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### ConnCensus Vol. 44 No. 8

Connecticut College

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Connecticut College, "ConnCensus Vol. 44 No. 8" (1958). *1958-1959*. 14.  
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# CONN CENSUS



Vol. 44—No. 8

New London, Connecticut, Thursday, November 13, 1958

10c per copy

## Pianist Graffman to Appear As Second Artist in Series

The Connecticut College Concert Series will present Gary Graffman Tuesday evening, November 18, at 8:00 in the Palmer Auditorium. Mr. Graffman is generally acknowledged to be among the top half-dozen American-born concert pianists.

Mr. Graffman was born in New York City on October 14, 1928, the only child of Vladimir and Nadia Graffman. His heritage was a musical one, for his father had been a violin student of Leopold Auer along with Heifetz and Elman at the Imperial Conservatory in Petrograd (now Leningrad). Later Mr. Graffman became Director of the Conservatory of Omsk, the major city in Siberia, before he had to flee the Lenin government after the 1914 Revolution.

When he was seven he auditioned at Philadelphia's Curtis Institute of Music. The judges awarded him a ten-year scholarship for study. When he was eight, he made his official debut with the Philadelphia Symphonette and at ten he appeared with the Indianapolis Symphony. At eleven he gave a Town Hall recital and, as the New York Times reported, "played with a searching sense of style and an almost uncanny amount of musical understanding and poetry for a child of his years."

During the next few years, the Graffmans carefully guarded against the exploitation of their son's prodigious talents—turning down concert bookings and movie contracts that would have taken him away from a normal routine. At the same time that he was studying on his Curtis scholarship, he took a regular curriculum at Columbia Grammar School. Graduating in 1946 from both Curtis and Columbia Grammar School in Columbia University; but his music began to take up more and more time. That same year he auditioned for Eugene Ormandy and was quickly engaged for three appearances in Philadelphia, Washington, and Baltimore.

In December of 1948, he gave a New York recital in Carnegie Hall. He won further critical acclaim that year for an appearance with the NBC Symphony under Fritz Reiner. The following year he appeared with the New York Philharmonic-Symphony, the Buffalo Philharmonic, and the Cleveland Orchestra.

In North America, Graffman's

annual tours include appearances on the leading concert circuits and engagements as soloist with all the major orchestras. He made his South American debut in the summer of 1955, in recital and radio in Buenos Aires, and was prevented only by the Peron Revolution from fulfilling a more extensive schedule. He returned, however, for a full-scale tour there in the summer of 1956 before he flew to Europe for a tour including concerts in Zurich, Am-



MR. GARY GRAFFMAN

sterdam, Stockholm and in London. He returned to Europe in May and June of 1957 and again in April of 1958.

Graffman was married in 1952, and he and his wife make their home in New York City. Both avid art enthusiasts, they spend a great deal of time at gallery shows and museums.

The program which Mr. Graffman will present Tuesday evening includes: Sonata in G major by Haydn, Variations and Fugue on a Theme of Handel by Grahms; Two Nocturnes, Op 27 by Chopin; and The Six Etudes by Paganini and Liszt.

## Hospital Auxiliary Schedules Follies For Building Fund

On Thursday, November 20 and Friday, November 21 at 8:30 p.m. there will be a performance of a benefit show for Lawrence Hospital in Palmer Auditorium. The show, entitled "Hi-Fever Follies," is sponsored by the Women's Auxiliary of the Hospital. Proceeds will go towards the building of a much-needed coffee shop in the lobby of the hospital. The Auxiliary has pledged \$18,000 for the building committee and hopes to realize this figure with the help of the benefit show.

Hi-Fever Follies will be a variety show consisting of skits and dance numbers performed by local volunteers. Christopher Carter, a professional director, is in charge of the show as well as many other benefits throughout the country. The assistant directors will be Mr. John L. Beckwith and Mrs. Joseph C. Woodward is the President of the Women's Auxiliary.

Tickets for either performance of the show may be obtained by sending a check to Hi-Fever Follies in care of the Lawrence Hospital. All tickets are \$2.50 and the seats are reserved.

## Rev. Warnshuis To Officiate At Vesper Hour

The Rev. Dr. John H. Warnshuis of New London will preach at a vesper service in Harkness Chapel, Sunday at 7 p.m.

Dr. Warnshuis is a retired minister in the Reformed Church in America. Previous to his retirement, he had been minister to the Brighton Heights Reformed Church in Staten Island, N. Y., and was well known in that community for his identification with social welfare work and civic interests, both in Staten Island and in New York City.

His earlier ministry was as a missionary in South India, where he also met his wife, Dr. Lillian Warnshuis.

In India, Dr. Warnshuis worked in the field of elementary education and teacher training. He served on government committees on curriculum revision and pioneered in introducing intelligence testing in Indian schools.

He was also active in the progress of church union which eventually culminated in the organization of the Church of South India, uniting Anglican, Presbyterian, Methodist and Congregational mission churches. Dr. Warnshuis was for many years the representative of his denomination on the executive committee of the Federal Council of Churches and in 1937 attended the Oxford Ecumenical Conference as the delegate of his church.

## Marines Enlisting Summer Recruits For Corps School

Mary Sue Mock, a Captain in the Marine Corps, will be on campus Thursday, November 20, from 10:00 a.m. to 2:00 p.m. to discuss the Marine Corps summer training program which is especially designed for college women.

### Classes in Virginia

This class is conducted at Marine Corps Schools, Quantico, Virginia. It is here that all formal Marine officer and officer candidate schooling is conducted.

Sophomores or above are eligible to apply for the Women Officers Training Class. The class is primarily designed for college undergraduates who may attend the two six week summer training periods. A sophomore can earn approximately \$163.00 for the six weeks' course while Juniors and above, who may attend both courses, receive a salary of approximately \$398.00. In addition, uniforms, room and board, and transportation to and from Quantico are furnished.

### Commissions

Students who successfully complete the class and receive their college degree may apply for a commission as a Second Lieutenant in the U. S. Marine Corps Reserve and serve a minimum of two years on active duty. Persons who do not complete the course or who do not desire a commission may withdraw from the Marine Corps with no obligation.

This class not only offers an interesting job but also affords an opportunity to consider and train toward a job after college graduation.

## Noted Author James Merrill To Read Poetry November 16



MR. JAMES MERRILL

Mr. James Merrill, poet, novelist, and dramatist will read some of his poems Sunday, November 16, at four o'clock in the Palmer Room of the Library. Mr. Merrill, born in New York City and now living in Stonington, Connecticut, attended Lawrenceville School and was graduated from Amherst College in 1947. From 1944 to 1945 he served as a private in the Army and from 1948 to 1949 he taught literature and creative writing at Bard College. He also taught at Amherst College for a short time.

In 1950 Mr. Merrill took an extended trip to Europe. While there he visited Italy, Greece, France, Austria, and Majorca. His *First Poems*, published in a limited edition in 1951 by Alfred A. Knopf, was described in the *New York Times Review* as a volume which "Contributed to the end of the modernistic epic and the rise of a new American formalism." In March, 1955 his play *The Immortal Husband* received an off-Broadway production at the Theatre de Lys. His first novel, *The Seraglio*, was published in 1957 and reviewed in the *Atlantic*, *Newsweek*, the *New York Times* and *Herald Tribune* Book Reviews.

Mr. Merrill's poems have appeared in *The Hudson Review*, *The Kenyon Review*, the *New Yorker*, *The Partisan Review*, *Poetry* and in several others. He has received Poetry's Blumenthal Prize, the Levinson Prize, and Mount Holyoke's Irene Glascock Memorial Prize.

## Krull Confessions Spark Campus Film

The campus movie attraction this Saturday is "The Confessions of Felix Krull," adapted from the novel of the same name by the late Thomas Mann. Hailed by critics as "daring and sophisticated" and "highly amusing," the film is the story of a thoroughly charming, but equally unprincipled young man who climbs the ladder of social success by a combination of good luck and audacity. From the time he avoids the draft by "a careful study of mental illness" nothing and nobody stands in the way of his rise to success. Jewel caskets fall into his hands and women fall into his arms for 107 minutes. The acme of his success is reached when he has the opportunity to impersonate a young marquis.

Filed in Germany, the movie is directed by Kurt Hoffmann and stars Henry Bookholt and Lisa Pulver.

## Connecticut Choir To Appear in NYC

The Connecticut College Choir has been invited again this year to be the "guest musicians" at an Evensong Service at St. Thomas Church, New York. The service will take place at 4:00 p.m. Sunday, November 16.

The choir will sing *O Magnum Mysterium* by da Vittoria, *Ave Verum* by Josquin des Pres, and *Suscepit Israel* by J. S. Bach. The latter will be accompanied by Debby Brown on the oboe. Mr. Quimby will also do some accompaniment on the harpsichord.

## Students, Faculty To Discuss Science

The Science Club is holding its November meeting on Thursday, November 13, at 7:30 in the Faculty Lounge on the fourth floor of Fanning. The meeting will involve an informal panel discussion on Science and Education at the college level and will be moderated by Miss McKeon of the Chemistry Department.

The members of the panel will be Dr. Kent of the Zoology Department, Mr. Haines of the History Department, Mr. Fenton of the Physics Department, Anne Lamborn '59, a Science major, and Judy Bassin '59, an Art major.

The discussion will emphasize the science requirements at Connecticut. Both Science and non-Science majors are invited to attend the meeting and to participate in the discussion.

## Seniors Take Note:

Job Workshop No. 1  
(offered by the Personnel Bureau)  
Date: November 17  
Time: 5:10 p.m.  
Place: Bill 106

To be discussed: the job hunt, interviews, letters of application, registration with the Personnel Bureau, government opportunities, graduate study deadlines.



## The Elephant's Child

The tragedy of Boris Pasternak and the rejected Nobel Prize serves to remind us of Russia's cultural dilemma: how indeed can the Soviet Union exercise control of and at the same time foster any amount of artistic productivity? The problem of the writer, artist, or musician in Russia involves the subjugation of intellectual curiosity and the substitution of adherence to a State-dictated formula for genuine self-expression, be it in the field of literature, music, or art. For the most part, this is a restriction which does not concern us in America.

In our country, curtailment of expression is kept at a minimum. The small degree of censorship that does exist is deemed necessary by the government, and rarely does a person feel himself hemmed in by cultural dictates. There is little or no curbing of the intellect—and hence, no stifling of that curiosity which leads to invention of ideas.

One is perhaps reminded of Rudyard Kipling's *The Elephant's Child*, whose inquisitive nature led him into scrape after scrape. However, as a result of his "satiated curiosity" he got his nose stretched into a useful length, handy for spanking relatives and sloshing mud.

The college years should provide us with something that is lacking in many parts of the world—the opportunity to exercise our curiosity. In a sense, we are given the unique opportunity of evaluating our modes of existence—of rejecting certain cultural habits and of adopting others. We live in an aura of change—in our contacts with new intellectual vistas we are invited to examine ideas, and to practice a certain degree of eclecticism in adapting them to suit our individual scholastic purposes.

There is ample room for doubt. In college many young men and women are faced with the problem of reappraising their religious beliefs. More often than not, their questioning leads them into deeper understanding of existence and their faith is reinforced in the process. There is no religion which does not encourage this kind of selective thought; fortunately, in the age we live in, there is room for the skeptic.

The mind is a growing thing and must receive nourishment—curiosity at least furnishes it with a healthy appetite.

—A. S. F.

## FREE SPEECH

A Forum of Opinion From On and Off Campus

The opinions expressed in this column do not necessarily reflect those of the editors

Dear Editor:

This is written in connection with the article by Olga Lebovich in last week's *ConnCensus*, which every student at Conn. should read and re-read! In essence I believe she is asking the question, What is knowledge, culture, education? It is not "the blind acceptance of information" she says, nor is it the regurgitating of facts per se. Then what is it? In a short essay by Alfred North Whitehead, so wisely suggested to some of us by an English teacher unencumbered by tradition, is the following: "Culture is activity of thought, and receptiveness to beauty and humane feelings. Scraps of information have nothing to do with it. A merely well-informed man is the most useless bore on God's earth." Why do students sit and accept without questioning? Are we that contented with what we know? Or could it be that we do not know enough to question or even to argue? Granted, this is a deplorable situation but it exists! The education of "teacher speaking and student listening" is not for college but secondary school. There one takes information in and gives it out again. But between these two processes, is digestion and assimilation taking place? Maybe we are afraid to question, afraid to project our imagination outside of the limited scope of the ego, afraid to fail? Conformity to accepted values forces us to obsequious silence. These values are out of date and must be re-evaluated by each separate individual here at college. "Wisdom is gained through suffering." Yes, it is difficult to study and a lonely business at that but in the end the dividends pay off if you are willing to give your capital.

Genie Lombard '61

Dear Editor,

In reference to the Compet Sing issue, your worthwhile suggestion of Compromise is an excellent one! As recent agitation has certainly pointed out, some constructive changes are desirable. I suggest that the negotiators for the terms of this "middle of the

road" policy be the class song leaders and the class presidents for they would certainly represent a conclusive variety of opinion. Let their ideas form a compromise to be tested this year before we hastily destroy another of Connecticut's traditions.

Julie Solmssen '59

Dear Editor:

Thinking caps, thinking caps... all possible manner of thinking caps. Not the Lester Lanin variety for butterfly weekenders are out of vogue, nor even an Italian gondolier's hat for, even though it bobs gaily in Petrarchean rhythm, it is too ridiculous, but most of all NOT a space helmet for such childish frivolity would label the wearer "out of this world," out of this close little conservative collegiate world where days slip each into each like "so much breakfast casually and methodically deposited into identical tin receptacles every morning on an ivory-towered hill.

Quickly, hide your Lanin hat. College is serious, delirious, devotion to the great beyond, the striving for intellectual perfection and truth, forsooth. Italian gondolier's hats belong on Italian gondolieri. Admit to European tours and the fascinating people on the continent, but speak not of Russia, taboo, gauche. As for space helmets, ... a grand idea, a fancy fling, but alas all invisible.

Go, have your creative ideas, let your fancy wander thither and yon within a major and the requirements. You too can be well-rounded and be thankful that no longer do young ladies spend dainty days painting fragile flowers on more fragile tea-cups. Sit on a cushion and sew a fine seam, it was but no longer. Automation in painting and sewing and other feminine arts. Automation has given way to animation, it has, hasn't it? Animation, vivacity, spirit permeating every waking moment. How wonderful is enthusiasm! the long, rewarding treks to the library; the fruitful moments spent in the audi-

See "Free Speech"—Page 4

## SMITH: Noblesse Oblige?

**Editor's Note:** The following "characterization" of Smith College was written by a Harvard student, Mark L. Krupnick. The editors of the *Sophian*, the Smith paper, reprinted Mr. Krupnick's commentary, which originally appeared in the November first issue of the Harvard *Crimson*, along with their own views. We are offering the articles in an abridged form to the readers of *ConnCensus* because we feel that some of what Mr. Krupnick has to say could be said of Connecticut as well.

Like Mr. William Buckley's triumvirate of God, Country, and Yale... Smith College is one of those unique institutions which commends itself to characterization in terms of superlatives.

Even after the carefully cultivated Smith mystique is distilled away, a glance at the less romantic facts that remain reveals the College to be at once the largest and the most national of all American women's colleges, with the largest library and a number of other "firsts," "mosts," and "largest" to distinguish it.

Smith is simply too predictable and too conventional to be "The End"—the Dartmouth classification of Smith. Academically and socially, Smith hews to the tried and trusted.

Certainly the College has its dissenting skeletons, but they are all in the closet, and necessarily the visitor misses them. Obviously, too, Smith has its "bad girls" and its would-be Bohemians, but the overriding impression is one of immense wholesomeness and vitality, of crispness and efficiency, of modest and unassuming effectiveness. Jack Kerouac wouldn't have a chance.

Smith's educational policy-makers have tended to fear the ravages of undisciplined individualism in academic programming. The tyranny of orthodox Deweyism has never infected the Smith campus, so that today, as in past years, the curriculum remains unshakably central and the individual student is expected to adjust herself to it.

An extensive system of distribution requirements is calculated to discourage the student prima donna... Smith freshmen and sophomores have little time for electives.

The dangers of Smith's traditionalist educational system seem to be these: rigidity, opposition to innovation, stifling of individual student interests, and transformation of the learning process into a finely tooled, mechanical regimen. What is clear, however, is that these dangers to individual intellectual development are not at all incompatible with excellent academic instruction of facilities.

A Smith student who transferred to Sarah Lawrence unwittingly pointed out this danger in making an important distinction: "Smith is academically," she noted, "but Sarah Lawrence is intellectually more exciting."

It is not sufficient to blame this situation on the practical mechanics of the traditionalist educational process... the existence of seven interdepartmental majors and a number of interdepartmental courses cutting across customary boundaries provides a certain degree of elasticity in the system... the great availability of undergraduate seminars and "units," usually limited in membership, to ten, also testifies to Smith's concern with warding off the dangers of educational rigidity.

Nor can Smith's intellectual torpor be charged to an incompetent faculty.

Despite all this, the typical Smith girl is no intellectual.

Probably the most striking element in the Smith mystique is: the Smith student's acute sense of her responsibilities and obligations as a member of society.

As President Wright notes in contrasting Radcliffe with Smith, "there is much more emphasis on community responsibility here." In almost every other way, the Smith student body is hopelessly and unabashedly middle-class; but in this tradition of social responsibility Smith students approach nothing quite so much as the upper-class tradition of noblesse oblige. The Community is King, or rather Queen, at Smith.

Is there any incompatibility between a sense of community responsibility and a passionate concern with intellectual matters? Well, perhaps yes.

Describing that quality of Smith which she most values Miss Mary Ellen Chase describes "the feeling it gives to each of us... of belonging to a community, not of 'noble souls made perfect' by scholarship and enlightenment, but simply a community of people... interested in discovering the relationship between learning and life..."

There is plenty of time after college in which to become a pillar of the community.

Middle-class with a vengeance, Smithies tend to wear what the national magazines tell them to. The traditional uniform of the crew-neck Shetland, Bermuda shorts, the inevitable Slicker, and those long woolen stockings are all that one sees over Smith's more than 200 acres.

Altogether what Jonathan Edwards noted of the young people of Northampton in 1734 could well have been written today. Discussing their mating and dating habits, Edwards wrote: "There were many of them greatly addicted to night-walking and frequenting the tavern... It was their manner to get together, in conventions of both sexes, for mirth and jollity which they called frolics."

But, frolics or no, week ends are not eternal. The great five-day eclipse begins on Monday.

Meanwhile cherubic high school candidates for admission, traverse the campus with their parents. They are casing the place. One family asked me what I thought of Smith.

I told them I liked it.

**Comment by Alice Lane (Smith student) on the article "Smith: Unabashed Middle Class Assumes 'Noblesse Oblige'" by Mark L. Krupnick.**

The theme of Mark Krupnick's characterization of Smith—or at least a recurring motif—may be pin-pointed in the paraphrase "academic but not intellectual."

"Apathy" and "conformity" are the two epithets most commonly set up as antipodes to the "enthusiastic intellectualism" which Mr. Krupnick (and so many of his critical predecessors) find lacking at Smith.

The old assertion is that the Smith girl can learn but she cannot think. She takes notes obediently and sorts out information judiciously; she is cautious and thorough; she can reiterate accurately and comprehensively, in polished English, all she has heard and read. But she cannot create; she does not initiate any of the ideas she so precisely expounds. She'd rather be safe than original.

"Academic" implies much of this, but it emphasizes rather the scholarly cautiousness than the intellectual sterility of this attitude. Applied to Smith it means that we are careful to clarify and verify our opinions by trial and proved techniques and disciplines. It means we define our words, and footnote our sources. It means we try to understand other philosophies before we formulate our own; or that we do not believe in self-expression in a vacuum.

In the past, the Smith mind has usually—not always, but usually—been "blamed" on the Smith student herself. Smith professors have been exhorting, at least for the three years this editor has been around, Be Original, Think for Yourself, Don't Throw Back to me What I say in Lectures. Furthermore... the freedoms provided in the curriculum itself are substantial (honors, interdepartmental majors, etc.). It would seem that the adult portion of Smith's population is all for independent thought.

However, without trying to make excuses for the student body, we think we can discern a considerable cause beyond their control. For, as Mr. Krupnick has discovered, Smith's faculty really offers only a lip service and not an earnest support to individualism and originality.

The statement that Smith "hews to the tried and the trusted" applies to faculty as well as students and to content as well as structure of academic intercourse. The faculty's originality-enthusiasts turn out (on closer examination) to be an outspoken minority, and we think the actual drive (even among the lip-service prayers) is for students to assimilate rather than create, and comprehend rather than challenge.

To illustrate: topics like "What does J. S. Mill think about democracy?" are much more often assigned for papers than "What do you think democracy is?" The more original student papers are apt to receive comments like "Aren't you being a bit subjective in your treatment?", or "That's what you think... but what did X mean to say?" And more radical ventures are returned with "Tame your terminology," or

See "Smith"—Page 3

## ConnCensus

Established 1916

Published by the students of Connecticut College every Thursday throughout the college year from September to June, except during mid-years and vacations.

Entered as second-class matter August 5, 1919, at the Post Office at New London, Connecticut, under the act of March 3, 1879.

REPRESENTED FOR NATIONAL ADVERTISING BY  
**National Advertising Service, Inc.**  
College Publishers Representative  
420 MADISON AVE. NEW YORK, N. Y.  
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**Intercollegiate Press**

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## Freshman Volunteer Worker Describes Election Activity

by Marcia Brazina '62

On the first Tuesday after the first Monday in November, commonly known as Election Day for non-government majors, several members of the student body plunged into politics.

Sponsored by Political Forum and the Government Department of this college, students were given the opportunity to work at both party headquarters and to observe first-hand the intricate process of election.

I shall attempt to give an account of those proceedings observed during the several hours that I worked at the Democratic headquarters.

I arrived after classes and immediately began a task of prime importance, one that other students, faculty members and party leaders had been working at all day, that of getting the potential voter to the polls.

As a citizen casts his vote at the polls, his name and address are checked off the ward register. After a set period of time, usual-

ly an hour or a half hour, the ward list is forwarded to the party headquarters. There the list is checked against a record of the total voters in the ward and a list of the ward's party members. If a "loyal" party member has not voted, a call is placed to his home or to his office. When contacted he is urged to vote and every convenience is made available to him so that he may pursue this undertaking.

Party member, John Citizen, will be driven to the polls if he lacks transportation, or his wife will be provided with a baby-sitter or dinner watcher. All this to get out the vote.

### Bustling Activity

It is a dynamic feeling working in an area where such activity is going on. There is the feeling everywhere that this extra vote or that one will turn the tide of the election. This atmosphere of excitement and enthusiasm was contagious, and I soon found myself, although I had yet to exercise my right to vote, stressing the importance of this most fundamental duty to an adamant, yet staunch resident of Ward No. 1.

In all it was a most rewarding experience. For these few hours made the election of 1958 more than just a remote occurrence, something to be read the next day in the newspaper; it made it an integral part of my life as a citizen of the United States of America.

## Carol Berger '60 Cites Experiment In Spanish Living

by Sue Hillman '60

Among the Connecticut College students participating in the Experiment in International Living this Summer was Carol Berger '60, who spent her vacation in Spain.

The Experiment began for Carol on June 23, when she sailed on a student boat, living for thirteen days in a crowded cabin occupied by nine other girls. They landed at Le Havre, and spent one night in Paris. From there, Carol and nine other experimenters went by train to Bilbao, Spain, where their Spanish "families" resided. Carol's "parents" and two young "sisters" were very congenial and made her stay a memorable one. Bilbao, known as the Pittsburgh of Spain, is located on a river which drains into the Mediterranean Sea. Carol's home was only a half hour from the beaches.

A typical day for Carol during her stay in Spain was very different from what she had previously known. In the morning, which lasted until 2:30 p.m., she usually went swimming. Then, at 3 o'clock her family had "lunch," the big meal of the day, which consisted of seven courses and often lasted for well over an hour. After "lunch," Carol usually took a siesta. Business in Spain takes a siesta, too, at this time; stores and businesses are closed from 1:30 until 4:30. They reopen from 4:30 until 7:30. Afternoon lasts from lunchtime until 10 p.m. At 7:30, Carol and her family had a small snack to tide them over until 10 when dinner, a meal almost as big as lunch, was served.

Recreation for Carol and her friends consisted of visiting cafes, climbing mountains, and dancing. Carol was surprised to find a strange standard of behavior: girls could be out alone until 10 p.m., and during the afternoon, it was perfectly acceptable for them to try to meet young men at dances. After dinner, however, young couples had to be accompanied by a chaperone.

One of the outstanding events which Carol had the good fortune to see in Spain was a fiesta at San Turce, a fishing port. The fiesta was in honor of Saint Carmen, the fishermen's saint. The day consisted of basque dancing

See "Experiment"—Page 4

## Smith

(Continued from Page Two)

"Let's stick to the facts."

No independent study programs, or free choice of courses, or other structural "avenues for self-expression" can combat intellectual conformity if the faculty's attitude is not compatible. A unit (or even a thesis) can be just as teacher-dominated as a course, and until faculty—as well as student—attitudes radically change, it seems most of Smith's will continue to be.

But we agree with Mr. Krupnick's interpretation of Smith's character, and are as curious as he to disclose its roots. Certainly a big part of it is Smith's student ethos itself, but there are other factors.

## Chapel Notes

Friday, November 14 ... 8:00 a.m.  
Elaine Hydenreich '60  
Monday, November ... 17 8:00 a.m.  
Silent Meditation  
Tuesday, November 18 ... 5:20 p.m.  
The Rev. Paul Wilbur,  
St. James Episcopal Church  
Wednesday, Nov. 18 ... 4:20 p.m.  
Mrs. Helen L. Bittenwieser,  
Trustee of Connecticut College: What We Should Learn from Russia.  
Thursday, Nov. 20 ... 5:20 p.m.  
Organ Recital

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## Movie Schedule

### CAPITOL THEATER

Tues., Nov. 10-Mon., Nov. 17

Torpedo Run  
Glenn Ford  
Ernest Borgnine  
As Young as We Are

Starting Tuesday, November 18

Party Girl  
Robert Taylor  
Cyd Charisse  
The Crooked Sky  
Wayne Morrison

### GARDE THEATER

Wed., Nov. 12-Tues., Nov. 18

The Big Country  
Gregory Peck  
Jean Simmons

Starting Wednesday, Nov. 19

The Defiant One  
Tony Curtis  
Sidney Poitier

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## Soph Hop Presents Sukara Matsuri

Here's just a sampling of what's in store December 4-6:

**Friday night:** Wig and Candle's The Enchanted.

**Saturday:** Song Fest including: Jabberwocks from Brown; Dissipated Eight from Middlebury; Idlers from CGA; our own Shwiffs and Conn Chords; more

**Saturday night:** Ed Wittstein plays; the Duke's Men from Yale at intermissions; more

**Sunday:** Jazz Concert featuring Josh White and family; The Tony Scott Quartet; more

"An Evening Galore; the key word is 'more'!"—Watch for ticket information.

## Experiment

(Continued from Page Three)

in the morning, lunch, a procession of boats, and dancing in the plaza.

After her four week stay in Bilbao, Carol traveled with a group of American and Spanish companions. They went to Madrid, and the highlight of their stay there was the bullfight. Carol was impressed by the beauty of the spectacle. Another of Madrid's attractions was the rostro, which took place on Sunday mornings. At this time, the streets are closed to traffic and old clothes, antiques, and even such oddities as used false teeth are sold. While in Madrid, Carol also saw

the Prado and the Royal Palace.

Another Spanish city which Carol and her companions visited was Toledo, a charming old city on a hill, surrounded by water. Nothing new is allowed to be built there, for the residents wish to preserve its antiquity. Here they saw El Greco's home, where some of his paintings were on display. Another attraction of Toledo was the Alcazar where, in the Spanish Civil War, one thousand persons were under siege for seventy days, living on a ration of food whose source was one horse per day. Carol's guide at the Alcazar had himself survived this terrifying experience. Carol also visited the Escorial, or palace of the kings of Spain, where all the kings are buried.

The Grenada was another high spot of her trip. Here, Carol saw the gypsies dance in caves to the music of flamenco guitars.

Carol, who is a Spanish major, found the most notable comparison between American and Spanish life to be the leisurely, relaxed atmosphere in Spain. Family life is very important to the people of Spain, and having a content, happy family is now far more important than future wealth and success.

## CC Radio Presents Dr. Forer; Choir

Dr. Raymond Forer, Research Sociologist for the Connecticut State Department of mental health, will speak during Connecticut College Conversations on Station WICH at 6:45 p.m. Saturday, November 15. Dr. Forer will be the guest of Mrs. Ruby Jo Reeves Kennedy during the program, and will speak on The Role of the Research Sociologist as a Civil Servant. The same program will be repeated at 9:15 Sunday evening, November 16.

The College Student Hour, broadcasting at 10:45 a.m. Saturday on station WNLC, and at 5:15 p.m. Monday, November 17, on WCNI, will feature the Wesleyan University Choral Society and the Connecticut College Choir singing the Mass in G major, No. 2. Soloists will be Jacqueline Goodspeed '61, Sidney Moore '62, and Nancy Savin '59. Professor Arthur W. Quimby is conducting, with James Stuart Dendy at the organ. The Program will be announced by Marilyn Skorupski '60. At 5:00 p.m. Monday, as the second part of the program on WCNI, Nancy Seip '61 will present the Gilbert Highet Program: The Philosopher Enthroned.

## Free Speech

(Continued from Page Two)

torium; the hours of contemplation in the museum; pregnant minutes spent in chapel. But most of all how wonderful is the enthusiasm which envelops the community, every member anxious to attend . . . everything. On Thursday last the auditorium was filled and throughout the day outer-spatial camaraderie was everywhere present. We came, we saw, we looked away, away from the texts, the exams, the educational crush. The pity of it is that an academic community CAN be diverted from its intellectual pursuits. Sadly, it is a shortcoming, a shortcoming which, with intense concentration and the exercise of WILL can be overcome.

The thinking caps: the dance souvenir, the European memoir, the space helmet have at last been put aside. We have settled down to existence in a calm, conservative, conformist community. Apathy had replaced sympathy and empathy. We cannot feel, we can only think, and even that ability, the power of free thinking, may too, with perseverance or perhaps with the lack of it, be overcome. As yet not all have been converted, but there is yet time.

Diane E. Sorota '59

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