situation? . . . it isn't that we are against student interest in world affairs, it's more that we wonder

why all stops must be let loose before anything happens . . . anyway, the world is still in one piece, the weather smells good, football is still in season and Mr. Arnold (the photographer of those beautiful pictures now on display at the Bookshop) is available to take our pictures too . . . so let's all laugh—no one's problems are still that big—at least until and through next week.

A. M.

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## There Are None So Blind As Those Who Will Not See

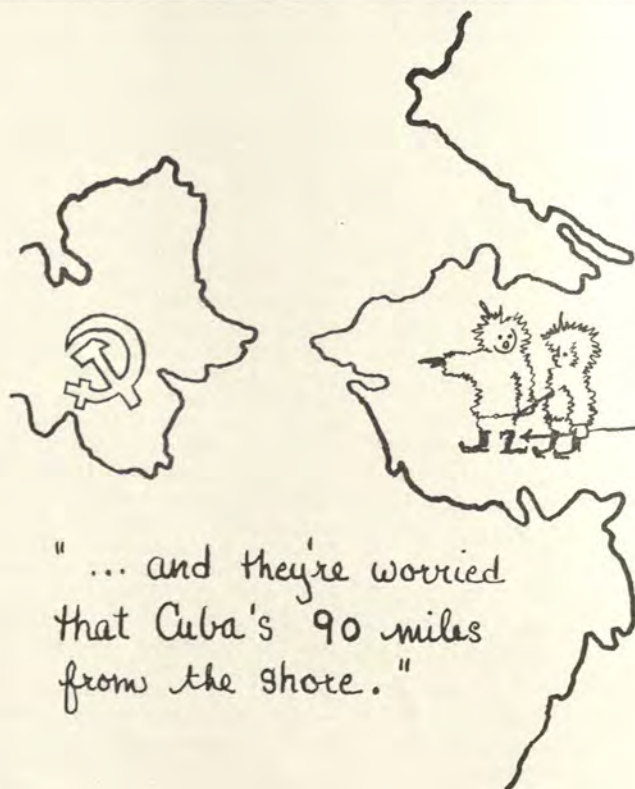
After I write this article I am going to put the impetus for its comments, one page of mimeographed insanity, into a covered garbage can, for to look at it makes me physically and emotionally sick. I cannot say that it makes me intellectually ill, as it is addressed not to the intellect, but to those dark areas of heart-learned fear and prejudice which, though they may lie dormant, are always present somewhere in the human complex.

In the midst of our politically inspired confusion last week, the aforementioned communication was received in the ConnCensus mail box. Its envelope bears no return address and the only clue to the identification of its sender or senders is to be found in what looks like the signature at the bottom of the page, "By Order of the Seeing Eye." (It should be noted that the term "Seeing Eye" is commonly applied to dogs, dogs which lead blind people through Life.) At the top of the page appears the question "What Is Wrong With America?" There follows a garbled answer to this question in which the author or authors, using twisted or out-of-context quotations, proclaim the following: The Jews are the destroyers and seducers of the world; the Jews are not Semites or the descendants of the ten lost tribes of Israel, but Khazars, a Turco-Finnish race who stole Palestine from the Semite Arabs; the Jews started World War I and II; Talmudism = Judaism = Communism; the Jews plan to rule the world through the United Na-

tions; the Jews back and finance the American Nazi Party; the Jews are behind desegregation (assuming, I suppose, that this, like World War II, is a horrendous occurrence); the Jews control all of our government's officers.

At a time of national crisis (internal or external, Cuban or otherwise) it is natural and desirable that we examine our culture to try to find out what it is that makes such a problem possible. The same applies to a personal crisis, when we must look into our own makeup and pattern of existence to find why we are susceptible to such a dilemma. Often, being unable or unwilling to find the answers here, we look around frantically for some convenient rack upon which to hang the culpability. Though certainly not deserving of approbation, such an act is forgivable, human creatures being what they are. However, the line must be drawn somewhere to rule out forgiveness. It must be drawn when we reach the area of national crisis and begin to look for a scapegoat, one group to answer for our failure as a nation, our inability to form for ourselves the world of which we dream.

Where does the blame lie? Obviously our world leaders don't know and neither do I. Some of it, perhaps much of it, perhaps all of it, must lie in the logic and methods of Seeing Eyes. B.—J.R.





# NSA: Affiliation or Independence

The Student Government is currently discussing a revision of policy concerning affiliation with national groups. The main organization under consideration at present is the United States National Student Association.

The USNSA was founded in 1946 at the University of Chicago as the American branch of the world Student Congress. Since then it has been expanded to include 400 member schools in 21 geographic areas. Each region

has one representative in the National Executive Committee, a group which meets twice a year to review the operations of the association.

The primary purpose of the USNSA is to encourage student participation in legitimate social and political activities. It is the belief of this organization that the student should be an active, informed, responsible participant in the democratic life of the campus, local, state, national and international communities. The student should seek with interest those problems which would lend to responsible involvement in social and political action. In this connection the student should be concerned not simply with problems pertaining to the academic community, but also with those of our national and international life.

The USNSA serves its members by representing student opinion on legislation on national issues, as well as representing the American student to other students throughout the world at international student conferences. It also provides for low cost educational tours to Europe, Asia, Africa, and Latin America and offers 18 full scholarships to students from member campuses for an intensive study of international student relations. Through various annual and regional meetings it brings together students, educators and foreign guests. The USNSA runs an information service for members through which a student government faced with a problem can obtain records of the methods used by other governments in similar situations.

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## Cybernetics: Topic Of Smith Interim

Smith College has announced that the topic for their Interim Session this year will be "Cybernetics and its Impact on Society." In a series of lectures during the three-week Interim, speakers will focus on the vast changes that cybernetics is bringing about in contemporary society. The announcement precipitated an article in *The Sophian* (Oct. 25th), evaluating the Interim plan.

Smith's Interim Session was instituted last year on a three-year trial basis. Under this plan, first semester classes and examinations are concluded before Christmas vacation. Students return in January to a three-week program of independent study. Areas of study and bibliography may be discussed with faculty members but, in the words of one instructor, "... once the Interim project is formulated, instructors should be conspicuously absent. If they (students) seminar, let them seminar alone."

The Interim system has provoked much comment, not only at Smith but at other colleges, where students have urged the institution of a similar plan. *The Sophian* article presents Smith faculty opinions on Interim.

Dean Doris Silbert admitted that Interim "was not as effective" as she had hoped. "I learned that students have to be taught to use their free time fruitfully." For this reason, the '63 session will provide voluntary study programs, reading lists, and research projects for freshmen and sophomores.

Robert T. Petersson of the English Department comments, "Interim? Merely the best scheme possible for cutting into the most destructive weakness we have: excessive dependence." Mr. Petersson realizes that some students may not be capable and eager in independent study, but he points out that "loss can have a positive value." The student may "learn things about herself and her ways of working that can't easily be learned otherwise."

Richard B. Young, colleague of Mr. Petersson's in the English Department, agrees with him that the responsibility of the individual should be stressed. Mr. Young opposes the inclination to place a greater share of the responsibility on the faculty for supervision and direction. "To spend two weeks doing badly what could be done better in a regular course is nothing more than pious hypocrisy. If the Interim idea is to be tried out, don't compromise it."

Faculty comment on the whole favors the institution of independent study but has reservations as to what will make the plan more effective: greater or less faculty supervision. The problem should be clarified by the results of this year's Interim.

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uninitiated who still think that I am writing in hieroglyphics, I hasten to explain that **The Annotated Snark** is a meticulously and thoroughly annotated edition of Lewis Carroll's answer to Homer and Vergil, his great nonsense epic, "The Hunting of the Snark." For the poem itself, I can praise it sufficiently only by saying that it is pure unadulterated Carroll, and that, I should think, is enough to make everyone rush out and read it immediately. The story concerns the adventures of nine improbable shipmates, led by a bell-ringing captain who resembles Lord Tennyson, as they hunt for a Snark. They undergo many harrowing experiences, including encounters with a Bandersnatch and Jubjub Bird, before the tale reaches its hair-raising

ing conclusion. Incredibly clever and downright hilarious in spots, "The Hunting of the Snark" is an epic of great power and, "was responsible for 49½ % of the cases of insanity and nervous breakdown which have occurred during the last ten years" (according to Snarkophilus Snobbs, who wrote in 1901, Appendix p. 96). The poem is amazing; but doubly amazing is Mr. Gardner's edition, which is one of those rare documents having the power to overcome even the most extreme case of Footnoteophobia (an irritating disease common among college students in which the sufferer becomes highly aggravated and often resorts to four-letter Anglo-Saxonisms at the sight of a page liberally spattered with footnotes). Mr. Gardner's annotations of the difficult words, e.g. "frumious" and abstruse allusions in the "Snark,"

See "Snark"—Page 5

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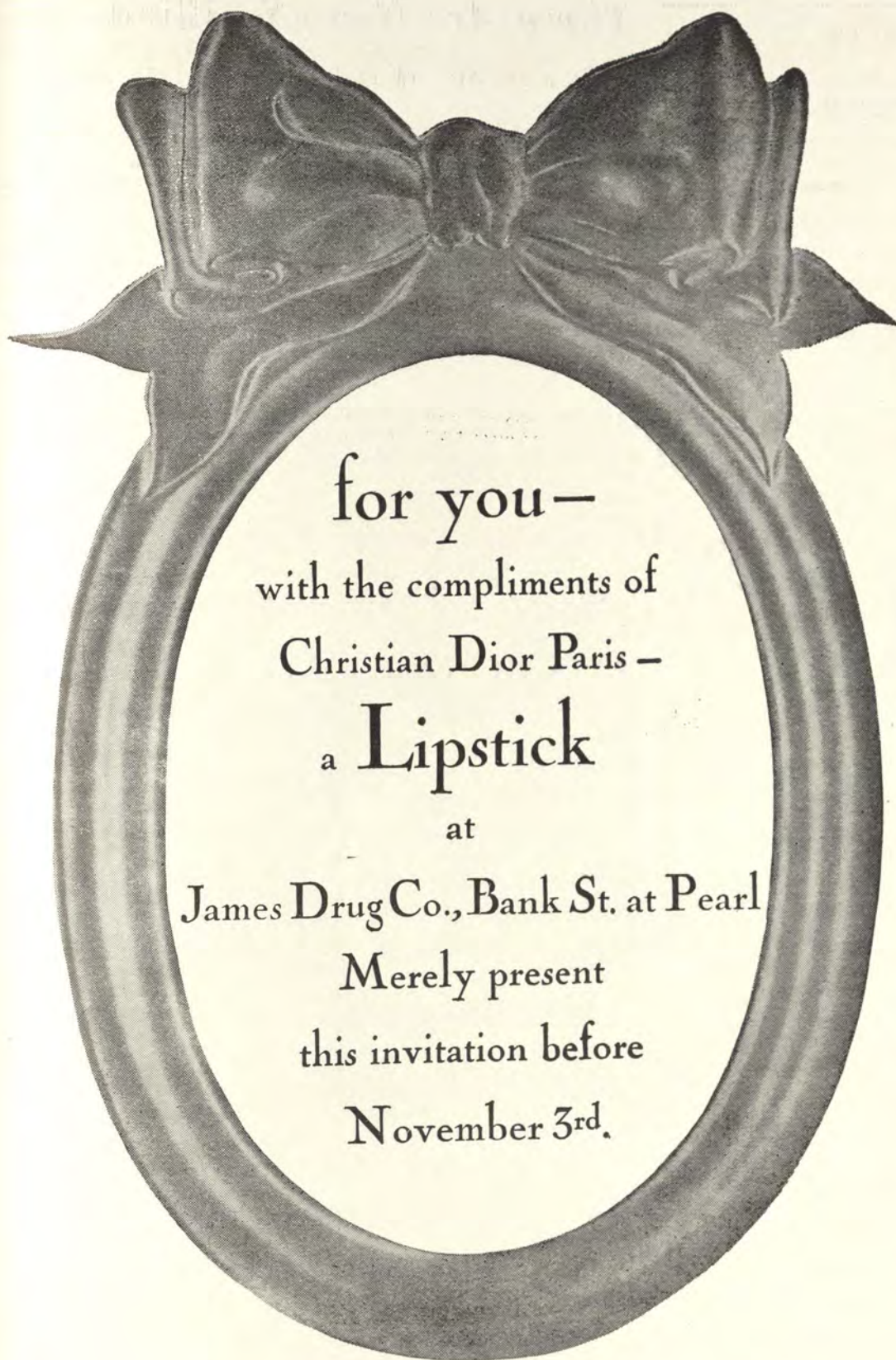
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## Snark

(Continued from Page Four)  
are all most interesting, and if they will not be of much value on comprehensive exams, they will certainly be invaluable in Life (and also at cocktail parties). How can one be truly educated and remain ignorant of the derivation of such important words as "uffish," "galumphing," and "outgrabe"? How can one assume the role of the intelligent and informed citizen without knowing the characteristics and significance of a Snark? Obviously, one cannot.

As Mr. Gardner (and Lewis Carroll) point out, the overall symbolic and philosophic meaning of the "Snark" is a rather ticklish problem. Carroll himself claimed that it was quite beyond him to find a meaning in the poem; however, several other clever souls have proposed theories of their own which Mr. Gardner summarizes in his introduction. These interpretations range from seeing the poem as a satire on a voyage to the Arctic (with the Snark a symbol of the North Pole), a satire on business (the Snark a symbol of a depression), and a satire on Hegelian philosophy (the Snark a symbol of the Absolute). By far the most timely and interesting interpretation is Mr. Gardner's own suggestion, which has particular significance in the light of last week's events. I will not spoil it by giving a poor precis here, but will leave it for future Snarkophiles to discover for themselves. In addition, two of the most delightful pages of Mr. Gardner's book are Lewis Carroll's own preface to the "Snark," in which he includes a short guide to the pronunciation of those tricky words of "Jabberwocky" fame, so necessary to proper English diction.

No review of *The Annotated Snark* would be complete without a word about the pictures, Henry Holiday's original illustrations executed as wood engravings. These marvelously appropriate drawings have a Bosch or Breughel-like quality that is at once grotesque and humorous, and they add immeasurably to the reader's enjoyment of the "Snark."

I should like to say more about *The Annotated Snark*, but I have to run out and see if I can find a copy of Martin Gardner's other edition of Carroll, *The Annotated Alice*.

S.S. '63  
(not Snarkophilus Snobbs)

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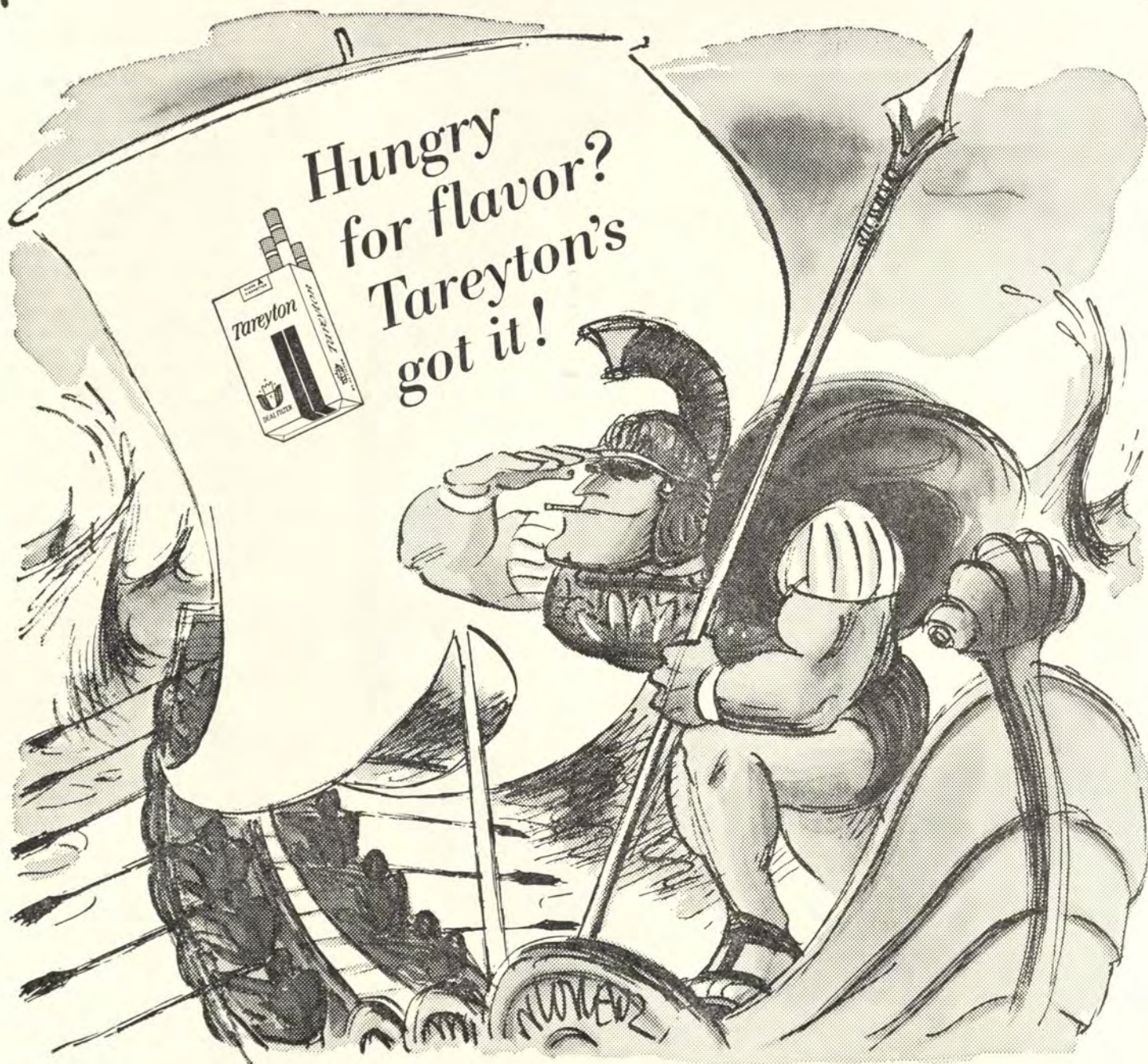


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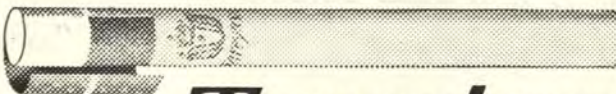
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