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CONN CENSUS



CONNECTICUT COLLEGE

Vol. 50—No. 10

New London, Connecticut, Thursday, December 3, 1964

Price 10 cents

Miss Royer to Direct Reading Of Tests for Foreign Service

Miss Christine Royer of the Department of English has been appointed chief reader for the English portion of the Foreign Service Examinations administered to the Department of State and U.S.I.A. applicants for officer appointments.

The reading of the papers is scheduled for December 10th-15th and will take place in Berkeley, California. Miss Royer will return to the campus for classes December 17th-18th, calendar days.

As chief reader, Miss Royer has already prepared a sixty page correction manual to be used by the fourteen west coast college professors selected to review the examinations. Miss Royer stated that she will be directing the reading of an anticipated 6000 papers. Of these applicants, Miss Royer said that very few will be from the United States. The bulk of officer applicants comes, rather, from consulates and State Department agencies all over the world.

The position of chief reader was offered to Miss Royer on the basis of her several years of activity in correcting College Entrance Examinations for the Educational Testing Service in Princeton, N. J. Miss Royer learned of her appointment last June.

The Educational Testing Service administers this foreign service examination once a year for the State Department.

The examination consists of a four page prepared test which the candidate is required to re-write. The candidate is expected to make corrections of reorganization, use of language and style on the document. The examination was prepared by the State Department and was tested on college students this summer.

Miss F. M. Warner, Former Professor Of Economics, Dies

Miss Florence M. Warner, professor emerita of economics, died Wednesday morning at her home on Montauk Avenue in New London.

Professor Warner joined the faculty of the College in 1938 as professor of social science. When the department of economics and sociology was divided in 1943, she was made chairman of the new department of economics, a post she held until her retirement in 1952.

Born in Rainham, Ontario, Miss Warner received her A.B. degree with honors in economics from Oberlin College in Ohio and was elected to Phi Beta Kappa. She received her Ph.D. degree in 1933 from the University of Chicago where her major study was in social service administration.

In 1917-18, she was secretary in the School of Commerce and Administration at the University of Chicago. During World War I, Miss Warner served as research associate in the Emergency Fleet corporation in Washington, D. C., and assistant statistician for the Allied Transport Council, a job which took her to London by convoyed troop transport.

From 1919 to 1923, Miss Warner worked as executive secretary for the International Institutes of the YWCA in Michigan and Ohio. She held the post of executive secretary for the Public Health Center of

See "Obituary"—Page 4

Mr. William Alton To Deliver Lecture On 'Man Unlimited'

Everyone is under compulsion to develop his "deeper capacities" according to William Henry Alton of the First Church of Christ in Boston.

In a lecture entitled "Man Unlimited," Mr. Alton will describe the way in which man's development of his capacities can take place through a spiritual perception of life and its purpose.

The lecture will begin at 4:30 on Wednesday, December 9th in the main lounge of Crozier-Williams.

Mr. Alton is currently on tour as a member of the Board of Lectureship of the Church. A graduate of Dartmouth, Mr. Alton managed various oil industries and other development enterprises in North Africa and Europe, as well as in the United States. More recently, he was an administrator for the Rockefeller Brothers Governmental studies. He left this position to enter the Christian Science healing practice in 1957.

Sears-Roebuck Donates \$1000 To Connecticut

Sears-Roebuck Foundation, represented by John R. Schaefer, manager of the New London store, recently gave an unrestricted grant of \$1000 to Connecticut College.

In presenting the check to President Charles E. Shain, Mr. Schaefer explained that Connecticut College was one of seven colleges in the state chosen to receive such grants this year. The Sears-Roebuck Foundation distributes annually \$700,000 in unrestricted grants to more than 600 privately supported colleges and universities across the country.

In addition to its grant program, the Sears-Roebuck Foundation will give approximately \$650,000 this academic year in scholarships and other educational aids, bringing its total educational grants to almost \$1,500,000.

All Rejects from Insight Considered.

SPANISH CLUB MEETING
Tuesday, December 8
at 7:30 p.m.
Main Lounge Crozier-Williams
Christmas Party

Psychology Dept. to Offer New Course in Instrumentation

The Psychology Department of Connecticut College will offer a 14 week laboratory course specifically designed to provide background and experience in special instrument design. Dr. Otello Desiderato announced recently.

The program was designed in response to increasing demands upon the psychological and physiological research to construct apparatus designed to satisfy particular problems in behavioral research and will be conducted from Feb. 1 to May 28, 1965.

Instrumentation for behavior research, as a course is a recent innovation and at the present time found in only a few universities. The material included in this course will cover a great deal of information which was previously left to the individual to discern in light of a specific study. This addition to the curriculum, it should be noted, is unusual in a primarily under-graduate department of psychology.

The course syllabus states that the course is being offered for "students, psychologists, medical scientists, and other research workers who have little or no background in apparatus construction but who would benefit greatly by a working knowledge of the design and operation of electronic and electromechanical equipment used in the life science laboratory."

Dr. Desiderato stated, "The course will be especially useful to students who will either do graduate work in psychology and other life sciences areas or who plan to seek research positions in those fields following their graduation from Connecticut College. Certainly, the experience offered by this course will enhance the job potential of the Connecticut College student who wishes to work in

research after receiving her A.B." The program on Instrumentation for Behavioral Research was developed by Dr. Desiderato, chairman of the College's department of psychology, and will be taught by Dr. Jack Curtis, a member of the staff of the Human Factors Section of General Dynamics Corporation, Electric Boat Division, Groton.

The course syllabus states that the course will begin with basic electronic principles and lead systematically into timing, relays, and switching circuits, transistor and vacuum-tube amplifications, amplifier circuits, power supplies, oscillators, and other devices used in behavioral and electro-physiological research. The student will learn how various equipment operates, what function each unit performs in a given circuit, and how to trouble-shoot for malfunction. Design and construction techniques and the operation of test equipment will be covered.

"The course will consist of a 2½ hour lecture and a 2-hour laboratory session every week. In the laboratory, each student will work at an instrumentation station that is fully equipped with parts, instruments, and test equipment for performing all experiments.

"Laboratory experiments will be organized to follow closely the topics discussed in lectures. Following the basic introductory sessions, problems of particular interest to the class may be discussed in detail. Visits are planned to laboratories using various types of psychophysiological apparatus.

"Course syllabus may be obtained by writing to:
Dr. Otello Desiderato, Chairman
Department of Psychology
Connecticut College
New London, Conn. 06320"



Dr. Marion Doro holding a replica of a coffee maker from Zanzibar, with other African artifacts on the bookshelves, including a cluster of hand-carved giraffes and a ball of ostrich feathers.

Miss Marion Doro Discusses African Political, Social Scene

Africa is gaining political awareness with the aid of skilled political scientists whose regional interest in the study of politics is African Studies. One such specialist in African affairs is Dr. Marion Doro, assistant professor of government at Connecticut College.

"The most memorable impression of my fifteen months at Makerere University College was the instantaneous reaction of genuine shock and grief on the part of the African students to the news of President Kennedy's death." Miss Doro appeared still touched by the experience as she discussed her recent visit to East Africa.

"The Africans were particularly impressed with the peaceful transfer of responsibility from Kennedy to Johnson—the smooth continuity in government. They were

horrified at Oswald's murder. One student asked me if there would be a coup d'etat."

While comparing the parallel reaction by the Africans to the deaths of Dag Hammarskjold and John F. Kennedy, Miss Doro said, "I was in Kenya when Dag Hammarskjold was killed, but the feeling was not the same as that experienced when Kennedy was assassinated. The Africans recognized the greatness of the two leaders and the tragedy of the individual loss of life in both cases, but in Hammarskjold's situation, representing the United Nations which had not been invited to intervene at that time, the expression of grief was not the same."

Professor Doro, whose sojourns in Africa add up to three full years, recently replied, when

See "Doro"—Page 5

'68 Elects Officers For Coming Year

With their newly-elected officers, the freshman class is preparing to embark upon a year of fruitful plans and exciting activities. The freshman class president is Jade Schappals, the vice-president Margaret Werner. The two Honor Court Judges are Karen Young and Annabel Morgan.

A get-acquainted tea was the first step in the Freshman Elections. Freshmen mingled with their classmates and became familiar with many more faces. Those interested in running for office submitted their names. There were four entries for President.

See "Frosh Elections"—Page 2

Bel Canto Chorus To Present Concert

One of the highlights of the Christmas season at Connecticut College can be enjoyed tomorrow night at 8:30 in Harkness Chapel. The Bel Canto Chorus, under the direction of Mr. James Armstrong, will perform with the Yale Freshman Glee Club. The group, 165 strong, has selected Bach's "Cantata No. 39," and Vaughan Williams' "Fantasia on Christmas Carols." The Freshman Chorus, alone, will sing "Tous les Bourgeois de Chartres," "Go Tell It on the Mountain," and "A Gregorian Gloria."

Bel Canto, which is composed of 90 freshmen who auditioned during September, has been practicing twice a week. Their remarkable progress was demon-

See "Bel Canto"—Page 4

Calendar Days

This academic year has seen a bulk of student protest leveled at "calendar days" before and after vacations. A student's failure to attend a class during one of these "calendar days" can result in the addition of credits required for her degree (i.e., rather than losing credit per course, the number of credit hours for graduation is increased from the normal 128). Complaints addressed to house presidents and petitions submitted to House of Representatives and Cabinet have resulted in the formation of a committee which, this week, has produced a "Recommendation for Reconsideration of Calendar Days."

The "Recommendation" requests that the Administration re-examine its policy, which seems "inconsistent and unfair." The committee divides its argument into two sections, the theoretical and the practical.

Theoretically, the student bears the responsibility of determining her attendance in class, citing page 39 of the C-Book. Further, the committee claims the student's right to "exercise mature judgment" in all areas, including attendance at class the two days before and after recesses.

The practical reasons for students desiring such a review of policy are numerous. Many a student on campus has some complaint about the difficulty getting home for vacations, especially in view of the added hardship of Friday afternoon classes before this Christmas recess.

It is observed that Connecticut is now a large college with in-

See "Calendar Days"—Page 3

Conn Censu

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Editorial . . .

A Meeting of Minds

Connecticut's unexpected growth, while having some exciting results, has also led to consternation and worries about the future. We have always prided ourselves on being a 'small' college, small in size and having a certain close-knit feeling. As we continue to grow there is a very real danger that we might lose this sense of unity.

In fact, fragmentation exists now, and under present circumstances is very apt to increase. Socially, Freeman and Hamilton just don't seem to be on the same campus. Academically, Friedrich Nietzsche had a few things to say about psychology and government, and even sociology, as well as philosophy. The Egyptians and Mesopotamians developed neurosis and heightened death instincts when their social structures and standards crumbled (sound familiar?).

Connecticut is growing and very apt to come apart at the seams, is apt to turn into a federation of independent department-states; much valuable interchange will be lost. Much is being lost right now.

Thus we are delighted with and very hopeful about the plans which are going forward for the new student-faculty "Committee on Curriculum." This committee, while still in the planning stages, promises to be one of the best innovations to come along with our expansion. The committee will probably consist of six students and five faculty members, though this composition is not yet definite. The committee will have legislative powers but will act as advisor to the formal curriculum committee and will be in a position to make recommendations and suggestions. Student members will be chosen by cabinet, probably on the basis of sign-ups to be posted in Fanning. Students will be asked to note their majors and the choice of representatives will reflect the widest possible distribution.

Bobby Morse, President of Student Government, and Mr. Kent of the Zoology Department hope to present a tentative composition of the committee to a faculty meeting before December 9. It is hoped that the committee will be set before Christmas vacation, and that it will hold its first meeting in January before the semester break.

To facilitate the channeling of student suggestions to the committee a system of 'sub-heads' may be devised: persons chosen as sub-heads will serve as links between students with ideas and the committee. Thus students with suggestions and ideas will be able to bring them to a sub-head who will then relay them to the committee. This system will save the committee from being besieged directly, while assuring that students will be heard.

We have heard two suggestions already: first, that there be an increase in courses of direct and contemporary relevance in departments from English to Philosophy. There are a number of contemporary courses available in several departments and they have been met with enthusiasm.

The second suggestion is more general: that there be increased interchange between departments based on inter-departmental lectures, seminars, and speakers.

This committee could begin to provide the academic unity which we are in danger of losing. New and exciting courses appealing to varied majors could light a spark of interest and interchange in different departments. Conversations might turn into serious and profitable discussions of topics of general interest to which individuals could bring the specific information of their majors to bear. The Psych major in Freeman might really get together with the Philosophy major from Hamilton and discover that Plato and Freud had something to say to each other, even if Plato and Freud meet through two juniors or seniors.

We urge wholehearted and enthusiastic support of this committee, and hope that your suggestions and ideas will be submitted.—MR

Topic of Candor

Another Amalgo, another Fiasco! Incessant quibbling and inane comments dominated the discussions more than usually Tuesday night. Students squirmed and an undertone of snickers accompanied many announcements; the prevailing tone was one of levity and even sarcasm.

Student Government has made a conscientious effort to improve Amalgo. General announcements have been limited to essential ones which pertain to the student body as a whole, such as Conn Quest and the Circulum Committee. With special exceptions, club announcements have been eliminated and are entered in the weekly calendar, a product of last year's Student Government. (Perhaps the exceptions should also be subject to the rule.) There is little doubt that Amalgo procedure has improved. There is no doubt, however, that student-body attitude and participation has grown worse.

We agreed to maintain compulsory Amalgo and it is up to us to make it worthwhile. It is now our responsibility to respond . . . maturely. The recent Amalgo was witness to a disgusting attitude of indifference. Many wanted to "get it over with" and get back to the business of studying or bridge playing. The clatter of knitting needles showed no signs of being postponed, however. If the attitude was not indifference, it was sarcasm. A ripple of sneers followed the announcement of

Mid-Winter Weekend. The appalling attitude displayed at Tuesday's Amalgo was only second to the trivial remarks which prolonged the discussions and made some serious topics seem tedious. Comments were thrown out without the least indication of previous consideration or serious thought. Typical questions ranged from "what was the rule before" to "what do we wear to the student teas?" If students would read the "C" Book and the Student Government minutes posted in Fanning they would know the answers to these basic questions.

Regarding the correction of the mood of Amalgo, we appeal to your sense of common courtesy and respect. We present an alternative solution to the problem of inane discussions following announcements. The technical answer would be to propose a motion to limit discussions at the opening of each Amalgo, perhaps to five minutes each or to a specified number of comments. This motion would be consistent—with parliamentary procedure as well as conducive to more intelligent remarks. The second suggestion is simply a plea for common sense. With more thought and fewer words Amalgo would proceed nicely. An appeal to common sense and intelligent thought is certainly not too much to ask.

We are tired of being the thorn in the rosy complacency of this student body, but as long as people remain unaware we will continue to prod. **L.W.**

Editorial . . .

Gym Suit Revisited

Two weeks ago we ran an editorial which we considered to be representative of student feeling about the three-year gym requirement. Student response has convinced us that their opinion was accurately reflected. Now we, as students, would like to suggest a reply to our own negative stand.

First, any comparison of gym courses with academic courses is unfair. Miss Merson, chairman of the physical education department, points out that gym can be compared only to a laboratory or studio course. We can be judged only on what is actually done in class. No one can go and take notes for us at a gym class; nor is there any question of doing all the work at the last minute before the final exam. The fairly strict attendance requirement is purely practical, because the required skills can only be learned in class.

Second, the time demanded of us by the gym requirement is actually less than the time we put into any other course. Even twice-weekly classes for three years add up to relatively few hours, because the gym department is the only one which does not require outside preparation.

Third, and perhaps most important, is the question we raised about the value of regular exercise. In this college we are all agreed as to the value of a liberal arts education. But our concept of a liberal education does not always include physical education. It can be argued that our attitudes about the worth of athletic skills are part of our heritage, that there exist in our society vestiges of the Victorian notion that girls who engage in and enjoy sports are not quite feminine, or at least that exercise is not necessary for women. Whatever the reason, we don't seem to see the connection between exercise and health. We sit all day in our smoke-filled rooms and wonder why our heads ache and we have no energy. If we were young men in college no one would have to insist that we go to gym classes. Playing tennis or touch football or just walking for an hour or so every day comes more naturally to the male of the species. They don't seem to need Blush-On and girdles either. Ideally, we would behave like men with respect to exercise. We would realize our need for physical activity and plan our own time to include it. But that ideal attitude does not yet exist. In that area we do lack maturity or perhaps knowledge. In most cases we lack initiative. For the present someone has to tell us that regular exercise contributes to our physical and mental well-being. For the present someone has to insist that we get at least a minimum of exercise.

Maybe it's time we stopped being negative. Most of us like our gym classes, once we get to them. We have a wide choice of activities, and our classes are usually scheduled at a time we ourselves choose. We just have a little trouble dragging ourselves out of the smoke-filled rooms. We think of a million things we think we should be doing instead of going to gym. But it is possible to see the positive side. For most of us, gym classes in college are our last opportunity to learn formally skills which will be useful and enjoyable in the future. Our elders see this more clearly than we do. We have received comments from faculty members, suggesting that more girls here should play better tennis, that physical activity is conducive to more effective mental activity, and that we will be better mothers if we are able to play with the children.

Let's enjoy gym instead of complaining about it. We have good facilities, good equipment, good teachers, and this year even good weather. In this one area no one is asking us to tax our brains, no one is demanding originality or library research or even skill. It is good to think that there are courses in this college which we can pass by just being enthusiastic.

On second thought, let's.—J.L.M.

Letter to Editor

To the Editor:

The behavior displayed at the Amalgo meeting on Tuesday evening was disrespectful and immature. The singing of the class songs was disappointing, too.

After much discussion this year it was decided that Amalgo should be compulsory. It was realized that attendance would be pathetically low if students were not forced to attend. Yet, ironically, while the students themselves wanted to retain compulsory Amalgo, many students—not all—go to meetings only to chat among themselves and giggle at the proceedings. At Tuesday night's Amalgo the complete disregard of many students was particularly offensive.

I cannot offer any proposal on how to teach "mature" students to show some manners and interest in their college. The change must result from individual will. I especially want to commend Bobbie Morse for her efforts to lead an organized, efficient meeting. She obviously did her best to control student behavior.

With regard to the class songs, I feel a deliberate effort should be made to instruct students of the words and tunes of their songs. The Freshman Class seemed to be the only class which knew its song, and it was indeed beautiful when it was sung. Why do not all the class president set aside time at the next class meetings to teach the class song? Or perhaps the song leader of each class could insert a mimeographed sheet of the words and tune of the class song in the mailbox of each member of her class.

Let us all make an effort to be attentive at Amalgo. Meetings will then be shorter and more meaningful.

Sara Bobroff '67

Frosh Election

(Continued from Page One)

ident: Patricia Altobello, Jade Schappals, Joan Pekoc, and Margaret Werner. Four Freshmen also entered the campaign for Honor Court Judges: Karen Young, Annabel Morgan, Gail Weintraub, and Grace Rosen.

Campaigning was carried out formally in a class meeting, over which the Junior Class President, Judy Stickel, presided. The purpose of the meeting was the introduction of the candidates. Each candidate made a speech, stating her qualifications and previous experience and giving her ideas and plans for the coming year. Informal campaigning was carried out by the girls, individually. Election were held the Monday before Thanksgiving. Seventy percent of the Freshman Class voted.

Magazine Sponsors Annual Contest to Recruit Writers

It used to be that a reader had little to do with what went into each month's issue of a magazine. *Mademoiselle*, sensing this lack of reader participation and in an attempt to recruit future writers for its staff, has for the past few years sponsored a College Board Competition for female undergraduates. Each contestant must submit two samples of her work—critical essay, movie review, illustrations, dummy lay-out, photographs, etc.—and answer a detailed questionnaire. The first assignment is due Saturday, December 5. The winners, who will be notified in the spring, will be awarded guest editorships; they will also be given consideration for jobs with *Mademoiselle* and other Conde Nast publications.

R.G.

Reviewer Criticizes 'Desire' As Played a la New England

The merely competent production of Eugene O'Neill's *Desire Under the Elms* on November 24 clearly showed — among other things to be mentioned later — that the College and the surrounding community are hungry for professional theater. They are willing to support live drama enthusiastically when it is made available to them. Wig and Candle, who brought the Circle in the Square production to Palmer Auditorium, ought to have been encouraged by the size of the audience that turned out for it. Now that the experiment has been tried, the local drama group should keep its ear cocked for other travelling companies.

But a word of warning, too, is in order. The taste for professional drama that has been uncovered will not be satisfied for long with bare competence—even at a top of \$2.50. Already on Tuesday night the local theatrical tourists who have been traipsing to New Haven and New York to feed their taste for live theater were savaging the visiting company for not measuring up to expectations. The result was histrionics in the lobby as well as on the stage. Perhaps for the wrong reasons.

Dated Performance

For, another thing that the performance of O'Neill's play showed was the vast cultural gap that separates the modern audience from the one that may have been left gasping by the play's naturalistic audacities when *Desire* was first produced in 1924. The last forty years have seen such frank exposures of desire everywhere—and of such varied kinds—that *Desire under the Elms* seems frightfully dated. As enacted by the Circle in the Square company—in period dress and awful New England accents — the play came close to being downright melodrama.

A pity; for the drama and the tragedy are there, and a good producer ought to be able to bring them out. As one member of the audience on Tuesday said, it could easily be done: strip away the dialect and the period schmaltz, and do the play stark and Greek, for it is Greek tragedy that obviously lies behind O'Neill's conception. The suggestion was enough to evoke an imagining of what *Desire* might have been in the hands of the film director who produced the *Electra* shown at the College last year: all black and white in a terrible, barren landscape where the old women wheeled about like ominous black birds. In a production along those lines O'Neill's play could make the various kinds of desire exhibited by Tennessee Williams appear to be pure kitsch.

But the director of this *Desire* chose the way of 1924 authenticity, thereby giving his cast some awkward problems to cope with. They were, for the most part, able actors who did what they could with the materials at hand. The best coping was done by Betty Miller who played Abbie Putnam, the wife-mistress-mother. She has a juicy role and, under the circumstances, made the most of it.

Her husband, Ephriam Cabot, was played by Michael Higgins who, unfortunately, neither looked nor acted the 70 years he kept proclaiming himself to be; a further gratuitous misfortune was the fact that in makeup he bore an odd resemblance to Gregory Peck's Ahab and Raymond Massey's John Brown all rolled into one. Occasional titters from the darkened house suggested that he was not always reaching his audience. Like a true Cabot he spent a good part of his time talking to God.

Peter Cabot, his son and his wife's lover, also stirred strange reminiscences of other roles. As played by Lou Frizzell, he must have often reminded fathers in the audience of their squeaky male adolescents back home. This reviewer, who knows that breed only vicariously, kept thinking of

Lenny in *Of Mice and Men*. Yet he was as nubile as a young man could possibly get, and so entirely plausible in his role.

His brothers, played by Clifford Pellow and Richard Jordan, horsed about for all of Act I with whoops, guffaws, and thigh-slappings. They were probably doing just what O'Neill wrote, the kind of robustious carryings-on that reached their apogee in Jeeter Lester and his clan.

The actors were apparently unfamiliar with the acoustics of Palmer; they spent a good part of Act I shouting at each other, a mistake that the thick dialect did nothing to improve. But the whooping and hollering came to an end after that, returning only with the square-dancers later in the play, all of whom seemed to be having a thumping good time.

It was a competent crew by and large that brought *Desire under the Elms* back to New England on Tuesday, and most of the people in the jam-packed auditorium seemed to be entertained by their performance. But one keeps thinking of those old women in *Electra*, all in black, and wheeling like ominous birds on a barren landscape.

Peter J. Seng

Calendar

(Continued from Page One)

creasing transportation problems, that Connecticut is competing with many other Eastern schools, that connections and reservations are becoming increasingly more difficult to find, and that girls from distant places, encouraged to come to Connecticut, are discouraged by the difficulties of transportation.

The inflexibility of calendar days causing this limitation in travel possibilities can cause monetary problems and undesirable nights spent in strange cities when tight connections fail to materialize. Added expense caused by weekend travel is another point that the committee has asked the Administration to consider.

The committee, composed of members of House of Representatives and Cabinet (Bambi Mitchell, Chairman, Renny Harrigan, Judy Stickel, Bridget Donahue, Jo Ann Hess, Laurie Scheckter, Judy Jacobs, D. Anne Roessner, Danl Dana, and Sue Abbe) proposed two possible solutions for revised calendar days.

Pointing out the success of Mount Holyoke, Simmons and Duke, the committee suggests the elimination of required attendance on a trial basis. Students would be reminded of their responsibility to attend classes if possible.

Glover Discusses Problems of New British Government; Stresses Importance of Domestic Policies at IRC Lecture

"This may be the first of many years of Labour government, or of a Labour-Liberal coalition, and may lead to a state of affairs where government is no longer led by slow-moving gentility, but will be government with a strong purpose. If the Labour Government can survive three or four months, it will last five years, and will gain seats. There will be an acceleration of government action, and young people will have more say."

These were Robert Glover's predictions about the future of British politics since the election of the Labour Government last October. Mr. Glover, a Fulbright Fellow at the Loomis School in Windsor, Connecticut, is from Lancashire, England. He stood for election, and was defeated, as a candidate for the Liberal Party in 1959. He has been a Royal Air Forces education officer and has held executive positions in the Liberal Party.

Mr. Glover believes the Labour Government's precarious majority of four seats indicates that the British are plainly unenthusiastic about both the major parties. He pointed out that the Conservative popular vote decreased from 49% to 42%, the Labour vote decreased from 44% to 43%, while the Liberal vote increased from 5% to 11%. Making clear the danger of such a small majority, he said:

"It sounds like something out of Lilliput, but fog at one airport or two broken ankles and the government falls." He added in parentheses that "it shouldn't be beyond the wit of Man to invent an absentee ballot."

The Labour Government will concentrate on internal changes if it survives, Mr. Glover said. Excepting Common Market and Nuclear Force policies, there is generally broad agreement by the parties on foreign policy. Mr. Glover elucidated the issues as follows, explaining the position of the Labour Party.

Domestic Issues

Nationalization of the Steel Industry: Labour wants it nationalized in order to "complete the socialization program that has been already accepted by the Conservative in coal, electricity, gas, railways in coal, electricity, gas, railways, and water industries." Mr. Glover thinks that the new government would get this bill through before next April, in order to remove the unpleasant issue as soon as possible from the realm of political controversy.

Education: Labour would institute a government secondary education program more along the lines of the American public high school system. They want to provide more students with the opportunity for higher education.

(Now, 70% of British children attend vocational schools and finish at the age of 15 years.) They would also raise the minimum age for leaving school from 15 to 16 years. They would remove the vestiges of fees for college education. They would abolish the public schools, i.e., Eton, Harrow, etc.

Taxes: Labour would tax higher incomes more. They want to establish a "wealth" tax on fortunes. Mr. Glover remarked that these measures might cause the decline of the aristocratic homes, estates, etc., that attract the tourist trade, a British image that visitors adore, the British abhor.

Health service: (Mr. Glover would not call it "socialized medicine"). Labour would remove all remaining fees. Old age pensions would be raised. Again, as in the tax re-distribution, the lower classes would benefit at the higher classes, expense.

International Issues

Generally, Labour supports ultimate world government by the United Nations, though realizing it is a distant prospect. They want Communist China admitted to the U.N. not because they agree with them, but because they believe there is no real justification for keeping them out. They are strong on racial equality, and would face squarely problems in South Africa.

Common Market: While the Conservatives were pledged to enter the Common Market (if and when De Gaulle permitted) Labour pledges not to enter. They do not support a "United States of Europe," and do not wish to promote its eventual establishment.

Nuclear Force: Again standing diametrically opposite the Conservative position, the new government wishes to abandon the British independent Nuclear Force. They would put nuclear arm under the control of NATO, and will negotiate for collective control of weapons by NATO member-nations. They consider the maintenance expense of the independent force too great for a small country. Moreover, by abandoning nuclear research in Britain, their own position would justify their admonishing other countries to abstain from the nuclear arms build-up.

Mr. Glover was impressed with American students' knowledge of foreign countries and foreign politics. He said, however, that the European Social Democrat is misunderstood in the United States.

"Americans shouldn't think that European Social Democrats wish to limit the liberty of the individual or make exorbitant demands. The Labour Party in Britain is most bitterly opposed by the Communists."

'Goldfinger,' 'My Fair Lady' Offer Delightful Entertainment

How many times has the moviegoer, disgusted at the director's adaptation of a book or play, moodily left the theater?

She finds suspenseful scenes depleted, as in *Exodus*; characters changed until they are unrecognizable, as in *The Carpetbaggers*; and sometimes even the plot forgotten—the director having kept only the title, as in *Sex and the Single Girl*. This past Thanksgiving, this reviewer, expecting the worst, saw two movie adaptations, only to find that both were as good as, if not better than, their original counterparts.

Goldfinger is a wonderful testimonial to the late Ian Fleming's creative genius and to Director Guy Hamilton's amazing prowess at converting words on paper into forceful, dynamic incidents on the screen. This film is perhaps the best of the James Bond adventures—surpassing the wildly fantastic *Dr. No* and the excellent *From Russia with Love*. This third movie has just about everything: outrageously difficult ordeals and feats of daring; laser beams which cut through steel; a squad of female aviatrixes who spray an army base with some mysterious gas; a beautiful blonde damsel who dies of skin suffoca-

tion, after being gilded; a sleek-lined, bullet-proof, fast-moving, radar-equipped foreign sports car which has concealed machine guns; a wicked, wicked villain named Auric Goldfinger who has an unnatural lust for gold; a burly oriental chauffeur-henchman whose only weapon is a steel-brimmed derby which whizzes through the air like a boomerang; and of course, the remarkable James Bond himself, played by the magnificent Sean Connery.

Goldfinger is fast-moving, spine-tingling, suspenseful, terrifying, unbearably exciting, nerve wracking and just plain delightful. Bond shuttles from the Caribbean where he manages to electrocute a man in a bathtub; to Miami Beach; to England; to Switzerland, and finally of all places, to Fort Knox, where the squat, red-tinted villain plans to pull his caper.

What is so wonderful about *Goldfinger* is that it manages to make fun of itself, as if to say, "Of course, I'm unbelievably fantastic and outrageously contrived, but aren't I fun to watch?" P. S. It is.

"My Fair Lady" are perhaps the most well-known three words Broadway—the play having been there for so many years. The movie of the same name lives to its original counterpart—it is just as colorful, delightful, free, deliciously gay and jaunty. What makes the movie so excellent, besides the fabulous songs of Lerner and Loewe and an interesting plot supplied by G. B. Shaw, are the sets, which transport the viewer to early twentieth-century London, with its dirty cobbled streets, its bawdy taverns and its elegant, nose-in-the-air cotillions. The costumes range from the torn tatters and droopy, sloppy hats of flower sellers and idling drunks, to the flowered silks and satins of the aristocrats of court.

The only flaw in the movie version is Audrey Hepburn, who does not quite reach the standards set by Julie Andrews in the Broadway show. Though Miss Hepburn is a fine actress—and indeed, her dramatic skill does show up in the film—she cannot wholly portray the poor, unsophisticated, dirty-faced Cockney girl of the streets. Despite the grimy, tattered costume, she is still the elegant and poised actress of Hollywood who has agreed for a moment to play the part of a flower girl.

Remarkable, however, is the word for Rex Harrison's performance. As in the play, he is a superb Professor Higgins; Mr. Harrison shows a wonderful sense of timing; his expressions and mannerisms are excellently carried out. His dry sense of humor adds to the lightness and joviality of the film.

Perhaps the best thing that can be said about *My Fair Lady* is the effect it has on the audience. This reviewer was sure she saw some of them skipping merrily up the aisles whistling "I could have danced all night."

Regina Gambert

How to explain this contradiction, how to relate sensory stimulation to motivation is a current task of physiological experimentation.

In reviewing the work that has been done in this area, Dr. Pfaffman opened many questions to his audience, questions which can only be solved by continued investigation. Exciting opportunities await those researchers willing to delve into such unsettled territory.

Carl Pfaffman Relates Taste And Motivation

Animals as well as men respond favorably to some taste substances and reject others. They are highly motivated to perform for rewards of sugar solutions; however, they avoid contact with acidic or sour substances. Why should this be the case? How is preference behavior related to the physiological effects of taste stimuli? Dr. Carl Pfaffman from Brown University deals with just such questions in his pursuit of an explanation as to how sensory messages are correlated with motivation.

For their second colloquium speaker of the year, the Psychology Department presented Dr. Pfaffman, a renowned researcher in the areas of gustation and olfaction (taste and smell for those of us not well-versed in psychological terminology). Aided by slides of results which he has obtained from his work with rats and monkeys, Dr. Pfaffman pointed out that there is a definite relationship between preference curves and the state of physiological deprivation of an organism. For example, if an animal has been deprived of salt, he will increase his intake of this solution. By tapping directly into the nerve fibers, researchers are finding different sensitivity from different nerves to distinct stimuli. Such patterns permit the organism to make discriminations between very similar tastes, to reject those substances for which it is satiated and to accept those of which it has been deprived. It seems, though, that it is possible to separate discrimination from preference; the question remains—in what manner are the two related?

Furthermore, Dr. Pfaffman and his associates have uncovered correlations between the amount of physiological activity which a substance produces, its reinforcement and discriminatory effect, and its pleasantness-unpleasantness quality as reported by human subjects. In general, the more concentrated a solution, the greater its activation of nerve fibers and the more preferred such substances are by man. Again, there are numerous issues which remain unresolved. For example, common table sugar is a most efficient reinforcing stimulus, yet fruit sugar is a more effective taste bud stimu-

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Page 1
Writer Examines Ayn Rand; Notes Philosophy in 'Anthem'

"What we need is a speaker," Mrs. Ruby Jo R. Kennedy told thirty-six sociology majors gathered in the Faculty Lounge of Fanning. They had come to hear Mrs. Syracuse discuss the social philosophy which Ayn Rand, author of *Atlas Shrugged*, *The Fountainhead*, and *We, The Living*, expressed in her shortest novel, *Anthem*.

At this December 2 meeting, Mrs. Syracuse discussed Ayn Rand's popularity as the key to her significance as a modern philosopher-novelist. More than three million of Miss Rand's books have been sold, primarily to college students.

Mrs. Syracuse first explained the basis of Ayn Rand's criticism of American society, its art, its sexual mores, and its business practices. She presented Miss Rand's observation that the American tradition entails reaction rather than action, and the novelist's accusation that Americans consider problems with the hope of discovering that no possible solution exists. Miss Rand believes, Mrs. Syracuse continued, that the source of these troubles lies in America's high regard for altruism.

Altruism is synonymous with sacrifice, and, according to Mrs. Rand, denies man the right to exist, as an individual, for his own sake. Miss Rand not only denounces altruism, but any unselfishly self-sacrificial manifestations, such as individual and organized charity, and State and Federal Aid, which she considers "hand-outs."

W.J.

Bel Canto

(Continued from Page One) strated in an October vespers service. The Kennedy Memorial Service was an excellent display of the group's talent. This concert will undoubtedly surpass both past performances.

Of course, no girl with true spirit would allow 75 Yale men on campus to sing and run; a closed mixer will be held at Crozier after the concert. For the benefit of all others interested the Yale bus will arrive at 3:00 for rehearsal and then dinner at the complex. It might be worthwhile to keep an eye open on Saturday for old Yale friends and new ones, too! And it is definitely worthwhile to attend the concert to enjoy some really fine singing — Tomorrow . . . 8:30 . . . Chapel. P.H.

Warner

(Continued from Page One)

Alameda County, California, from 1923-29.

The National Probation Association hired Miss Warner as statistician for its study of the detention of children, a field in which she wrote and published her doctoral dissertation.

From 1933-37, Dr. Warner served as secretary for the Arizona State Department of Public Welfare, as state administrator of civil works and as state Emergency Relief administrator—three concurrent positions. Her last position before coming to Connecticut College was that of research associate and lecturer in the School of Social Service Administration and lecturer in the School of Social Service Administration at the University of Chicago.

A memorial service will be held here at a time to be announced.

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Large Endowments Aid Negro Schools

From the Reader's Digest . . .

America's privately-financed southern Negro colleges are contributing an increasing number of outstanding men and women to society, reports a December *Reader's Digest* article, "Negro Colleges: Their Product and Promise."

Author James Daniel notes that some 70 of these colleges today have an enrollment of about 40,000 students. Among their graduates have been such distinguished Negroes as educator Booker T. Washington, scholar W. E. B. DuBois, author James Weldon Johnson, singer Roland Hayes, Judge Thurgood Marshall and the Rev. Martin Luther King, 1964 winner of the Nobel Peace Prize.

For the past twenty years fund-raising for 32 of the Negro schools has been carried on cooperatively by the United Negro College Fund, founded by Dr. Fred Patterson, then President of Alabama's famed Tuskegee Institute. To date the Fund has collected 46 million dollars for its member colleges, contributing to each a maximum ten per cent of expenses.

Using an incentive method under which the more an individual college raises internally the larger the share it gets from gifts by the UNCF, the Fund has stimulated substantial increases in financial support by Negroes for Negro colleges. Last year negro individuals and institutions contributed \$1,500,000 to the colleges. A number of other U.S. college groups have copied the Fund's innovation of joint financing.

Academic standards among Negro colleges are rising rapidly, the article states; graduates find ready admission to top graduate schools and are welcomed by many large national corporations.

The colleges began just after the Civil War when New England missionaries poured southward, "armed with Bibles and an incandescent conviction that the children of slaves could be educated."

Students Tutor Negro Children In Three R's

Every week, while most of Connecticut College gripes about grades, men and bad bridge hands, some 16 girls are using their education and energies on crusade—tutoring 25 Negro children from the New London area.

This tutorial project is the fruit of a pilot project begun last spring, under the auspices of Religious Fellowship, led by Ann Doughty and Donna Maulsby.

Formerly, classes were held in the Shiloh Baptist Church. The Church was vandalized over a month ago. Since then, the project has operated on campus.

The tutors meet twice a week in sessions of three classes, each an hour long. Most of the girls work with two or three children. Every other week, the tutors meet to discuss the progress and problems they have encountered.

Reading, writing and simple arithmetic are the subjects taught. Each tutor has the opportunity to use her own initiative and develop an original approach to problems often emotional as well as educational. Each tutor makes up a work plan. The project is organized in close connection with the New London school system.

The tutors are: Jo Ann Hess, Laura DeKoven, Diana Roun, Bernice Abramowitz, Tony Sambol, Sara Ellen Markur, Betsy Davison, Susan Teahy, Louise Mayer, Margaret Emmons, Abby Fowler, Gale Pierson, Linda Conner, Edith Moore, Laurie Gollan, Liz Gaynor, Lynne Friedman and Christine Carlson.

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"The Castle" is not a castle or even a stone fortress but rather a modern twelve-room brick house built in 1951. It is named after Mr. and Mrs. Irving Castle, who donated their estate at 66 Reynolds Road, Norwich, to Connecticut College in August, 1963.

A month after the Castle formally became part of the College, on September 18, 1963, about fifty students held a two-day conference there to formulate plans for the coming year. In the group were the officers of the student government association, of student organizations, of the three upper classes and the House Juniors. Gathering at the Castle proved to be such a success that the students held a pre-College session there again this fall, as they may also do in the future.

Many other groups and majors' clubs held meetings there during the course of last year. Among them were the art and government departments and the sociology majors. The administration has also taken advantage of Mr. and Mrs. Castle's generous gift. The Board of Trustees, Executive Committee of the Alumnae Association and members of the Dad's Fund Committee convened there for dinner meetings. The Castle

was also used as overnight accommodations for official college guests.

The idea of owning a secluded spot which belongs to the College, yet which is off campus is very appealing to most of the students and faculty. One of the problems of such a "retreat," however, is transportation. The college bus, also donated by the Castle family and received this fall has helped to overcome this obstacle. The present accessibility of the Castle is expected to result in a great increase in use of the Norwich facilities this second year.

Any organized group that wishes to hold a meeting of an educational nature is welcome to use the Castle home and may sign up in the information office in Fanning. The Castle is also available to New London area civic groups not connected with the college provided that they use it in conjunction with some educational project. This year's plans provide for its frequent use as a center for conferences, seminars, student group meetings and small recitals.

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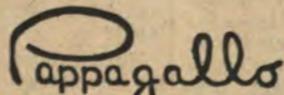
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Doro

(Continued from Page One)
 asked about the powder keg the political set-up existing in various parts of the continent, that although the problems in South Africa differed greatly from those in Eastern and Central Africa, the ultimate ideal or goal of all African self-government is independence. A one or two per cent European minority has dominated many of the African governments in the past, and the Africans now desire a majoritarian government which will reflect the views of the Africans. Miss Doro felt that the domestic problems of the African continent have not been helped by the tendency on the part of the communications media to indulge in sensationalism in news releases.

In speaking about the role of communism in African affairs, Miss Doro noted that the Chinese Communists attempted to be a disrupting influence, and, in fact, this is their main function in African affairs. This agitation is usually conducted quite surreptitiously. The Chinese need only supply a little money and a few people to the existing instability of many areas. The Chinese Communists are not competing with the aid supplied by the United States and others, but have merely been serving as a disrupting influence.

When questioned about the present situation in the Congo, Miss Doro said that the crisis was inevitable. The Congo, she continued, has never known any real unity, and the hasty manner in which the country obtained its independence was closely bound up with the domestic problems of the Belgians. Belgium did the very least for its colonies of any imperialist nation toward preparing it for self-government. Independence came to the Congo when it had neither the trained personnel nor internal unity to accept it. Miss Doro emphasized that her comments on this situation were those of an interested observer, solely.

Miss Doro taught courses in comparative government, African politics, and British government at Makerere University, Kampala, Uganda, one of three constituent colleges in the University of East Africa, and the oldest of the three. Her appointment was sponsored by the United States State Department through the University of Chicago.

The purpose of the exchange

program, Miss Doro explained, "is to build up the political science department at Makerere. Americans and expatriate British teach in Africa, and African faculty and students study at the University of Chicago for various lengths of time, depending on the amount of funds available and the students' rate of academic progress."

Originally, Makerere was under the aegis of the University of London and the students received a University of London external degree within the traditional British three-year period. There are approximately one thousand students, mostly men, at the college which is combined with a medical school, the only one in East Africa. There are 120 faculty members most of whom are expatriates. 15 to 20% are Africans, however, and the administration of the university is being Africanized rapidly.

Miss Doro felt that she, as an American, was welcomed and wanted and that she was treated warmly and sympathetically by the Africans. She felt that the Africans who come to the United States are anxious to return home to share their American education and participate in the development of their country. Most African students studying abroad concentrate on the social sciences, although there is a growing trend toward more technical education. Miss Doro cited two reasons for this trend: educated Africans want to be politicians, but now those offices are being saturated; furthermore, the students are just beginning to receive adequate preliminary preparation to go into advanced technical studies.

This exchange trip was Miss Doro's second trip to Africa within a year. Earlier, on a Ford Foundation Foreign Area Training Fellowship, she spent time in Kenya doing field research and gathering material for a book on Kenyan politics, which is soon to be published by the Cornell Press. This book is an analysis of the political and constitutional evolution of Kenya from the post-war period through its first year of independence.

Learned House To Join A. A. For Play Day

Sunday, December 5, the Athletic Association will hold its annual play day for the children from Learned House. Members of the A. A. have organized an afternoon of activities ranging from relay races and games in the gymnasium to swimming in the pool. Refreshments will be served in the Student Lounge later in the afternoon. The children from Learned House always look forward to play day, and the afternoon is often as rewarding for the Athletic Association members who participate as it is for the children.

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Elementary School Children Learn Economics by Practice

As a college student, you may be familiar with such abstruse terms as "marginal analysis" and "comparative advantage." Both are rather sophisticated economic concepts usually encountered by students in introductory economics courses—and soon forgotten by most of them.

Oh yes,—there is another group of American scholars familiar with these economic concepts. This group consists of thousands of elementary school children who are learning basic concepts taught in college courses.

It's all part of an exciting new program of instruction devised by Professor Lawrence Senesh, a Purdue University economist, and aimed at relieving what amounts to a major American affliction—economic ignorance. Its success in Elkhart, Ind.; Oberlin, Ohio; Seattle; New York City and elsewhere is described by John Kord Lagemann in a December Reader's Digest article, "How Children Learn the Economic Facts of Life."

Heart of the program is discovering economic principles in everyday activities. For example: a group of grade-schoolers was assigned to keep order in the classroom, without being given specific tasks. The result was chaos—until the teacher gave individual assignments to different children: one swept the floor, another cleaned the blackboards, still another emptied the wastebasket. The work was thus quickly done; more importantly, the children learned the principle of division

of labor.

Mass production is taught in similar fashion. One class made gingerbread men, with each child in one group carrying out the entire process while another group set up a production line. The youngsters saw that specialization resulted in greater production, but that it also had the disadvantages of monotony and of breakdown if one member of the assembly line failed to do his job.

Field trips to local businesses augment the school-children's economic education.

Commerce Secretary Luther Hodges said recently, "If ignorance paid dividends, most Americans could make a fortune out of what they don't know about economics." In view of this statement, it seems that more communities should be investigating Professor Senesh's program and should also be seeking ways to induce adults to follow the examples of these children who are learning the economic facts of life.

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Unofficial Sources Confirm Prediction Of Duke's Arrival

Sept. 28, 1066. (A-S Chronicle)
William of Normandy landed today at Prevensey with from six to ten thousand men, unofficial sources report.

Experts have predicted his arrival on these shores since last Epiphany. Contrary winds apparently delayed the sailing from Normandy.

King Harold expressed concern, but no alarm. "It's a rather bad blow at this time," he said. "But we will muddle through." He does not intend to resign.

A correspondent for the Chronicle reports that the Duke is recovering from a nasty spill sustained when disembarking.

The Lord High Chamberlain and the Archbishop of Canterbury have issued a joint statement, asking the people to stay at home, keep doors and windows barred, and beware of strange men.

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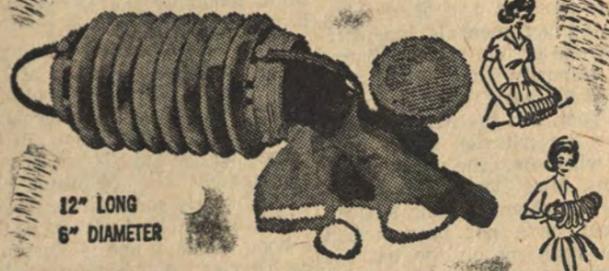
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