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CONN CENSUS



CONNECTICUT COLLEGE

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Architect Comments on Arts Center



Richard Sharpe

Mr. Richard Sharpe, a distinguished practicing architect currently teaching at Connecticut College, predicts that the Arts Center will be the "new heart of the campus."

In a telephone interview, Sharpe said that the arts were playing an increasingly important role on campus and that the new building should be a vital part of the college scene. Enthusiastic about the announcement that Skidmore, Owings & Merrill would design the new building, he said he was "sure it will be a building of distinction."

Sharpe is teaching the course in modern architecture which covers the architecture of the nineteenth and twentieth centuries, but he is primarily a practicing architect, who describes his own style as "contemporary."

Sharpe has been in private practice since 1956. He received his B.A. from the University of Pennsylvania School of Architecture. Upon graduation he obtained a

grant to study urban and regional planning at the University of Liverpool.

In 1961 he attended, at the request of the O.A.S., the first Pan-American Congress, held in Lima, Peru. The Congress discussed a proposal for a South American Common Market in association with the Alliance for Progress. Such a program already exists in Central America.

Sharpe recently completed a new wing of the Williams School at the south end of campus and the new presidential and administrative offices at the University of Connecticut at Storrs.

He is currently president of the Connecticut Chapter of the American Institute of Architects and a member of the International Relations Committee of the American Institute of Architects.

Last year Sharpe received an award from the Connecticut chapter of the A.I.A. for the design of a private residence.

Symphony Orchestra to Present First Performance In Palmer Auditorium

The Eastern Connecticut Symphony Orchestra, conducted by Mr. Victor Norman, will present its first performance of the season in Palmer Auditorium Sunday, November 14, at 8:30 p.m.

Opening the program will be Symphony No. 6, formerly known as No. 1, in D Major, by Dvorak.

The premiere performance of Preludio by Rosolino DeMaria will follow. DeMaria is a native of Italy and has been a summer resident of Niantic for 30 years. He recently retired from the Bell Telephone Hour Orchestra with which he played cello.

Closing the performance will be the Piano Concerto in A Minor by Schumann. Raymond Hanson, soloist, is the chairman of the Hartt College of Music, University of Hartford. He recently returned

from his annual concert and recital tour of Europe for Columbia Artists.

"This is the beginning of the 20th season in New London, quite a milestone for us," said Mr. Norman.

The orchestra is composed of 60 musicians from the Coast Guard Band and the Hartford and Providence Symphonies.

Originally, it was two orchestras, the Willimantic Symphony Orchestra formed in 1921, and the New London Civic Orchestra formed in 1946. Although they are now combined, for every performance in New London there is a performance in Willimantic.

According to Mr. Norman, "the orchestra has come a long way from 20 years ago. It is now quite a professional group."

College to Honor Dante in Exhibit of Episodes From The Divine Comedy

Connecticut College will fete Dante on the seven-hundredth anniversary of his birth with an exhibit of illustrations of episodes from the *Divine Comedy*. The illustrations will occupy the display cases of the library from November 1 through November 15.

The Instituto Culturale Italiano of New York has lent the prints to the College as part of the international Settecentenario celebration.

The drawings, water colors, and lithographs, depicting twenty-three scenes and characters, are the work

of ten contemporary Italian artists. Viewers will be able to compare these modern interpretations of Dante's "Divine Vision" with those of Botticelli, Dore, and Blake, whose illustrations will also be on display.

Other works, such as a musical score for Gabrielle D'Annunzio's play *Francesca da Rimini*, will complete the exhibit.

It is hoped that visual contact with the poetic voyage will enrich students' ascent and descent past the bard-at-the-top-of-the-stairs.

Internship Program Offered to Juniors

The Government Department has announced that this year it is offering qualified Juniors the opportunity to enrich their academic experience by participating in an expanded Summer Internship Program in 1966.

As in the past, four or five students will be recommended for the Mt. Holyoke Internship Program in Washington, D. C., and two German-speaking interns will be appointed for summer work in Berlin. Additionally, this year's program will offer two new internships: one at a United Nations Mission in New York City, probably that of Uganda; and another international internship, probably in a refugee agency in Geneva.

Participation in the Internship Program provides valuable training and offers special opportunities not available in most regular summer jobs. With the exception of the Berlin interns, students who receive internship assignments are usually expected to work without pay. However, besides making a small basic grant to each intern, the Government Department will inaugurate for next summer's group the practice of making supplemental grants-in-aid on the basis of individual need.

Juniors interested in participating in the 1966 Summer Internship Program are urged to obtain further information and the proper application forms from Professor Marjorie Dille as soon as possible, definitely before Thanksgiving. Completed forms must be returned by December 1.

College Chorus To Sing Sunday

The Fall Vesper Service of Music will be performed by the Connecticut College Chorus under the direction of Mr. Charles Shackford Sunday evening, November 14.

The "Concerto in G for Two Violins, Opus 8" by Giuseppe Torelli, an eighteenth century Italian composer, will be the instrumental music prelude to the service. Patricia Gumo and Judith Miller, students of Mrs. Margaret Wiles, will be the violinists with Cynthia Miller, who is studying under Mr. James Dendy, as organ accompanist.

The repertoire for this evening will include "Prayer for Peace" by Clair Leonard, "To the Queen of Peace of Heaven" by Thomas Dunhill, contemporary English composer, and "My Shepherd will supply my need" by an American contemporary composer, Virgil Thomson.

Highlighting the program will be a vocal performance of Mr. Shackford's "Give ears to my words, O Lord," titled from the Fifth Psalm, which he wrote for the Wellesley College Chorus in 1953.

"Cantata No. 78, No. 2 Duet: Wir eilen mits schwachen, doch emigen Scritten, O Jesu," will be sung by Susan Worley and Eleanor Hackenbush. Violoncello accompaniment will be by Francee Ratansky, student of Mrs. Dorothy Fidler. The Chorus will conclude its performance with two Bach pieces: "Jesu, joy of man's desiring," and "Blessing, glory, and wisdom, and thanks."

Student Org Faculty Members Give Ideas on Campus Issues

By Lynn Kinsell

Student Organization, a committee comprised of four students and five faculty members, makes the final decision on measures passed through Student Government.

Because three of the faculty members have recently assumed their positions on the committee, Conn Censu believes it to be in the community's interest to review their attitudes on many of the issues to be considered by Student Org. this year.

Mrs. Jeanne Prokesch of the Zoology and Chemistry Departments was unavailable for interviewing. Mr. Melvin Woody of the Philosophy Department, and Mr. William Holden of the Education Department both responded actively to questions concerning:

1. Cars on Campus
2. Unlimited overnights for freshmen
3. Men in rooms on Saturday with doors closed
4. Calendar days
5. Cut system for gym
6. Telephones in rooms

On the question of cars, both Woody and Holden reacted to the economic disadvantages but for entirely different reasons.

Whereas Holden feels the expense of new parking lots would be prohibitive and utilize too much campus space, Woody considered the expense for the student.

"The girls should be able to get around better," he mused, but added that we simply could not manage another 1200 cars. At present, he faces the problem of trying to drive to classes through the crowds.

Setting a point average below which one would not be permitted a car might decrease the large figure.

Woody spoke of having "discussed the matter in faculty conference," at which time the possibility of car rental, individually or by groups to reduce cost, was considered. They reached the conclusion that even if parking lots opened off the main campus, traffic would be beyond endurance.

At this point, without further consideration, one might predict that Holden would vote 'no' and Woody vote 'yes.'

Many women's colleges have phones in dormitory rooms. The installation of phones at Conn has been vaguely considered too expensive.

What is too expensive?

The element of cost is the only drawback, as Holden and Woody point out . . . otherwise one might predict both their votes to be 'yes.'

The faculty voted on a trial run of abolishing "no-cut days," but discussed many significant points for and against the idea.

Woody complains that small classes could not be planned without some guarantee that anyone would attend. His other objection involves the Dean's vacation addresses and reasonable estimation as to the location of each student.

" . . . Girls disappear early and who knows WHERE they are?" he remarked.

Holden viewed the issue geographically. He would like to see more traveling time permitted for those girls who live far away. He also points out that Yale abolished calendar days and the affect on class attendance was negligible.

Perhaps: Woody - 'no'; Holden - 'yes'.

To give freshman unlimited overnights would be, in Holden's words, "academically bad." Woody also feels it unadvisable.

A more liberal cut policy for gym attendance is favored by Woody. Holden declined to comment.

"Men in the rooms," began Woody, "ultimately concerns the relationship between the parents and the college administration."

He has no objection to the issue. Girls should be permitted responsible freedom, but he points out the possibility of parental disapproval.

The "closed-door policy," for all its practical purposes, has an ambivalent connotation. The hearty male laughter and rock and roll music echoing out of a neighboring door and down the hall will drive any student to the library when she has work to do. She should not be denied the reasonable quiet of her room by open door uproar.

Holden did not disapprove of the policy and indicated that our moral actions should be up to our own judgment.

In a final estimation, before Student Organization consideration, one might predict that the attitudes of Holden and Woody on these issues are as follows:

	Holden	Woody
1. Cars	negative	positive
2. Phones	positive	positive
3. Abolish calendar days	positive	negative
4. Unlimited freshman overnights	negative	negative
5. Gym cuts	—	positive
6. Men in rooms	positive	positive

Koine Drive Gets Underway Order 1966 Yearbook Now

The subscription drive for KOINE 66 is now underway! You may order your copy of the yearbook now through your KOINE dorm rep or contact Jill McKelvie, Box 301. The price is \$6.00 for underclassmen and \$8.00 for seniors. Seniors will receive, in addition to the yearbook to be issued in May, a special supplement of Graduation Weekend 1966 which may be affixed to the back of the

book.

Whatever else you may have heard about the new yearbook, this year's KOINE promises to be the most inspired record of Connecticut College life ever issued on this campus! Don't pass up this opportunity to order, as no individual copies will be available for purchase in the spring. Subscription deadline is November 12.

ConnCensus

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Editorial . . .

The Silence of the Majority FOR BETTER

When Richard Bernstein, a well-liked Yale professor, was denied tenure last year, college students all over the country protested. The Bernstein case became the focus of the larger question of the students' right to evaluate their teachers. At present, administrators in many universities are recognizing that right. Yale, C.C.N.Y., Queens and others are offering students means of criticizing their professors—means ranging from detailed questionnaires to a voice in tenure decisions. Where should Connecticut stand in this trend, if it is indeed a trend, toward encouraging students' formal judgment of their teachers?

Our first consideration must be the size and character of the college. The tenure situation is not a problem here, and that area need not concern us. Nor does the problem of student-faculty communication exist on this campus in the ways that it does at large universities. By and large, we have access to our teachers. They, personally, grade our papers, lead our discussion groups, and make themselves available for private conferences and consultations.

In these encounters we do evaluate them. A sea of blank faces is a criticism. A bad crop of hourlies is a judgment. No teacher is immune to this kind of appraisal. A written questionnaire, self-conscious at best, irresponsible and malicious at worst, is inconsequential in the face of this daily evaluation.

Where this degree of familiarity obtains, we do not need to drag in relatively artificial means of evaluation. Concerned students do, and will continue to, talk to their teachers about classroom problems.

In the event that written questionnaires, for the exclusive perusal of the individual faculty member, were adopted or enforced on a wide scale here, the results could not justify the inherent dangers. Because there is no set formula for effective teaching, the criticisms leveled at a particular professor might be as numerous and varied as the critics. The human tendencies of both students and teachers to blame personal failure on the other side would be reinforced on the student side. Even in the unlikely case that twenty questionnaires pointed to one inadequacy of the teacher, it is improbable that he could change himself even if he wanted to. And this is the point, in many cases students would be demanding just that. Teaching is to some extent self-expression, and is limited by the personality of the teacher, even as the student's performance is limited.

Our best bet is to accept their limitations as sympathetically as we can, and focus our critical faculties on our own inadequacies.

OR FOR WORSE

J.L.M.

Should students be given a voice in teacher evaluation at Connecticut College?

At present, there is no formal process at Connecticut by which the student may criticize or commend her professor. Some professors do issue questionnaires, but there are not many of them. Perhaps Connecticut is a small enough institution that no formal method is needed.

By Rae Downes

Just about everyone has a few pet peeves which penetrate into the academic realms. My favorite this year has become long and sometimes superfluous footnotes in my textbooks. I have found French books to be the worst offenders in this respect.

Although I am sure that the editors of publications of great works have the best intentions in making very sure that the student reads with precise understanding of the material, the result in some cases seems to be deterring the reader from the main point by involving her in a labyrinth of information that she will not, cannot and can see no reason for remembering.

To make my point clear, I will invent a French classic, a wonderfully exciting and romantic novel, *Trench-mouth at Tuileries* by none other than the renowned Philippe Derange. Let's take a look at the opening lines of Mr. Derange's story with the editor's dubiously helpful notes.

Marie Lafarouche walked in (1) the woods (2), tearful and contemplative. Suddenly Pierre cried (3).

1. Many studies have been undertaken on Derange's use of the word "in" to indicate Marie's frolics in the forest. The original edition, published in 1835 when Derange was still a nervous student at the Sorbonne, shows that the author used the word "through" instead of "in." Subsequent editions published after Derange's tonsillectomy in 1837 show this significant change in style. Michael Vauxrien, in a study of Derange, pointed out significantly, "This sudden and shocking change in M. Derange's story has been the mystere inconnu of critics in the 20th century. Reading of Derange's letters has revealed that the word "through" was used predominantly in those written before 1837, indicating that the word "in" was practically unknown to the novelist until 1838."

2. Marie's walk through the woods indicates cognizance of a popular romantic theme, that of

pleasure in solitude. Jean Lesotte, in his study of Derange, wrote, "We feel that Derange became aware of solitude in the woods in 1830 when he tried in vain to get used to a new set of false teeth which he had made for him by his dentist Pierre Piquedent, himself a close confidant of the novelist. Derange was prone to taking long walks in the woods near his country estate where he could remove them temporarily without his domineering mother's knowledge. More information on this point may be had by reading Maurice Leboeuf's *The Dentures of Derange and Their Influence Upon His Style* or Paul Pierre's illuminating *Dental Flux, A Study of Tooth Care in 19th Century France*."

3. Pierre's name is very possibly derived from that of Derange's dentist, Pierre Piquedent (see note 1.), a close friend and confidant of the author. Although the character of Chevrement, a drunkard and

(Continued on Page 5)

We are fortunate enough to have a faculty-student ratio that is relatively small; the possibilities for communication are, indeed, great.

Connecticut also holds a position in the top ranks of the academic world—a rank that is largely determined by the quality of our professors.

We're small, and we're good, but there is still something wrong. Although the possibilities for exchange between a student and her professor certainly exist, not enough students take advantage of this opportunity—the majority are silent. Although this is a good institution, it could be a better one.

If students were given a voice in appraising their teachers, a certain rapport would be established which is, at present, sadly lacking. Whether a course is taught as a lecture or as a discussion, the decision is made on the basis of the content of the course, the personality of the professor and the department's concept of their students' abilities. Most Freshmen courses are lectures; they are surveys and are often dull. Shouldn't the professor be made aware of his students' attitudes? Freshmen attending lectures may not be as bright as they think or as deserving as they think, but should they not be given a chance to express their views?

A written criticism is often a more effective means of communication than the spoken word; it is both anonymous and precise. A student may believe that a direct confrontation with her teacher puts the judgment on too personal a level. A carefully prepared questionnaire would allow the student to consider the course content, de-emphasizing personality. This more objective approach is worth the teacher's consideration.

A faculty committee at Cornell, formed by the faculty council, said that undergraduate teaching at Cornell, "though generally conscientious, often very good and occasionally brilliant, commands neither the attention nor the status it deserves." After conferring with dissatisfied students, the committee said, "We do not find them to be a noisy uninformed minority whose complaints can be dismissed without serious consideration." In fact, the report said, educators ought to be seriously concerned about "the silence of the majority."

This same report can be applied to the undergraduate teaching at Connecticut College.

I propose that a student committee be formed, selected by the Student Government, to compose a questionnaire and issue it to the faculty. The professors should handle the form as they see fit. The results should be for their information alone.

The teachers here may fear, with good reason, the way a poll would be handled. An evaluation of this sort can become a popularity contest, and if published by and merely for the students, it could be disastrous.

The question must also arise concerning the quality of the opinions expressed. Should Dean's List students be the only ones to fill out the form? Should all students be concerned? The first possibility is perhaps too narrow; the second, perhaps too broad. The answer is open to debate.

In any case, when the professor sees the results, he will find that many of the opinions are too subjective and unjustified, if only that students—because they are students—are not in a position to judge their professors or evaluate them adequately. But some of their opinions will survive and will be thoughtfully considered by the faculty. For some comments we have are not only correct, but at present unknown to our professors.

T.M.

Sincerely yours,
Robert L. Rhyne
Assistant Professor of Psychology

LETTERS

To the Editor:

The November 1 issue of the *Conn Census* contains errors in fact which ought to be corrected in the next issue. In the short article entitled "Graduates Enroll Here," you do not accurately state the position of graduate students enrolled in the Department of Psychology.

The Department of Psychology has enrolled 27 graduate students in the fall semester. While I am not sure of the official enrollment throughout the College, I do know that 27 is more than half of the 51 students you claim for the entire College. That bit of arithmetic aside, your main offense is that you write as if all our students are involved in a two-year work-study program at some affiliated hospital. Unwittingly or otherwise, you are perpetuating the same erroneous impression that the Office of Press Relations left when that office wrote a story for the *New London Day*.

Now here are the facts about the 27 students currently enrolled in our M.A. sequences: 5 students are part-time graduate assistants who help in the instructional activity of the department—these five students hold college appointments; 2 students are research assistants who work with department faculty who hold federal research grants; 1 student is here on a scholarship awarded by the college; 2 students are assigned to the work-study program in physiological psychology at Hartford Hospital; 6 students are assigned to the work-study programs in clinical psychological research at Norwich and Connecticut Valley hospitals; and the remaining 11 students can be classified as self-supporting (through personal funds, although some of this group are full- or part-time employed off campus).

For students who hold service appointments (departmental assistantships, research assistants, and work-study appointees), the normal program of study is a 2-year sequence of courses. Students who are "on their own" can theoretically complete all the work for the M.A. in a single year, although practical considerations of a sturdy curriculum (eight courses plus a thesis) extend the time beyond one year. Naturally, students who take a very reduced program could take as long as the 4-year period set by the rules of the college for completion of the M.A.

Community Fund To Begin Annual Drive This Tuesday

The Connecticut College Community Fund will begin its annual drive on Tuesday, November 9.

This year's campaign was organized by Leslie Asmuth ('66) assisted by the members of a newly created Community Fund Committee. Committee members include Barbara Goff ('66), Peggy Rifkin ('66), Marcia Hunter ('67), Diane Cole ('68), and Georgia Huck ('68). Mr. Edgar Mayhew of the art department serves as the faculty advisor.

After carefully reviewing the campaigns of recent years, the committee has decided to maintain many previous procedures as well as introducing some innovations.

In accordance with past years, the proceeds will benefit the same recipients. These include the Connecticut College Foreign Students Fund; National Scholarship Fund for Negro Students (NSFNS), Experiment in International Living, Learned House, World University Service (WUS), and Save the Children Federation.

Articles appearing in the next two issues of Conn Census will ac-

quaint the donor with the activities of each charity. Special note should be given to the fact that a large percentage of the proceeds will be used to bring foreign students to our campus.

While the charities remain the same, solicitations will undergo some changes. Instead of the drawn-out process of pledging in the fall and paying in the spring, all pledges will now be collected within a month. Pledge cards will be distributed in each dorm by the Service League dorm representatives on Tuesday, November 9, and collected Thursday, November 11.

The payments of all pledges must be received by Thursday, December 7. Thanksgiving vacation should provide students with the chance to "replenish" their funds!

Significantly, Community Fund is the only charity drive on campus. With this in mind, each student is asked to contribute generously toward this year's goal of eight thousand dollars.

Play "The Fantastiks" Restores Faith And Reasserts Beauty

by Wendy Green

The presentation of the familiar theme "without a hurt the heart is hollow" is the essence of "The Fantastiks," a musical that has played in three hundred American cities and in twenty-five foreign countries. Since its opening in 1960, this show has become the longest running current production in New York City, and is presently still at the Sullivan Street Playhouse.

Once upon any time, the father of any girl arranges a "marriage of convenience." The fathers of these two children are like all parents; they know: "Your daughter brings a young man home, Says 'Do you like him, Pa?' Just say that he's a fool, and then you've got a son-in-law!" So the fathers build a wall and let nature take her course.

When the children fall in love, the fathers arrange for a rape ("I know you prefer abduction, but the proper word is rape . . . short and dignified") in which the boy saves the girl, the fathers 'reconciliate,' tear down the wall and have a "Happy Ending."

But when the darkness that hid the secret meetings turns to light, Matt sees that Luisa has freckles, and somehow he is shorter than Luisa had thought. They part: "A boy may go. The girl must stay. Thus runs the world away." The wall is reconstructed.

Only when both children become "not evil, but a little worldly wise" do they once more join hands with the knowledge that they must "leave the wall . . . always leave the wall."

The use of color is brilliant. Because there is no scenery other than a moon and a sun, color is employed for effects. Colored lighting combined with transparent

colored tissue paper create a "once upon a yesterday or today or tomorrow" atmosphere.

The lyrics of Tom Jones and music of Harvey Schmidt include the popular "Try to Remember" and "Soon It's Gonna Rain." There is no orchestra, but a piano and harp, which, like the lighting and paper, fill the room with light and darkness.

There is unadulterated truth throughout the play: in the girl Luisa, when she says "I love to taste my tears. I am special. I am special! Please, God, please! Don't let me be normal!"; in the boy Matt's love which is 'love better' far than a metaphor could ever, ever be . . ."; in the frustration of two fathers, "Plant a beanstalk, Get a beanstalk, Just the same as Jack. Then if you don't like it, You can always take it back. But if your issue doesn't kiss you, Then I wish you luck. For once you've planted children you're absolutely stuck!"; and finally in the silence which follows the question "Who can understand the reaping of the grain, or why spring is born out of winter's laboring pains?"

In the current cast of actors, the performances of the fathers, the two actors, Matt and the Mute are excellent. El Gallo is not quite as gallant as we perhaps might expect. Luisa's voice has a definite Irish-type lilt which detracts from her singing and speaking. Apart from these two flaws, the play remains warm and alive.

If last fall's television presentation discouraged playgoers, the failure can be attributed to an abortive gesture. There is nothing that can restore faith and reassert beauty in much the same way as the playhouse production of "The Fantastiks."

College Literary Magazine Adds Six Members to Creative Writing Board

Six girls have been added to the Creative Writing Board of *Insight*. Pat Gaynor, Jody Callisen, Suzan Wommack, and Pam Batson will serve on the board itself, while Joan Dimow and Rita Miller, freshmen, will be on the apprentice board.

Approximately 25 girls competed for these six posts. Each girl was given a poem and short story to analyze. A mock meeting of the board was then held during which

candidates could exchange criticisms of the material.

The first issue of *Insight* this year will be in marked contrast to previous magazines. Appearing before Christmas, the magazine will concentrate on short stories and photography rather than poetry and art work, as in the past. This is the first issue in four years to feature photos. Karen Stockman is the head of the present Creative Writing Board.

Thanksgiving Fast for Freedom to Help Combat Segregation In Mississippi

By Jane Silver

Thursday November 18, Connecticut College will participate in a nationwide Thanksgiving Fast For Freedom.

Sponsored by the National Student Association and endorsed by President Johnson, the fast is an attempt to combat the segregated economy of Mississippi.

Welfare services to Negroes in Miss. are clearly inadequate. There are indications that state welfare authorities use their power as a club to prevent Negroes from registering to vote, sending their children to integrated schools, and speaking out on abuses which they suffer.

Through this fast fund, Negroes are gaining the food of which they are otherwise deprived, and it is by having this food that they are able to "afford" to register and send their children to school.

More important, it will be through the 1965 fast that self-help cooperatives will be fostered and Negroes will begin to gain economic independence.

The Connecticut College Cabinet and Administration has endorsed the fast. We are among 70 colleges and universities that have affirmed their participation in this attempt to strike at the roots of

poverty using money from the Thanksgiving Fast for Freedom for self-help projects.

Students will sign up in their dorms to miss dinner on Thursday November 19 and a check will be sent to the NSA for the amount of money the meals would have cost. It is mandatory to sign up before Wednesday November 10 so Miss Vorhees can order the proper amount of food.

Stephen Arons, Director of the Thanksgiving Fast For Freedom, who recently returned from a trip to Mississippi, says, "When I visited and talked with Negroes in Sunflower, Bolivar, and Washington Counties, I heard of and saw the abuses which they suffered."

"But I also saw the courage which they displayed in organizing into local communities to handle every aspect of the distribution of the food provided by the 1964 Fast. And I knew that those students who took part in the Fast would be gratified to see that not only were they feeding needy people; they were encouraging the development of local leadership by sponsoring a poverty program which is truly being directed to the poor."

J.S.

Students, Speaker Discuss Student Rights Movement

Mr. Carl Johnson spoke to students recently on civil rights and student movements. The discussion led by Mr. Johnson transcended the theoretical level and produced concrete suggestions for the student.

Mr. Johnson, who presently attends Wesleyan University, has worked with SNCC in Georgia and Mississippi, the Northern Student Movement in Philadelphia and Schenectady, and the Students for a Democratic Society in New Haven.

The Student Movement: Past, Present, and Future was the subject of Mr. Johnson's discussion. He traced the student protest from Feb. 1, 1960, when four students sat-in at a Kresge counter in North Carolina, through the Mississippi Freedom Summer of 1964, to the present issues of civil liberty and Viet Nam. The movement of today is in evidence in the "ghettos of the north," the cotton fields and voting areas of the south, and on many campuses throughout the country. Causes encompassed in the protests are moving, Mr. Johnson believes, from the campus reform to such outside concerns as the war in Viet Nam. The Civil Rights and Pacifist concerns are being connected in many instances which is not necessarily a proper pairing. However, many of the same people, as well as those unconnected with Civil Rights activity, are at the front of protest against immoral activities in the southeast Asian conflict.

What can students do? What is effective and appropriate on the campus? The shocking instances of injustice and lack of civil liberty are known, the speaker said: KKK members are easily acquitted of murder; those effected by re-development are relocated six times in seven years, moving from one hovel

to another; atrocities committed in the name of the law are condoned by farcical police boards composed of retired policemen; Martin Luther King is unsuccessful in the naming of the killing of a civil rights worker as a federal crime. After all, he stated, it would only be tried by men of the country in which it occurred anyway. The verdict is not really in question.

In response to these conditions, Mr. Johnson has some positive and constructive answers. He sees the job on the campus as a means of putting pressure on the men and organizations in whose power it is to change the situation. One faculty member suggested to a particularly outraged student who wished to do something concrete to change the present injustice that she write to the Attorney General. Disagree with Katzenbach's pessimism; protest the lack of creative government response to these situations. As the student movement develops from a position of blatant defiance to a more moderate view, powerful, united student protests can force action and change. Heretofore, it has been the men affected, so the men protest, particularly in regard to the war proceedings. Men, therefore, will serve the jail sentences or fight. Where is the female voice? Mr. Johnson asks.

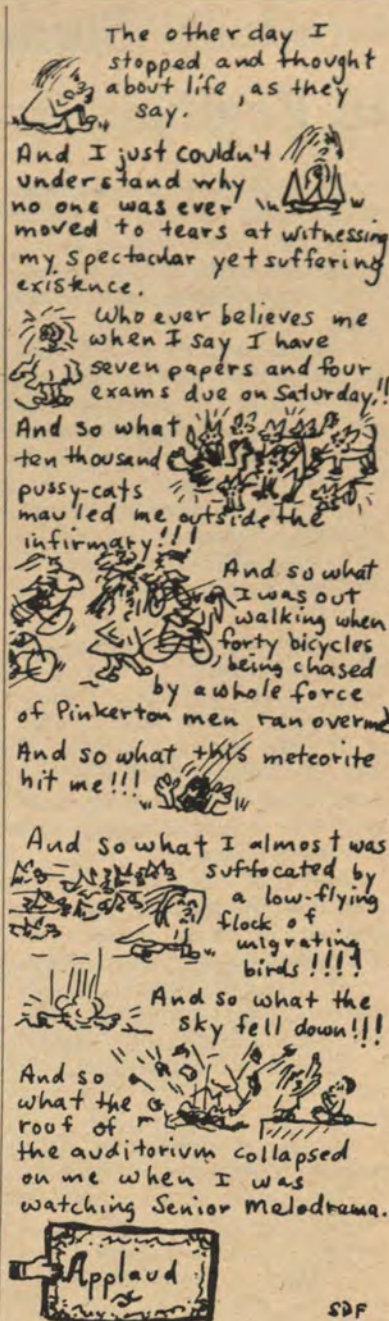
In the South, predicts Mr. Johnson, there will have to be redistribution of power, away from the pale white. In the north, the money-making slums must cease to be first, a source of funds for a few individuals and the city organization. Efforts should be concentrated on proper housing and the human rights of the people involved. The relocated people are the issue.

Mr. Johnson is presently involved in the re-development program in New Haven.

Professor William McCloy to Speak On Contemporary Trends In Art

William A. McCloy, professor of art and department chairman, will speak on Contemporary Trends in Art November 18 at York University, Toronto, Canada, in conjunction with his one-man show at the University which began November 1.

Because the school has two campuses ten miles apart, the exhibition of 25 paintings and prints, completed between 1932 and 1963, will be moved from one campus to the other during the month of November. Mr. McCloy's talk also will be delivered at both places.



Economy of India Subject of Speech

"The Economy of India" will be the topic of Mrs. Ruby Turner Morris's speech November 8 at 4:30 p.m. in Palmer Auditorium.

Professor Morris, chairman of the Economics department, spent last year as a visiting professor and lecturer at the University College for Women in Hyderabad, India, as a participant in the United States-India Women's College Exchange Program.

The program was initiated last year through a United States Department of State grant and a similar grant from the Danforth Foundation.

Thirteen American women's colleges participate in this program. Each year six of these colleges send one faculty member to India to serve on the faculties of one of six universities for women.

Through the return exchange program, Mrs. Fatima Shuja'at of the Osmania University College for Women in Hyderabad, India, has joined Connecticut's sociology department as a guest lecturer this semester.

Ski Movie Slated For Tuesday Night

The annual John Jay ski movie will be shown Tuesday, November 9, at 8 o'clock in Palmer Auditorium.

The feature length color film entitled "Silver Skis" will be presented by John Jay, in person. It is sponsored by the Groton Chapter of the American Field Service Foreign Student Exchange Program.

This year marks John Jay's 25th anniversary in the ski-films industry. His special interest this year in "Silver Skis" is the ski areas of the western United States. The film will provide both an aerial and hill-top tour of the "High Route," the 100 mile trail from Zermatt to Chamonix Vail Races, Alta, Stratton, Jackson Hole, and Aspen.

Tickets may be purchased in Crozier-Williams, Room 222.

Graduate Students Indulge In Football, Crozier, Studies

Connecticut College has its own football team. The game is played on our own hockey field by several young men whose serious business here is Psychology on the graduate level.

Running subjects in Bill Hall, grabbing a cup of coffee in Crozier, or striding to the post office, the nineteen men and eight women are as much a part of campus life as the undergraduates.

The post-graduates are participating in a program of study in which the clinical and research branches of psychology are clearly interrelated.

Six students are clinical research interns at Connecticut State Mental hospitals and two, Darlene Cohen and Ann Robins, do work at Hartford Hospital as part of their physiological psychology program. Most of the students, however, take a general experimental psychology course.

George Woods, easily distinguishable by his full beard, is concentrating on a perimetric study in visual adaptation. He is measuring the rate of adaptation to and the rate of decay from the visual tilt. Woods was recently married to the former Cynthia Barnes, who received her M.A. in Psychology from Connecticut last June.

Neal Meyer, a Teaching Assistant in Introductory Psychology, has begun work on his thesis topic "Activity in the male rat as a function of endocrinological factors." Meyer is especially interested in the effect of the male hormone, testosterone.

Thomas McNamara, another second year student, is working in the area of perception.

Catherine Hill, who occupies housefellow quarters at Blackstone, commented on the undergraduates: "They're just like at Wheaton (She is Wheaton '65)—no difference. I haven't met a girl here of whom I can't say that I knew one just like her at Wheaton."

Rosemary Burns, another house-

fellow, has been interviewing engaged couples as part of a study of marital choice. A second year graduate student, her thesis is concerned with modes of perception related to certain personality traits.

Addison Woodward, also in his second year, leads subjects wearing "goggles" around campus to study adaptation to a visual tilt. Both Miss Burns and Mr. Woodward are Research Assistants, the former to Mr. Murstein, the latter to Mr. Ebenholtz.

Commenting generally on their life at Connecticut, one of the men said, "The gym department has been very retentive with their facilities." Another suggested that a punching bag, a weight lifting room, and a handball court would be welcomed additions.

A number reported being stopped by the Pinkerton men while walking around campus at night.

One student read a description of our graduate psychology department in a psychology journal. The article mentioned only men. He was "shocked" when he received the regular Bulletin of the school and discovered Connecticut was a women's college. Two said that if the car stickers said Connecticut College and not Connecticut College for Women, they would buy a lot of them; the present stickers cause a "lack of identity."

Another student noted that the habit of holding doors for women "extinguishes quickly", especially in the post office.

A first year student who felt somewhat uncomfortable when he was the only male in Crozier admitted with a smile "Now I kind of like it!"

Another said that it was worthwhile to come here for the experience of being in the extreme minority. All termed the undergraduates "bright girls" and some also described them as responsive and lots of fun.

Senior Symposium Debates Baseball And Philosophy

By Jann Mackenzie

Overheard recently upon entering a faculty member's home: two members of the philosophy department avidly contesting the others' obviously mistaken choice of the World Series winner—a topic far removed from the realm of academia, but not a totally unusual subject at the philosophy senior symposium.

Once a month, the faculty and senior majors of the philosophy department congregate at the home of the department chairman, Mr. Robert Jordan, for a lively academic and social evening.

This group, unique on our campus, was instituted two years ago by Jordan as an occasion for both philosophical discussion and further acquaintance between the faculty and seniors of the department.

An article from a recent journal is assigned for each meeting. The subject is dissected, analyzed, and debated until the discussion is deemed complete to the satisfaction of the majority.

Assorted hors d'oeuvres are served, and the once basically formal discussion breaks down into smaller, more informal groups.

For several hours "hot debates" continue on topics including a continuation of the evening's main subject, typical campus gripes, recent sports events, ticklish philosophical issues, the most recent movies, ad infinitum. The 12 o'clock curfew calls an end to the evening.

The symposium affords the small group an opportunity to meet with faculty on a more informal basis than that of the ordinary classroom atmosphere. Student-teacher relations seem no longer so clear cut; both meet on a social and academic level.

The change is a stimulating and welcome one. The advantages of a small college and its possibilities in providing individual student treatment have been made manifest in a vital area.

Archeological "Dig" Provides Challenging Opportunity For European Summer Study

The Association for Cultural Exchange provides the student with a challenge and novel opportunity to spend the summer in Europe—on an archeological "dig".

The program begins July 11 with a three week course given at Westminster College, Oxford. A general survey is offered to those with no previous archeological experience, while more advanced students attend a course for specialists.

The academic program consists of three classes each morning. Alternate afternoons are devoted to field visits, museum trips, or practical work.

Previous field trips have taken the archeologists to Stonehenge, Winchester, and the Chedworth Roman Villa.

The practical aspect is programmed to acquaint the participant with the techniques of archeology. The work includes section drawing, basic surveying and leveling, identification of finds, and classification and dating.

Students choose the expedition

they wish to join after one week of study.

With the completion of the introductory period, they undertake practical excavation. They depart for a "dig" related to their field of specialization.

In 1965, students, with a six-day work-week, joined "digs" at an Iron-Age hill fort on the Welsh Marches, a Roman town near Stratford-on-Avon, a deserted Medieval village in Buckinghamshire, and Norman castles in Norfolk and Oxfordshire.

Total program expenses are 675 dollars, including round trip transportation from New York, excursions, the course at Winchester College, and room and board.

Students with B+ averages may apply for 200 dollar scholarships. Applications for 1966 must meet a January 1 deadline.

Interested students should contact: Ian Lowson; United States Representative; Association for Cultural Exchange, 539 West 112 Street, New York, New York, 10025.



Two on a "dig"

Increasing Student Interest Gives Needed Incentive to Campus Dramatic Activities

By Eleanor Abdella

Involvement in extracurricular activities is becoming increasingly more an integral part of student life on the Connecticut Campus. Fewer students appear to consider activities as "time-wasters" or as burdensome obligations.

On the contrary, students appear to regard participation as a chance to exercise their individual talents and as an opportunity to contribute to the benefit of the college as a whole.

Active student interest in dramatic societies has risen to a great extent in the past two years.

One reason for this increase (in addition to the super-abundance of dramatic talent in the senior class) can be attributed in part to the introduction of drama students from Yale to direct Wig and Candle productions. Another is the influx of Yale undergrads to act in male roles which were formerly difficult to fill.

Pat Dale, former president of Wig and Candle, notes that last year the introduction of fresh talent from Yale created more excitement over dramatic productions than had previously been the case. The number of girls eager to participate in both acting and in technical capacities increased.

Experimental Theatre unfortunately did not fare as well last year as Wig and Candle.

Susie Endel, president, has instituted some interesting new programs which will undoubtedly revive much of the latent interest which faded with the inactivity of

the organization last year.

In addition to lectures and production of drama, Experimental Theatre is now sponsoring a play-reading group which Miss Endel hopes will appeal to the large number of girls interested in drama but unable to devote the time which most dramatic activity requires.

Miss Endel was very pleased with the interest displayed at the organization's first meeting. She thinks this response is indicative of the large percentage of students who would have enjoyed working in the organization but held back because of limitations on their time.

In the past, students have also withheld for other reasons. One of the most salient of these is that participation in the technical end of production presupposes a certain amount of skill, such as "knowing the ropes" and operating the lighting board.

Bob Cohen, last year's Wig and Candle director, did much to correct this problem by holding special classes in lighting instruction.

While the facilities available for drama are not a significant barrier to producing more plays than are presently scheduled, the size of the Palmer stage is cumbersome for small productions and requires the building of much scenery. Such activity is not only time-consuming but costly.

Space is available in Crozier-Williams for small experimental plays, although this is not an ideal location. Hopefully, the new music and arts building will provide some ac-

commodation for the staging of small drama.

The lack of interest that typified past years cannot be ignored. Only six people tried out for last year's Sophomore Compet Play, which required roles for seven characters.

Disregarding Junior Show, campus reaction to student creative endeavors has been appalling. Only a handful were present in the audience for the Compet Plays, no more than 50 for "Sabrina Faire."

If the present trend of enthusiasm continues and active leadership takes hold to guide those who have held back in the past, campus reaction will improve in correspondence to the improved quality of dramatic art.

It would be invalid to suggest that those girls who devote time to the dramatic societies consider themselves to be doing "something less important" at the expense of their studies.

Several girls who have been most active in college dramatics report that their work has been most gratifying from a creative standpoint.

This attitude is not exclusive for the director, the actresses, and the set designer. There are many interested girls on campus who cannot direct, act or design, but who participate willingly when help is needed.

The girl who came to pull the curtain is giving the time and the talent that she has to offer. It is enough that she came.

Adult Education Program Offers Area Residents College Courses

Attendance at New London's adult education courses held at Connecticut College numbers approximately one hundred per course.

Professor John C. Perry, a participating instructor in the program, believes this is "quite extraordinary."

He says it is "an interesting manifestation of the intellectual interests of older citizens."

The New London Department of Education has offered adult education courses since 1890. For the past twenty-five years Connecticut College has cooperated by offering college level courses to anyone who is interested.

Mr. John Troland, director of New London's adult education program, explained that the people of New London wishing to participate should communicate their interests to him. He will then attempt to match their interests to a course at the College.

The New London Department of Education employs the professor suggested by the College and rents space in which to hold the class.

The classes are free to New London residents and at a minimal fee to non-residents. No direct federal aid is available for such a program, but state aid is allocated according to the number of people attending.

Two ten-week courses are offered each year in the fall and spring. The class meets once a week for two hours.

Through the years a variety of

subjects has been offered: English literature, economics, music, Russian history, religion.

This semester Perry is teaching a course in Japanese Civilization. Second semester, Associate Professor Edgar Mayhew will instruct a course in the American Arts.

The courses are strictly non-credit, but the course-content is college level. Although there are no exams or prepared reports, the professors often suggest material for collateral reading.

Troland believes that Connecticut's role in the program was motivated by a willingness to be of public service to the New London community. He added that the College's participation promotes a co-operative relationship between the College and the people of New London.

He finds that a majority of the participants are college graduates, and many are professional people.

"In this program," states Troland, "they can be stimulated by something of a live intellectual nature."

Of the hundred people enrolled in Perry's Japanese Civilization class, many are "regulars" who have attended all the classes for several years.

"It seems," remarked Troland, "they are enthused no matter what subjects are offered."

Troland praised both the program and Connecticut College "for giving the people of New London a chance to share in what the College has to offer."

Ten Japanese Artists To Exhibit at Lyman Allyn

An exhibition of the works of ten young Japanese painters will be on display in Lyman Allyn museum from November 7 to December 24. The eighteen works are modern and abstract and reflect the influence of New York City where the artists have recently worked and/or studied.

Nobumitsu Fukui studied at the Art Students League and the Brooklyn Museum Art School. He has exhibited in the Larry Aldrich Collection, Krannert Museum, University of Illinois, and in a one-man show at the Daniels Gallery.

Hiroshi Hattori annually exhibits at the Yoseido Gallery.

Toshio Iwasa has studied with Macanari Murai. He has exhibited at the Modern Art Association, and in a one-man show at the Yoseido Gallery.

Isamu Kawai studied with Nobuya Abe, and has shown at the Muramatsu Gallery and in a group showing, "Six Painters and Sculptors," at the Riverside Museum.

Takeshi Kawashima studied at the Mushashino Art School. He has shown his works in Tokyo and at the Yomiuri Newspaper Independent Art Exhibit. In the United States, he participated in the Museum of Modern Art's travelling exhibition, "The New Japanese Painting and Sculpture," in a show at the Chrysler Museum at Provincetown, and in a show of works by Japanese artists at the Tokyo Gallery in New York.

Reiji Kimura exhibited in Japan, Honolulu, and New York at the Museum of Modern Art, and the Tokyo Gallery.

Tatsuo Kondo participated in the Shinseisaku exhibit, Epoque Art Exhibit, the Yomiuri exhibit and the Young Asians Exhibit. In New York he won the Emily Lowe Competition Award at the Nihonbashi Gallery in 1964.

Masaaki Kusumoto has shown his work in Japan, and in the Museum of Modern Art travelling exhibit. Tadaaki Kuwayama has exhibited in Chicago, Pittsburgh, Toronto, Washington, Boston, and New York.

Rakuko Naito is the wife of Kuwayama. She has exhibited in Toronto, Cincinnati, and New York. Her "op" creations have inspired designers of women's dresses, men's pajamas, and kerchiefs.

The works of these artists represent a variety of modern art styles. Fukui, Hattori, Iwasa, Kawashima, Kusumoto, Kuwayama, and Naito have presented works in acrylic polymer on canvas; Kawai is exhibiting a construction in plywood; Kimura is presenting a collage with metallic paint on canvas; and Kondo has worked with oil on canvas.

Draft Boards Hit Graduate Students

(CPS)

Students on this campus and those in other college communities may soon consider the war in Viet Nam as more than a conventional topic. Many local draft boards have recently verified rumors about student deferments by serving draft notices to several graduate students.

The build-up of active duty forces has resulted in rising monthly quotas and the tightening of deferment requirements. Selective Service officials encourage a policy of academic deferment, but local boards are finding themselves unable to meet the quotas without a more stringent course on student classifications.

Pennsylvania Selective Service Director Henry M. Gross warned students that "Deferment is not for the benefit of the student but for the benefit of the nation. If at any time a board determines that a deferment does not benefit the nation, it can take it away."

Local boards in New York City have already used this reasoning. At least five students working toward doctorates at Columbia have been notified of deferment reviews. One of the students who is also president of the Student Council has been told to report for a pre-induction physical. New York University and Fordham University announce that one student at each of the schools has reported the denial of his application for deferment.

Student induction procedures have also reached Boston. At Harvard, at least four law students from Oklahoma and Maryland were reported to have been denied student classification. The Harvard Crimson said that one of the students had been told that he could not even receive a 1-AC classification which would allow him to finish the year.

One clerk of a local draft board said that a registrant's course of study and grades were both considered in granting a deferment. A student of the social sciences would be reclassified 1-A (draftable) before a student of engineering or the natural sciences. This could lead to the reevaluation of a student's own thinking and an increase in decisions which favor the selection of majors vital to the national concern.

Russell S. Beecher, a Harvard instructor who often counsels students on military matters, said that the reclassification of students appeared to be "scattered incidents" but there was some fear that it "might become a trend." If such a trend is established, it would most likely bring about a change in the attitude of college students toward the Viet Nam situation. Personal contact and actual effect have a strong influence on thinking. The repercussions would be felt even in a female college. The future of many "attached" Connecticut students could be altered as a result of the increasing draft possibilities of their student "attachments".

Moscow Philharmonic To Present Russian Program Here

Gaining fame from its reputation for orchestral virtuosity, and its renowned conductor Kiril Kondrashin, the Moscow Philharmonic Orchestra will present a truly Russian program for its Wednesday, November 10 concert.

The concert, given by one of Moscow's most popular orchestras, will open the 1965-66 Concert Series at Connecticut College in Palmer Auditorium at 8:30. If the success of the Leningrad Orchestra two seasons ago is any indication, the Moscow Philharmonic's first trip to the U. S. should meet with equal acclaim.

Kiril Kondrashin, who became the chief conductor of the Moscow Philharmonic Orchestra in 1960, holds the coveted title of "Honored artist of the U.S.S.R." He has displayed his unlimited energy, versatility, and virtuosity conducting the orchestra during the Moscow

State Symphony's visit in the U.S. and in appearances with Van Cliburn.

The program will open with "Islamey, Oriental Fantasy" by Balakirev-Casella. Balakirev, a famous nineteenth century Russian composer, originally wrote this piece for the piano. Its descriptive and sometimes wild and barbaric mood, as well as its colorfulness made it suitable for transcription for orchestra by the twentieth century Italian composer Casella.

The Ninth Symphony, op. 70, by Shostakovich is an appealing work to audiences as it is without the extreme dissonances usually found in other works by this composer.

As an appropriate finale, the Moscow Philharmonic will end its program with Tchaikovsky's tuneful and emotional Symphony No. 6 in B minor (the "Pathétique").



Kiril Kondrashin conducting the Moscow Philharmonic Orchestra

Film Society in Planning Stage

The development of a Connecticut College Film Society is now in the planning stage. The purpose of the proposed Society would be to foster interest in the serious study of film as an art.

Through the Society, interested students and faculty would be able to view a programmed selection of film classics and participate in discussion sessions. Films would be shown every three weeks at a nominal fee, estimated at 50¢. Although Connecticut College now offers an excellent film series each Saturday night, the Society would provide a further exploration into the film medium.

Diana Rabenold, a leading student in the planning of the Film Society, said that three levels of participation would be offered: (1) occasional viewers, (2) regular viewers, probably subscribing to

the entire series in advance, and (3) full members of the Society, participating in discussions centered around the films and the medium itself.

"Members of the third group," continued Diana, "would be given the chance to develop their powers of criticism and appreciation through the study of the development and meaning of the film."

"Selection of films, invitation of speakers, accumulation of literature on film, and other related functions would also belong to the third group."

It is necessary that students who are definitely interested in the establishment of the Society show their support by returning the reply forms that will be circulated tomorrow to Diana Rabenold, Box 1353.

Open House

Great Men Make for Great Moments. That's why invitations have been sent to Williams and Princeton. Of course, we didn't forget old standbys . . . we invited Yale, Brown, Trinity and Wesleyan. We tried for complete coverage. We tried just a little bit harder. That's why Crozier, November 5th will be just a little bit better. Come to Hawaii '67, better yet.

Correction

Conn Censu would like to extend its appreciation to the Personnel Bureau for the story on the summer employment of Connecticut College students in the November 1 issue.

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College Students Find Fun, Experience In Summer Jobs in Foreign Countries

The summer employment of Connecticut students was multiple and diverse. The most unique foreign and domestic pursuits were itemized by the personnel bureau. Job experiences in foreign countries constitutes the first of two articles.

A sign in Fanning might send one to a kibbutz in Israel or swimming in the River Jordan.

That was the experience of Gail Weintraub last spring. Until that time, she had been torn by the dual desire both to work and to visit Israel. The "Summer in Kibbutz" program, run by the Jewish Agencies in New York, gave Miss Weintraub an opportunity to combine both her interests.

Along with students from 38 states and three Canadian provinces, she spent ten weeks in the state of Israel. The program was set up for approximately seven weeks of work on the kibbutz (an Israeli collective farm) and three weeks of travel.

On the Kfar Blum Kibbutz in the Upper Galilee region of Israel, Miss Weintraub was one of 25 summer residents from the United States and France.

While on the kibbutz, Miss Weintraub worked along with the sabra (the native Israeli) in the pear fields, packing fruit, in the dining room, nursery, hospital, or in the flower garden.

The American visitors were given some Hebrew lessons and attended many informal programs run by the officers of the commune. Miss Weintraub acquired much practical information about the economic, social, and agricultural aspects of the Israeli state.

She worked an average of six hours each day. Her labor was, for the most part, picking fruit in the pear fields surrounding the kibbutz.

In the evening there was free time for seeing French, American,

or Italian movies with Hebrew subtitles or dubbing.

Then there were the three weeks of travel, which Miss Weintraub extended to four. She and a companion spent an evening with Mr. Ben Gurion and Mr. Ted Kollek and their wives. The informal meeting afforded Miss Weintraub a first hand chance to begin to understand the nature of Israel's most loquacious leader.

There were many experiences during the course of the summer which were extremely thought provoking. During a ten-minute respite from her field work, Miss Weintraub witnessed the senseless murder of three young children who were playing in the cotton fields surrounding the kibbutz. The shots were fired by some trigger-happy Syrians on a lark.

The world is indeed a "small place." While in the kibbutz, Miss Weintraub was visited by another Connecticut College student, Miss Betty Glover.

In pursuit of her summer activities, Miss Weintraub plans to spend next year at the Hebrew University in Jerusalem, on Connecticut's Independent Study Program.

Miss Cathy Hull also worked very hard abroad this summer. She was employed in Paris with Christian Dior.

"It was great," Miss Hull said.

Miss Hull worked as a salesgirl in the men's boutique, selling such items as 50 dollar white handkerchiefs.

"It was exciting to be at Dior's, but when we were working hard, it could have been Alexander's,"

she remarked.

Her day was 14 hours long with a 15 minute break for lunch. Most amazing, said Miss Hull, was writing out a bill for over 100 dollars, without a flinch from the customer.

The opportunity to speak to the Parisian on a daily basis was perhaps the most rewarding aspect of the summer. The exodus of the French from Paris begins earlier each year, and Miss Hull felt that if it had not been for this employment she might never have had the chance to meet the French people.

The co-worker's at Dior's could not really understand why a girl from America would want to come all the way to Paris to work, but Miss Hull says it was the only way to go. "Just wonderful . . .," she commented.

Miss Annette Allwardt placed an ad in the New York Times, and it carried her even beyond Paris. Offering herself as an interpreter, she was given the chance to work on the translation of a German play.

Written by Paul Poertner, the play "Silhouettes" was being readied for possible Broadway production. The work itself taught Miss Allwardt all the mechanics involved in writing comedy for American audiences. It involved the creation of living dialogue. Each line and the situation had to be adapted to suit American tastes.

Miss Allwardt was on the set of the movie, on call for many gruelling hours each day.

The summer employment afforded her an opportunity to revisit her homeland, Germany.

Marital Selection Project Continues Campus Fiances Called to Volunteer

Professor Bernard I. Murstein of the Psychology department has requested volunteers for the second phase of a research project on marital choice.

The project, sponsored by a National Institute of Mental Health grant, has as its purpose the investigation of the psychological and sociological factors influencing the choice of a possible spouse.

Dr. Murstein is looking for 16 couples seriously considering marriage to participate in the study. Persons who are engaged but who do not plan to marry before January 1, 1966 are eligible as are individuals who are not formally engaged but who are seriously attached or pinned.

Persons who participated in the study last year are not eligible.

Each participant will receive five dollars.

The participant will have an interview, some personality tests and a brief questionnaire. The total

time involved should vary between three and four hours and will take place at a mutually convenient place to be arranged by contacting Miss Rosemary Burns, Box 1626.

A private interview room on the campus has been set aside for this purpose. Only one person can be tested at a time and all data will be confidentially treated, with coded numbers rather than names appearing on the questionnaires.

At the conclusion of testing, each participant will receive a check for two dollars.

In about five or six months each person will be contacted by mail and asked to fill out and return a brief questionnaire taking no more than five minutes to complete.

When this envelope is received, the remaining three dollars will be mailed to the participants promptly.

Dr. Murstein said last week that about 14 of a needed 30 couples had been signed up.

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