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### ConnCensus Vol. 50 No. 34

Connecticut College

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### President Shain Discusses Educational Mission to India

At a press conference held in his office on Wednesday, President Shain described his trip to India as "an educational mission, to study the effectiveness of the exchange program."

This program originated at Randolph Macon College, and other members of the exchange now include Mt. Holyoke, Barnard, Wheaton, Goucher, and Connecticut among others. Under the terms of the program financed by the State Department, each college must send an administrative observer to India every four years.

Shain observed that although it is not easy to compare the American and Indian educational systems, involving two different frameworks, this comparison is necessary. Connecticut's particular concern of the program is "to enrich our curriculum in subjects related to India . . . We prefer to have Indian historians, sociologists—experts on Indian history and civilization."

While discussion centered around the exchange program, a wide range of questions concerned Indian culture traditions, and customs.

Shain emphasized that his remarks "are highly provisional . . . less than four weeks spent inspecting Indian colleges is not sufficient to produce an expert." He said furthermore, "the trouble with generalizations about India is that they are not true. India is too big and complex."

Asked what was the most important thing he learned, Pres. Shain replied that the impact of a vastly different culture made a most vivid impression upon him.

Comparing the two educational systems, Shain said that Indian students have eleven years of pre-college education (to our twelve), but "the important point is what these eleven years are like." The Indian system is beset with particular, serious problems. Perhaps the foremost is "the tremendous difficulty with native languages . . . state boundaries are linguistic boundaries, differing more than English and French." The only common language is English, but "students frequently come to college insuffi-

ciently trained in English." Hindi is compulsory in the schools, "but India is trying to do so much so fast that there is a striking difference between what is required by law and the actual situation," (an example of "the problem of introducing new laws, representing new ways of life, to traditional systems").

India has 62 universities or "places where a whole organization of colleges come together . . . no college is independent of a university." All funds, except for tuition, are received through the university from the federal government. The problem is that India has too many colleges. Being too small, they are too expensive, thus they find it difficult to maintain adequate standards.

The many separate institutions represent prestige and local pride rather than educational efficiency. The problem arises from patterns of traditional culture. "Inheriting highly stratified social systems, Oriental cultures are very impressed by status." Thus the question of an academic degree becomes a "high-powered question." A resulting problem is that of over-training; there are not enough positions open for the educated classes. The founding of a university by the legislature intertwines local with political prestige. Ironically, despite the tremendous social importance attached to the academic degree, teaching is one of the least popular professions. "Faculty salaries are very low."

Asked about the status of liberal arts in India, Shain replied that the concept is only beginning to be introduced. Usually the Indian student registers as a degree candidate in a particular field and studies it for 3 years. The most popular fields are science and technology, whereas the social sciences and humanities are presently considered least desirable.

Discussing student activity, Shain found a great difference between men's and women's colleges. "Indian women are traditionally submissive." The college receives

(Continued on Page 7, Col. 2)

### French Pianist Jeanne-Marie Darre To Perform Brahms, Paganini, Liszt

Jeanne-Marie Darre, a French pianist, will perform in Palmer



Jeanne-Marie Darre

Auditorium, Tuesday night at 8:30. Her program will include Brahms—Two Intermezzi, op. 117, nos. 1 and 2, and Rhapsodie, op. 79, no. 2; Paganini/Brahms—Variations, Book 2; Liszt—Napoli; and Schumann—Toccata, op. 7, and Carnaval, op. 9.

Mme. Darre has recently given recitals in Carnegie Hall, New York, where she received excellent reviews from the New York critics. Prior to her American debut, Jeanne-Marie Darre gave European concerts and taught at the Paris Conservatoire from which she graduated and where she is now a full-time professor.

In her relatively few appearances in the country, Mme. Darre has demonstrated her preference for the music of Beethoven, Liszt, Chopin, and a number of French composers.

### Students Admitted On Early Decision Plan In November

Editor's Note: The following letter was received by one of the Conn Census Editors last week.

"I made it!"

The letter came today, and believe me, I held my breath while opening it.

I can't tell you how very pleased I am that Connecticut accepted me. I've been so enthusiastic about the school ever since the conversation I had with you on the porch of the Inn. I know I'll love it.

Thanks so much for recruiting me—I'm sorry that you are in your last year and won't be there when I come. Perhaps I'll be able to come down this year sometime, though. Hope to see you soon."

The 31 girls admitted this November under the Early Decision Plan have indicated that Connecticut is their first and only choice. They displayed higher than average qualifications and have been considered very carefully. Dr. Cobble, Director of Admissions, explained that the purpose of the "EDP" is to reduce the number of multiple applications for girls who display unquestionable accomplishments.

Of these first candidates for the class of 1970, sixty per cent of the 52 applications received favorable action. Nineteen of the applications were deferred for action until April.

The number of applications for the "EDP" decreased from last year by 12; however the group this year on the whole submitted higher qualifications than were evident in 1964.

Of the 31 perspective freshman, 12 come to Connecticut from Indiana. (Continued on Page 8, Col. 3)

### Yale Helps Wig And Candle Produce "Summer and Smoke"

By Eleanor Abdella



SUMMER AND SMOKE coming up.

Seven Yale men have joined the cast of the Wig and Candle production, *Summer and Smoke*, to be presented on the Palmer Auditorium stage December 10 and 11.

Maury Breslow of the Yale Drama School is directing the Tennessee Williams play, which concerns the deep human pathos of a young woman in her desire for a spiritually complete love.

A week before production time it appears that Lyn Kastner will present a splendid portrayal of Alma Winemiller, the young woman torn in her love. Joseph Cazalet, also of the Drama School, has been well selected for the role of John Buchanan, Jr., a man who goads Alma for her physical affection and succeeds in creating of her a more complete woman, but who comes, as a result, to realize his own capacity for a deeply meaningful relationship.

Helen Epps, who played the lead in the memorable production of *Antigone* last Spring, is cast as the voluptuous, dancing senorita, Rosa Gonzales.

Other members of the cast include Mary Jane Cotton as Mrs.

Winemiller and Susan Endel as Nellie Ewell, both of whom have had extensive experience in professional theatre and in campus productions.

F. Kenneth Freedman of Yale will play the Rev. Winemiller, Alma's father. Paula Mittleman, whom we remember from her hilarious roles as the bell-lady in Junior Show and the town gossip of Senior Melodrama, is cast as Mrs. Bassett.

The character of Roger Doremus will be played by Walter Kolpakas; Dr. John Buchanan, Sr., by Alan Haufrett; Rosemary, by Linda Carpenter; Dusty, by David Kramer; Gonzales, by Ron Abbott; and Archie Kramer, by David DePina.

Elizabeth Hale, daughter of Mr. Robert Hale of the Bookshop, will fill the role of young Alma, and Peter Detmold, son of Mr. John Detmold, Director of Development, will play Young John.

Mr. Breslow and his talented cast have been working hard to present a successful performance, and it shows. *Summer and Smoke* promises to be a very exciting and polished production.

### Reverend Van Dusen To Conduct First of Western Religions Series

The first in a series of demonstration religious services will be held in Harkness Chapel Wednesday, December 8, at 5:10 p.m.

The purpose of the series is to introduce students to the various forms of Western religions. Each service will be accompanied by explanatory comments.

The first service, the observance of holy communion according to the form followed by the free churches of Protestantism, will be conducted by the Rev. Richard Van Dusen of St. Andrew's Presbyterian Church in Groton. Rev. Dr. Donald Goodwin, visiting lecturer in religion at Conn. and two elders

of St. Andrew's will assist in the service. Dr. Gordon P. Wiles will provide explanation before and during the service.

A Hebrew service will be conducted by Rabbi Leonard Goldstein Dec. 14 at 7:30 p.m. He will be assisted by Cantor Eugene Weiss and the choir of the Beth-El Synagogue.

The service will include portions of the Sabbath and Festival service. A Catholic service is tentatively planned.

It is hoped that students will attend the services regardless of personal beliefs.

### Philosophers, Psychologists to Discuss Freedom and Psychological Determinism

The Philosophy-Psychology Colloquium will focus on the debate, "Freedom versus Psychological Determinism," Wednesday, December 8, at 7:30 p.m. in the main lounge of Crozier-Williams.

Mr. Eugene TeHennepe of the Philosophy Department will uphold the position of freedom, while Mr. Sheldon Ebenholtz of the

Psychology Department will argue in favor of determinism.

Deanna Stein, president of the Philosophy Club, who conceived of the combined colloquium, hopes that this topic will be of great interest to students and faculty members, and that the first encounter between the Philosophy and Psychology Departments will be a successful one.

### College to Present Christmas Vespers

Talents of students and faculty will be combined in the presentation of Christmas Vespers in two identical services at 4:30 and 7:30 p.m. Dec. 12.

Rev. Gordon P. Wiles, director of chapel activities, announced that Mr. James Purvis of the Connecticut College Department of Religion will give the sermon and that musical selections will be presented by the Connecticut College chorus and orchestra.

The 75-voice chorus is under the direction of Dr. Charles R. Shackford, visiting professor of Music and college organist.

The choral program will include "The Oxen," a contemporary piece written especially for the chorus by Martha Altar, chairman of the Music Department.

The orchestra, directed by Mrs. Margaret Wiles, will play the prelude and postlude to the service. Cynthia Morse, a graduate student in Music, will play the chimes and Maria Lewis and Patricia Gumo will be featured violinists.



# ConnCensus

Established 1916

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

Second class entry authorized at New London, Connecticut.

Represented for National Advertising by National Advertising Service, Inc. College Publishers Representative 18 East 50 St. New York, N. Y. Chicago-Boston-Los Angeles-San Francisco	Member Associated Collegiate Press Intercollegiate Press
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## Editorial . . .

### The Second Time Around

Whether or not sex education should be provided on this campus is difficult to determine from the indifferent response to the Conn Census survey conducted several weeks ago. With disappointment, we reviewed the poll returns which did not reach a majority, even by our imagination.

We question the reasons behind such a whispered response. Could students not find the time to answer the five brief questions? Could they not be troubled to cut the poll out of the paper? Was there a general lack of interest?

We regret that those students who were opposed to such an educational program did not express their disinterest through the survey.

From the minority who did reply, 87% decided that sex education should be provided by the college. Approximately 80% answered that information on birth control materials should also be offered.

To the questions "Are you interested in sex education?" and "birth control information?", 75% of the students answered 'yes.'

Of the four suggested methods of instruction, the most popular choice was small discussions. Large lectures and reading lists, students decided, would be the next most effective means of instruction. Individual counselling drew the least interest.

Agreeing with those who responded to the questionnaire, we insist on the need for a program dealing with sex education. Despite the silence from the majority, we maintain that such instruction would be valuable—even if only for that minority which has expressed its interest.

And what about the rest of the student body? We would suppose that certainly some of those without a voice in this subject would at least listen to the discussions, questions, and remarks of others. Because a student does not voice her opinion in the classroom does not necessarily mean that she does not listen and take notes.

Only by trying out a program on sex education can we determine the actual response. The success of the program would perhaps depend largely on the instruments of instruction used in the experiment. These must be looked into in the very near future.

L.W.

### Signs of the Times

Fanning Hall has finally been recognized!

No longer do confused visitors and bemuddled applicants wander through New London Hall and even Crozier Williams asking for directions to the information office. Even we veterans, who could scarcely manage to tootle by Fanning without recognizing that building where we had our interview, appreciate the friendly yet official tone which the sign lends to the campus.

We point with pride to the new sign: "Admissions and Information."

THE EDITORS

## The Four Course System: An Evaluation

By Jane Meredith Gullong

Connecticut College was one of the first U.S. women's colleges to initiate a system of four courses as the normal academic schedule. The change from five courses was made to increase the depth of course content and to facilitate, as the catalogue expresses it, "an intensive study of a major subject." The catalogue states as well that the aim of Connecticut College is to offer a sound, liberal education " . . . through the disciplines of a broad, general program . . ."

An evaluation of the four course system, comparison with the trends in comparable institutions of higher education and consideration in light of the formally expressed aims of the college raises the question of whether the four course system is the best means of attaining the combination of scope as well as intensive work in a selected field which we desire from our liberal arts education.

Most of our "sister" colleges still retain the five course system, with the exception of Mt. Holyoke and Smith, which initiated the four course system this year, Bryn Mawr, Vassar, Skidmore, Hood, Hollins, Wilson, Jackson and Pembroke take five three credit courses per semester with a total graduation requirement of 120 credits.

Conn. students take four courses valued at four credits or semester hours apiece but recorded as such only for the benefit of graduate and professional schools. The total credits after four years would be 128 or eight more than on a five course system. The numerical evaluation of a course, however, is often inconsistent and variable from school to school and for this reason, an inadequate means of evaluation.

Nevertheless, it is quite clear that under a five course system with classes meeting three times per week, 15 hours of class time are available whereas the four course plan only offers 12 hours of actual classroom experience each week. We must assume that the quality and depth of course content is greater under such a system. The assumption may be quite validly questioned, however, with the possibility being great that we gain only in quantity of material and not necessarily in expected mastery of the basic concepts of the course. Furthermore, the four course system obviously limits the number of areas into which our liberal arts experience may reach. In four years we may undergo 32 separate semesters of study as opposed to 40 semesters under the five course system. These semesters are easily taken up in fulfilling the general and major requirements as well as in taking those courses which the student feels are a necessary supplement to her major or preparation for graduate school.

Confronted with this limitation many students who find that they would like to try a government course, for example, when they have already fulfilled the requirement with economics, are driven to summer school or overpointing. The student who must work during the summer or who does not feel she can handle the pressure of an overpoint is quite simply out of luck.

Several U.S. women's colleges seem to have discovered interesting and valuable solutions to the dilemma of depth versus breadth in liberal education. Wheaton students, for example, take five courses in the freshman and sophomore years when their plans for major concentration are still in the formative stages. They are perhaps better prepared to choose a major, having been offered the breadth of a five course system. In the final two years they undergo the more intensive study of four courses.

Goucher College and Lake Erie in Painesville, Ohio, have a tri-semester system. At Goucher three courses are studied per semester and classes meet four days a week. Wednesday is left free for special

college events, field trips, concerts, etc. Because exams are completed before each vacation, such a system offers the added psychological advantage of a vacation period free from academic pressure. This system provides not only a concentrated study in depth of three courses at a time, but also the especially broad opportunity of taking nine courses each year.

The Wellesley semester system is perhaps the most unique of all. It intrinsically offers solutions to many of the curriculum problems facing Conn. students.

The system is tri-semester but the final semester is short, running from approximately April 18 to June 1. Four units are studied during the first two semesters and two during the final period. Such a system has all the advantages of the Goucher tri-semester. But furthermore, in the junior year, third period individual study is undertaken by each student. In the senior year the semester is set aside for structured and intensive preparation for the comprehensive exams. The lack of a free semester for individual study and of sufficient time to study adequately for comps is eliminated under this system.

If we are to most successfully accomplish the college's academic aim of combining a broad, general liberal arts background with intensive study in a major field, the four course system must be objectively evaluated by both students and faculty. We must consider whether the system is the more progressive and advanced step or whether it is actually a backward step from the aims of an excellent liberal arts education.

Alan Dugan, poet and visiting lecturer in English, will read from his own works Sunday, Dec. 12.

The reading will be held at 4 p.m. in the Palmer Room of the library.

## Letters to the Editor

To the Editor:

A news article should stick to the facts. The article on the Goldwater speech is an example of poor reporting, resulting in a misrepresentation of the events. The author of the article received her information from the six students who attended the speech, however, the article bears little resemblance to the information given.

First of all, some members of the group represented Young Americans for Freedom, a bipartisan Conservative group, rather than Young Republicans, though the article states that they represented solely Young Republicans.

Secondly, the author of the article says that Mr. Goldwater "also touched on Southern Republicans and racism." This statement is an inadequate representation of what Mr. Goldwater said as reported by the author. In actuality, Mr. Gold-

water pointed out that it is the Southern Democrats rather than Republicans, that are resisting integration. He also pointed out that there is no such thing as a Republican member of the Ku Klux Klan. He further said he would "match [his] civil rights record against any Democrat."

The overall tone of the article disturbs us. The heading of the article: "Goldwater Enjoys New York Blackout," is not even remotely connected with the purpose of the article: to report that Conn. College students had attended the Goldwater reception and speech.

We strongly object to such shabby reporting, and ask only that Conn Census remember the difference between the editorial and the news article.

Dena Gwin  
Adele Germain  
Patricia Hitchens

## Lecture and Film Crossroads Africa:

Operation Crossroads Africa, Inc., a summer work program, aims at demonstrating to Africans the dignity of working with one's hands to build a country.

Mr. Leroy Smith, coordinator from the New York office of Operation Crossroads Africa, will discuss the program and will show a movie Friday, December 10, at 4:30 p.m. in Crozier-Williams.

The program is headed by Dr. James Robinson, Baccalaureate speaker at Connecticut College last year. O. C. A. is a non-profit organization with goals similar to those of the Peace Corps, except that the participants generally do manual labor.

A description of the program will be presented at Amalgo this afternoon. The college will become a cooperating school this year, after Cabinet votes on establishing a club.

Miss Marion Doro will act as club advisor.

Registration of the college in the program will give girls the opportunity to participate. Members of the college community will be able to view movies and take part in discussions about Africa.

There is no money involved in joining the program which is for college students. Five girls from Connecticut College have participated in the last five years.

I wanted to be a poached egg in the worst way the other day.

I could feel myself floating around in a pool of water, staring with my one perceptive eye up at the world — sort of a lymphatic cyclops.

Yet I could be happy in that tepid water, because I knew I was somewhere.

But then I could see the world swooping down and plucking me from my content.

And next, I knew I was shimmering in my own juices on a plate, a deep gash in my heart.

Suddenly I went blind and I blacked out.

Then I decided that poached eggs don't have it so good after all.

At least we can ignore the truth for another day.

SDF



## Mrs. Shain Discusses Life As President's Wife

By Gail Goldstein

"I often feel like the hind leg in the traditional vaudeville elephant. I do a great deal of moving, but take no fancy steps; neither do I expect to take any of the bows," said Mrs. Charles Shain, characterizing her position as the wife of the college president.

There are multiple demands made on her time, and she maintains an interest in all phases of college life.

"We belong to the entire structure of the school," she said.

Not only do many campus interests occupy her time. She is also responsible for entertaining various Alumnae, Trustees, Deans' Faculty, and the 'world at large', including townspeople and visitors who come to the campus each year.

Her main task is to keep elastic and moving, she said. Consequently it is sometimes hard to give of herself in one direction with so many areas attracting her attention, she explained.

With these various responsibilities confronting her each day, Mrs. Shain nevertheless "feels very strongly that it is nice to see students as often and as naturally as we can. The students are our primary interest."

She enjoys informal contact with the students—visiting the dormitories and attending campus functions, she said.

Mrs. Shain also encourages students to come to her house, and "see if I am at home. There's always a cup of tea and a cookie," she added.

Mrs. Shain takes great interest in following students through their four years of college and observing their growing capacities. She sees the college experience contributing to the full person.

Contact with the alumnae enables the President's wife to follow the continued growth of the person.

Mrs. Shain cherishes a rather special feeling of kinship for the class of 1966. It was her first freshman class, and she has had an opportunity to watch its development.



Mrs. Charles Shain

This opportunity has given her a deeper appreciation of what four years at college can do for the individual, she explained.

"I have great respect and admiration for today's undergraduates," Mrs. Shain appreciates the typical student's interest in the world at large, not just in her own daily commitments.

Nearing the end of the interview, Mrs. Shain, in a casual and offhand manner, related a story pertaining to her position as chief hostess of the college.

At a conference for the presidents of eighteen liberal arts women's colleges, Mrs. Shain gathered informally with the other presidents' wives. The wife of a president at a very small college remarked that she often invited the girls to her house and simply allowed them the run of her kitchen for the evening.

The president's wife of another college commented, "Over my dead body would I turn the girls loose in my kitchen!" Mrs. Shain just laughed.

Her ready wit and easy sense of humor would relax the most awestruck undergraduate. Her approach is casual, but not familiar.

## Ministry of Disturbance

By Pat Altobello

It would out-Scrooge even Charles Dickens if the "Ministry" were "Disturbed" at this time of year.

"Tis the season to be jolly" when everyone is fa-la-la-la-ing around spreading Christmas cheer. And even if the Yuletide euphoria isn't universal, anyone who wanted to make a complaint couldn't find the time! The pre-Christmas crisis has erupted.

It seems that Reading Week is getting shorter as the work piles up and 'catch up now, play later' has become the necessary policy. From the other side of the textbook come the thoughts of second hourlies and final papers which teachers squeeze neatly into these two weeks. With a test in every course and a paper for only three, it works out to a schedule of at least one trauma every other day. Even more important and time-consuming than all this are the before-Christmas bulletins that must be written. These are timely little notes sent to parents, grandmothers and various aunts and uncles (get their names from a sister or brother in case you don't remember them). Of course the main message of the communiques is a list of gifts that the sender wants for Christmas. Because these are most likely the first letters of the year, they must be subtle. Follow the

general idea below and a successful seasonal haul is guaranteed.

Dear Dad,

Remember me-of course you do. My name was on the overdrawn bank statement that you just got. It's all right though—I have economics next semester and it's a comma course to boot. Sorry I couldn't be home for Thanksgiving, but you'll be proud of how I spent my time. Twelve young boys in Middletown at Chi Psi House (something like an orphanage) had no mother there to cook turkey for them so I moved in for the vacation and took care of them. I think I did see you at the Yale-Harvard game in New Haven though. I was the girl the team carried off on their shoulders and I was waving at you. But I will be home soon. As a matter-of-fact, Christmas is almost here, isn't it. Almost forgot but I'll see you for the holidays—you know for Christmas Eve when we open the presents. Of course I am getting a little too old for big Santa Claus type presents—even though you don't think so, DO YOU! So here are just a few little suggestions that are big here on campus:

1. wallet (with Telephone Credit Card in it)
2. small yellow convertible (the

car rule is bound to be changed soon)

3. oldest Army surplus raincoat that can be found (try Goodwill stores)
4. three bridge partners (my old ones flunked out)
5. red Brooks Bros. shirt with green monogram (Christmas colors for the Holiday parties)
6. suit of armour (for post office rush)
7. life-size doll that says "here" during calendar days and takes hourlies (and is the exact image of me)
8. Sean Connery (with or without Aston-Martin)
9. Jamaica (a 2-week visit for Spring Vacation will suffice)
10. waterproof placard (for Demonstrations)
11. A partridge-in-a-pear-tree, 2 turtledoves, 3 French hens, 4 calling birds, 5 golden rings, 6 geese a-laying, 7 swans aswimming, 8 maids a-milking, 9 ladies dancing, 10 drummers drumming, 11 pipers piping, and 12 lords leaping (for the traditionalist)

Actually, if we see someone driving by the Fanning fortress in a yellow convertible filled with these goodies, we'll know someone is disturbed.

## Language Departments Try Different Honors Programs

### Papers, Hourlies Besiege Campus

By Ruth Kunstadt

The Honors Program in the Art Department covers both studio art and art history. These areas remain separate throughout the program with no courses tying the two together.

The art history honors program consists of general individual research in the junior year. At the end of the junior year, those interested in senior art history honors must present their request to the members of the Art Department. About one half of the juniors in honors art history continue in senior honors program.

This year one student, Robin Richmond, is participating in the senior art history honors program. Miss Richmond is doing research about the Old Lyme Art Colony of 1900-30 and will help organize an exhibition of art from this colony, to be displayed later in the year.

The studio art honors program does not vary greatly from the regular curriculum. In the spring of the junior year, those desiring to participate in the studio art honors program in their senior year must submit a portfolio of their work to the department and must defend their qualifications for continuing honors work.

The students participating in the studio art honors program are expected to do superior creative work, and to submit a written report to guarantee their familiarity with research in art techniques.

Two senior students are participating in the senior program this year. Janet Stein is working in collage intaglio printing and Tani Tanaka is working on the expressive possibility of the woodcut.

### French and Italian

"A Junior Honors program must be geared to active, critical, and independent thinking rather than to mere additional reading and paper writing," said Professor Marion Monaco, chairman of the

French and Italian departments.

For this reason, the departments are experimenting with several methods of finding the best approach to independent study at the Junior level.

First semester last year Junior Honors candidates wrote a paper requiring independent research, but related to one particular course and read by the entire department. Second semester they studied four novels representative of the four major periods in French literature. For each novel, there was a discussion led by the department's specialist on the period. These papers also were read by all members of the department.

The major criticism of this program, explained Miss Monaco, was that the students regretted they did not have sufficient time to pursue this project in addition to their regular four courses.

This year the program has been "streamlined and limited," said Miss Monaco. The four Juniors participating in French and Italian Honors study one work of one author and write one paper. They read two critical works chosen from opposing schools of literary thought and discuss various critical interpretations.

Miss Monaco said that next year's program will be somewhat altered to incorporate the best aspects of the two previous years.

She believes the result will be a "graduated process by method in preparation for independent study during Senior year."

She added, "I hope these practical matters can be worked out because I believe independent study is such a valuable experience."

Senior Honors study is not necessarily related to Junior study. However, the one Senior participating this year is continuing the theme of her Junior study at greater depth.

Her topic, "The Medieval Revival in French Romanticism," requires the guidance of specialists in two areas of French literature, Professor Malcolm B. Jones and Professor Pierre E. Deguise.

"Horrors, I have a gigantic English paper due two weeks from today. How will I get through that hourly and the rest of my work?"

This agonized complaint, common to all—senior and freshman—echoes through the littered hall of every dormitory. No room is safe from this contagious malady which attacks all Connecticut students those hectic, harried weeks before Christmas vacation.

Take heart fellow students, for the grass is rarely greener on the other side of the fence. There are 29 hourlies and papers, to cite only a few, scheduled before cherished Christmas vacation. It seems that each day is graced with at least one major horror, if not more.

French students of various levels are busily studying for exams, while others race back and forth to the library gathering material for papers.

Tudor Drama and Shakespearean English students will breathe sighs of relief following their exams, while those in 18th Century Literature, Renaissance Literature, and English 111 burn the midnight oil and strain their eyes putting the finishing touches on their papers. Meanwhile, others gather material for Philology English papers.

Falling in the middle of the dog race is Economics and History, with only a total of five exams and two papers.

Coming in last, a variety of subjects including Italian, Philosophy, Education, Music, and Zoology, claim their share of the panic as these hourlies pile up one on another in the next week or so. We trust that none of the mentally taxed French and English students will be called upon to participate in these sundry lovelies.

The crowning touch, the collar for the winning dog, is a German exam on Saturday, December 18, and then off to a gay holiday.

Cheer up! Although there may be at least one hourly or paper a day, no student may be subjected to more than eight. There's still time left for Christmas shopping, festive cheer, and most important—packing.

## Lyman Allyn Museum To Exhibit Italian Votive Panels

By Betsey Staples

Provincial painters, such as the modern Primitives and Sunday painters, have attracted much attention in the twentieth century. Early in the century, partially because of this interest, research was made into votive tablets produced in Europe.

At the Lyman Allyn Museum an exhibition of Italian votive panels will be on display from November 30 until December 24.

Votive tablets are painted panels for the expression of thanks for "grace received," or of a plea for beneficence. For example, titles of the votive tablets include: "St. Anthony of Padua cures a hemorrhaging woman" and "Christ on the Cross heals a boy caught by uneasiness during a serenade." They are pleas for salvation from everyday misfortunes. Thus it was necessary to place them on an accessible level; they were painted on the altar stairs, creating an unusual mood of reality.

Paintings in this tradition exhibit little concern with the illusion of space or depth. Of prime importance are the supplicant, with a few onlookers, and the saint, Christ, or the Virgin (i.e., the helper), in a corner. This simple arrangement is enlivened by the many brilliant colors, which create an unusual aura of spontaneity.

It is assumed that votive tablets

were first produced in Italy in the first half of the fifteenth century. The tradition spread over Northern and Central Italy, then to the greater part of other European countries. Possibly the style developed from fourteenth century depictions of the lives of the saints.

After the Reformation, in nearly every country but Italy, fewer votive tablets were painted. When, during the Counter-Reformation, canonization laws were tightened and the Virgin was especially revered, saints were less frequently the objects of supplication. Increasingly, the Virgin was depicted as the adored benefactor.

During the seventeenth century, though votive painting was almost entirely separated from monumental art, its production grew. Rules and values developed within the groups of votive painters so much that regional distinctions are nearly impossible.

But the eventual decline of quality was inevitable; even the new expressions of new subjects could not counter the downward trend that began partly because the ties with great painting had been severed.

The aim of this exhibition is to display a generally unknown tradition of painting that was practiced for several centuries throughout Europe.



## Learning By Experience Advocated Instead Of Ivory Tower Isolation of Intellectuals

By Ed Schwartz

(CPS)

One of the major obstacles to the development of a spirit of intellectual community on college campuses is the widespread belief that education should be primarily a "personal experience": By this theory, the scholastic ideal is the ivory-tower intellectual—the fellow you never see who becomes the valedictorian. We are urged to "find ourselves" through a process which evokes images of the caterpillar emerging from his cocoon, ready to face the arduous tasks of the butterfly. And as we all know, cocoons rarely get together to discuss common problems.

Once the theory is accepted, it becomes almost impossible to develop a program of extra-curricular activities wedded to educational goals. The campus intellectual withdraws within himself, maintains social relations with only his professors and a few intelligent friends, and views with detached cynicism the frivolity of the undergraduate masses. The student government, the campus paper, the fraternities, and other institutions are all generally left to the devices of those for whom college is an uncomfortable intermission between high school and a job—those who limit the scope of these activities to parties, athletics, and an occasional skirmish with the administrations over parietal rules.

The intellectual says that activities are "Mickey Mouse," which they are; the campus leader says that intellectuals are "apathetic," which they are. Each judges the other by the standards he expects of himself and of the school, and the two rarely get together.

I am not a relativist on this question: on most campuses, I would side with the intellectuals. I do

believe that a student who enters a university should develop fundamental questions about himself, about his society and culture, and about his relationship to them, if he wants to derive greatest benefit from his education. I disagree with the scholars, however, that such questions can be answered best in isolation—either in the isolation of a dorm room, pondering the eternal verities, or in the isolation of a large lecture hall, scribbling pearls of wisdom from the man at the front. If learning by "experience" is a valid concept, the experience of community debate, through which a student tests his ideas against those of the rest, should be as valuable as testing them against the marking system.

The university which I would envision is one in which the sphere of curricular and extra-curricular activities would be the same—one in which the intellectuals become the community leaders of the school. Student governments would encourage interest in national politics as fervidly as they presently try to increase attendance at school dances; campus papers would publish debates on films and books as readily as they print criticism of their own typographical errors; dorms and fraternity houses would become centers of rooms and discussions, as well as section parties and water fights; and those with talent as artists, politicians, or scientists would be esteemed as highly as those with deep voices or dimples.

How is such a transformation to be achieved? On some campuses, present student leaders—those tired of the provincial attitudes and trivial programs which characterize most extra-curricular activities—might seize the initiative. A stu-

dent government representative might rise to suggest running a referendum on the Vietnam question; a campus editor might institute a book review column; a fraternity brother might invite a professor to the house for an afternoon of discussion and coffee—these would be a few steps. Better still, leaders from various organizations might meet to coordinate educational programs in which all groups could participate. That would be a major step.

At many schools, however, such initiative from present student leadership cannot be expected. Those in power are too attuned to a tradition of extra-curricular Babbity to change. They would fear proposals such as these, since they demand imagination of a kind which breeds discomfort in those who lack it. Their opposition to change would be assured.

On these campuses, the disfranchised intellectuals must organize. They should run candidates for elective office, while infiltrating the staff of the campus journals. If there are dormitory organizations, they should try to control those, too. No extra-curricular organization of the school should be beyond transformation. The know-nothings should be voted out; the creative should come in.

In order for such a transformation to take place, however, campus intellectuals throughout the country must decide that the utopian "community of scholars" is a goal worth attaining. Individual development at base may be a "personal experience," but it will proceed best only in a university which honors thought in every institution. Otherwise, we might as well be watching educational television.

## Brilliant New Production Highlights Broadway Season



Barbara Harris minds her ESP's as she asks "Geranium, come out of the subterranean."

By Tessa Miller

"On A Clear Day You Can See Forever" if you know who you are. Is our heroine Daisy Gamble or Melinda Wells? Is she Daisy, the dumb blond, nerrotic chain smoker she thinks she is? Or is she Daisy, the reincarnation of the elegant 18th century Melinda Wells?

Daisy becomes a perfect subject for the hypnotic tricks of psychiatrist Mark Bruckner. The plot thickens when Mark falls in love with Melinda!

"On A Clear Day" is complicated by various themes which are never quite developed or explained. Psychology and Romance are pitted against each other . . . that Daisy is "trying like hell to get out of the crown" is the considered opinion of the psychiatrist. Mark sings, "There's No Melinda" to prove his case . . . Ah, but he then concludes in the same song "You're no mirage, Melinda!"

The psychiatrist has fallen in love.

Would the audience have preferred a more simple plot? I think not. They liked what they saw—a zanny contrast between the 18th and 20th centuries, with the leap quite gracefully performed.

Through the scenery, costumes, and most especially in the acting of Barbara Harris, this difficult plot succeeds quite well.

Miss Harris, is a "blithe spirit and a living doll" according to the *New York Times*. She's all this and more..peppy, scintillating and remarkably talented.

Appearing in his first leading Broadway role, John Cullum, as Mark, is both assured and appealing.

The costumes and scenery are imaginative and authentic. The music is super from Melinda's "Tosy and Cosh" to Daisy's lament when she discovers that Mark is in love with Melinda. "What Did I Have That I Don't Have Now." The expert touch of composer Burton Lane is evident throughout.

Alan Lerner's plot suffers from a complicated structure, a slow beginning and a certain lack of continuity from episode to episode. Yet the defects are easily forgiven.

"On A Clear Day You Can See Forever" remains graceful and romantic, yet decidedly thought-provoking. It is one of the most refreshing plays of the current Broadway season.

## Students Suggest Reading Week Changes: Better Reading Assignments, Overnights

Reading week, for the most part, seems to be regarded by students as a profitable experience; basically it fulfills its purpose of providing supplementary study, as well as the opportunity for intellectual pursuit.

The majority of students reacted in this manner to Cabinet's reading week period reevaluation conducted last spring.

The questionnaires, distributed to all students, inquired into the validity of the books assigned, the testing of the material on examinations, the purposes for which it is

used, and the basic position of the week in each semester.

One girl commented, "I don't believe I'd survive without both the relaxation and change of pace and the study time."

Another exclaimed, "If reading week is abolished, I'm not coming back."

Many, however, had definite criticisms and suggested areas of improvement.

Students thought that the examination books selected were inadequate and the examination questions pertaining to them poor. Re-

quests were made for a more imaginative choice of subject matter and for books encompassing and concluding the semester's work.

In place of the often isolated question, many desired exam questions which were integrated with the course material and which allowed a subjective interpretation of the reading.

"Let's go to the root of the matter," one said, "There is nothing wrong with the schedule and its aim; it's the teachers who assign the same sort of work we've had all semester and then give exam questions which just find out if you've read it."

It was generally agreed that "professors should avoid assigning the remaining chapter(s) of a text book."

In a non-academic area the suggestion was made that the week have cultural overtones. Recommended were "performances from Alvin Ailey, movies, and art exhibits."

Another suggestion concerned the permission to leave the college campus during that week. Explaining this position, one student wrote, "I feel that in order to reduce any mounting tension caused by reading week, any student who wishes to leave campus should be permitted to do so."

The results of the questionnaire have been reviewed by Cabinet. Student Government President, Judy Stickel said she "does not feel any particular pressure to change the present set-up," and added, "they're all personal ideas," not a consensus.

## Topic of Candor

By Marcia Geyer

[Conn Census was not able to line up a spokesman for the conservative view this week. We regret this, and hope that readers of other persuasions will submit their opinions on this question.]

The question of the People's Democracy of China's admission to the United Nations is perennial. Yet this year it has become more urgent. The important vote in the U. N. General Assembly decided whether to class the admission as an "important question" requiring a two-thirds majority. The United States managed to muster a slim majority. Africa and Europe were divided. Most of the affirmative votes came from South America. Others came from reactionary governments like South Africa or governments dependent upon the U. S. like South Korea.

China has approximately 700 million of the world's two billion inhabitants. About one third of humanity is denied a voice in the councils of the world. I submit that the United Nations is perverting its universality by denying China a place both on the Security Council and in the General Assembly.

Americans surely have no cause to love the present Chinese government. China certainly has no love for our government. But is it our right or responsibility to ostracize one third of humanity? The ideal of the United Nations is that repre-

sentatives may meet there from many different cultures, traditions, histories and forms of government to work out together common solutions to mutual problems. The ideal of the United Nations is peaceful coexistence, the alternative to eventually facing again the holocaust of world war. If we impose a set of conditions of the kind of government that may be represented there, we are betraying the high ideal of peaceful coexistence and the very universality of the United Nations.

Next year China will probably be voted into the U. N. whether we wish it or not. At that time the status of Nationalist China, i. e. Taiwan, will be brought into question. Taiwan's vote on the Security Council is, no doubt, a convenience to the United States. Its legitimacy as the representative of China is, however, a diplomatic fiction. Taiwan is not a Great Power, nor is it conceivable that it should ever become one. Its place in the General Assembly is, of course, another question. Certainly Taiwan is now an independent country with its own government, and on that basis it deserves representation in the General Assembly.

When China comes into the United Nations we ought to welcome its admission as enabling that body to deal with the realities of world power. Let us hope that the United States gives up a bad cause before it loses that cause formally.





## Educated Seniors Prepare To Face the Business World

By Regina Gambert

Hope A. Loof nonchalantly ambled into Room 5667 where Miss Priscilla Prinne was seated. Hope was a senior in college. And now she was inquiring about a job at the Firm of Bradley, McCathaway, Fenster and Dunster, Publishers of Textbooks on Astronomy, Biology, Astrophysics, and Paleontology.

"Won't you please be seated?" asked the now-standing Miss Prinne in a treble voice.

Hope A. Loof sat; she crossed her textured-stockinged legs and began to light up a cigarette. Miss Prinne gazed glaringly down at the applique's flaming red fingernails and darkly outlined eyes. Solemnly, she sat down.

"From your letter, Miss Loof, I see that you are interested in working as a reader here at Bradley, McCathaway, Fenster, and Dunster."

"Oh."

"I take it then that what I said is not true?"

"No. Yes. Well uh, I'd really like to write a novel, you see. But I think that it would be better to first get some background. I thought that by working at a publishing firm for a year or two.... Well, you know."

"I see. Well, Miss Loof, we begin new girls here as proof readers." Miss Prinne enumerated the features of such a job.

"What's the salary?" asked Hope. "I sort of expected around \$7,000. That's what a friend of mine got. Of course, uh, she had her Ph. D. Oh, and yes. How soon will it be before I get a raise?"

Miss Prinne swallowed. "Our starting salary is \$4,500. Increases in salary are awarded according to tenure and worth. Especially, the latter."

"Oh, that should be no problem. I'm an excellent philosophy stu-

dent."

"Philosophy?" queried Miss Prinne.

"Yes. Philosophy. I mean, philosophy's just... all inclusive."

"I see. Well Miss Loof. You may be an excellent philosophy student, but Plato is rather removed from proofreading books on Astronomy, Biology, Astrophysics, and Paleontology. But then, you do know how to type?"

"Not really. But I can pick out the keys fairly well. I usually pay someone to type out my papers."

"Shorthand?"

"No."

"Filing?"

"No."

"How is your spelling?"

"Well, yes... ah,, I sort of spell by ear."

"I see, Miss Loof. Is there anything at which you are proficient?"

"Existentialism. I'm doing an individual study on Heiddiger."

"Heiddiger... Presuming that we can use your particular talents, could you begin work the second week in September?"

"Oh, gee. The second week? I'll be in Europe then. I won't be back until the middle of December. And then, of course I'll have to go home to visit my parents for the holidays. I guess that I'll be able to work for you around January or so. And speaking of work, would it be possible for me to have my vacation at the end of June?"

"Usually, Miss Loof, employees work for us for a year or more before they are entitled to a vacation."

"Oh."

"Well, Miss Loof, if you haven't any other questions..."

"No. No. Can't think of any."

"Good day Miss Loof."

"Goodbye." Hope A. Loof snuffed out her cigarette and sa-chayed out the door.



"Well, Mom, it's like being Lady Godiva: naked and alone..."

### Ambulance Crisis In New York City

New York Herald Tribune, Nov. 30, 1965. There are 110 ambulances in the city of New York. Many of these are staffed by attendants who have never had a day's training in first aid.

Reporters of the New York Herald Tribune covered the ambulance service of the city for two weeks. They saw the sick and injured, writhing with pain, who sometimes lay waiting for an hour.

The solution to the problem, according to Trib reporter Richard Reeves, lies in Mayor Elect John Lindsay's promise to double the 1600 police patrol cars now active in the city. By equipping each new car with basic medical equipment, policemen (with 16 hours of first aid training) would be able to answer all emergency calls. Oxygen inhalators and resuscitators, would help save many lives.

In fact, an estimated 800 people, victims of heart attacks, choking, drownings, and poisoning would be saved by the speed and efficiency of the cruising patrol cars.

It's a bird; it's a plane; it's... balloons?

Yes, and crowds of Conn. students appeared on sun decks, at classroom windows and on lawns to witness the air-born balloons dropped on the campus in handfuls last Thursday. Many girls hung around the campus collecting and blowing them up long after the plane was out of sight.

The balloons, inscribed with "The prince is coming", were advertisements for the Friday night mixer, sponsored by the Psychology Club. The plane and the pilots belonged to a Yale friend of the Psychology Club.

Several of the balloons found their way into President Shain's garden via the wind.

members who take time out of their regular duties and activities to serve as guidance board for the institution in whose future they have an interest.

It was their decision which instigated the establishment of the Connecticut College School of Dance, and made it one of the most highly respected of the country.

It is through their efforts, to a large degree, that we have the funds to hire competent and respected professors.

It is their work that has assured the continuity of Connecticut's high reputation—that makes students decide to choose Connecticut over other schools, and that makes students and alumnae proud to be associated with Connecticut College.

fields.

The members of the Board represent a wide breadth of experience. Yet behind their myriad specialties lies a common interest in education and the college they are serving. It is their duty to consider the wishes of the students, the President, and the alumnae; to these they bring their own knowledge and experience. By weighing all these factors they aim for a solution which is satisfactory to all.

At times their decision may be more satisfactory to one group than to another. Yet the Board tries to make a decision based on impartial facts and objective predictions.

They are presently guided by a Five-Year Plan, which helps them envision the long-range future of the college, rather than a short-sighted concentration on the immediate needs of the present. The question of building a new Music and Arts Building, strongly desired by the student body, was a difficult one; it had to be considered against the campus of the future—its size, its specialties, and its students.

A Music and Arts Building was definitely needed, but investigation also indicated that in several years—even at present—a larger library would be a most important project for immediate consideration. The decision of which to build now, and which to leave for later was a complex decision, reached only after months of consideration based on months of research.

The Board of Trustees consists of an unpaid body composed of

### Protests About Vietnam Evoke Various Reactions

(CPS) — The protests against American policy in Vietnam have resulted in a backlash that threatens to drown the Pentagon in a sea of cookies, fruit cake, and other gifts for the servicemen in Vietnam.

Spokesmen for the Pentagon said they are welcoming support but are weary of the problem it creates. Literally tons of cookies, hundreds of cases of beer, thousands of books, and other items have been offered, and the Defense Department has little intention of moving all that to Vietnam.

One form of support for American policy on college campuses is what has come to be called the "bleed-in." Students give blood for American troops in Vietnam as a sign of support.

The blood, however, isn't needed in Vietnam and the American Red Cross, which is handling many of the donations, said it is not being sent to Vietnam.

A spokesman for the Red Cross said it "certainly appreciates the spirit behind the college movement" but "in view of the fact there is no blood shortage there, you can understand that no one is pressing for any unneeded blood drives."

Other groups have expressed a desire to send blood and medical supplies to the North Vietnamese "victims" of American policy. These groups have been branded as traitors by many U.S. officials, and one even quoted a law making it a crime to "give aid and comfort to the enemy."

However, New York's Sen. Robert Kennedy told a Los Angeles press conference last week that he thought the blood donations were in "the oldest traditions of this country" and that he could see nothing wrong with giving blood to the North Vietnamese. "I'd rather concentrate on the South Vietnamese," he said, "but I'm in favor of giving blood to everyone."

International Red Cross officials say the war in Vietnam confronts

the organization with a situation they believe is unprecedented in its more than 100 years of activity. For the first time, an official said, the Red Cross is being used as an intermediary to forward relief supplies provided by people of one country for people in a country with which their government is at war.

However, the Red Cross said its job is to move the supplies, not to catalogue the donors or their motives.

Campus groups are now becoming involved in a 100-car Christmas train that will cross the country gathering gifts for troops in Vietnam. The train is officially being sponsored by the U.S. Jaycees, the Young Democrats and the Young Republicans. It is the first time the Young Democrats and the Young Republicans have combined on any project.

The typical response to the protests, however, has been rallies, speeches, and meetings.

At Rutgers, 3,359 students last week signed a petition in favor of U. S. policy. An additional 700 names were gathered at Douglas College, the university's branch for women. The petition was presented to the New Jersey congressional delegation.

The student newspaper and the campus radio station at Syracuse University joined in rallying campus support for U.S. policy in Vietnam. In joint editorial announcements last week, the paper and the station said they "strongly support the government and its present policy in Vietnam."

Adding to the verbal reaction against the protests, Dr. Grayson Kirk, president of Columbia University, said last week that a student who rates political activity above an education should "surrender his place in the university to someone who regards the university as more than a place to mount an ivy-festooned soap box."

### Quality of Colleges Often Job of Board of Trustees

Ed. Note:

The following story was submitted to Conn Census by Miss Joan Lebow, Connecticut College '65, after an interview with Miss Anna Lord Strauss, member of the Board of Trustees of Connecticut College. Miss Lebow is currently employed with Folkways/Scholastic Records in New York City.

A high school senior usually chooses a college because of its reputation, since she cannot discover for herself its actual merit until she is finally enrolled as a student. Her decision is based on faith. It is up to the college to be worthy of its reputation, and to prove its worth.

The job of continuity, of "a guarantee of quality, present and future" rests, to a large degree, in the Board of Trustees.

Although the Board is not responsible for the details of administration, any basic changes—administrative or educational—that are to be made must be approved by the Board. It is the Board of Trustees that chooses the college President—the person who has new ideas and will instigate changes, but who will also assure the continuity of the work that has been in progress before him and that has given the college its reputation.

Contrary to popular assumption, the Board is not responsible only for the raising and allocation of funds. As mentioned before, they help make the basic decisions as to what the college will or will not be. For this reason the trustees must be knowledgeable in a variety of

BOOKS  
SAY  
MERRY  
CHRISTMAS  
BEST

BOOKS SAY MERRY CHRISTMAS BEST



# Magnificent Men Present Witty Satire In Combination of Slapstick, Intelligence

"Those magnificent men . . . daring the gods . . . hoping to cross 22 miles of sea" present one of the finest pieces of entertainment and wittiest satires in a comedy-combination of slapstick and intelligence. The already-once-tried-and-proven-successful-plot of "Those magnificent men in Their Flying Machines," which "The New Yorker" describes as "A loosely historical, very funny account of an air race across the English Channel in 1910," is vaguely reminiscent of "Around the World in 80 Days."

What elevates this movie, however, from "80 Days," is the un-subtle satire which is a continual undercurrent. Wealthy Lord Rawnsley's idea (although in actuality his future son-in-law's) is to increase the circulation of his newspaper by issuing invitations to fliers all over the world to enter a race of flying machines from London to Paris. His invitations are accepted by 18 fliers from different nations. Then half the fun begins.

The other half begins in the middle of a triangle and radiates from there: Patricia, Lord Rawnsley's tom-boy daughter (she keeps a motorcycle hidden in a garden shed and desires to fly as passion-

ately as the rest of her sex desired the vote); her "up and coming" future fiance, Richard Maisie (admirably portrayed by actor James Fox); and the adventurous, handsome American flier from Phoenix, Arizona, Orville Newton, who has little cash but big nerve.

Lord Rawnsley's classic complaint that "The trouble with international affairs is that they attract foreigners" is the key to the spoofs on clashes between nationalities.

Lord Rawnsley illustrates the economy of British thought with an entire minute-and-a-half conversation to decide his daughter's future. When Richard broaches the subject of marriage, he is assured: "My dear fellow, you can take that for granted. Your father was at school with me."

The temperament of the English is satirized again as the villain is foiled and whispers a hearty, "Blast!" and Richard decides to hit Orville because bride-stealing is "so bothersome."

When Orville, slow talking and fast-fisted, asks Richard for a monkey-wrench, Richard blinks his blue eyes, tosses his blond head, and takes a good slow minute to realize that what Orville really wants is an "adjustable spanner."

(The placement of quotations here is purely a colloquialism.)

Sir Percy, played very blackly indeed by Terry-Thomas, is the villain complete with a black moustache, cape and hat. He tells his servant, who opposes his attempt to endanger Orville's life by sabotaging his flying machine, to "Buzz off." "After all," the devil tells his disciple, "there are plenty more Americans where (Orville) comes from."

No nationality escapes lightly; not the romantic Frenchman Pierre Dubois who cannot resist a tumble in the hay with a beautiful girl, even though the race has already begun, nor the German officer who cries, when asked if he can swim, "There is nothing a German officer cannot do!"—as he drowns.

Perhaps the funniest highlight is the frustration of the German fliers who must raise their national flag while the boys in the French hangar next door sing "Frere Jacques."

Alberto Sordi's portrayal as a wealthy Italian flier whose lovely wife and nine children follow him (literally) wherever he flies, is one of the most commendable performers in the show. When he crashes before a convent wall, and the sisters refuse to help him, he sympathizes warmly with their choice.

"Although," he adds, "it is a shame a Protestant must win." (To describe the assistance the nuns immediately render is unnecessary.)

The excellent casting has but one defect: the voice of Patricia, played by Sarah Miles, is too high and harsh to please the ear. Other than this detraction, the performances of all the actors are top quality. Not-to-be-ignored is the hilarious Red Buttons as the "Neanderthal Man" whose imitation of a bird-in-flight is responsible for beginning the whole ordeal.

The beautiful color and classic continental scenery are incomparable. Excellent photography affords interesting views of the true replicas of many early flying machines, and their originality and grace (or

lack of it) reaffirms the variety with which men may answer one call.

Performances are nightly at 8:30, and seats must be reserved at the DeMille Theatre on 7th Avenue at 47th Street in the city. This film is certainly one of the most entertaining (yet not pacifying) products on the movie screen today.

Mrs. Ruby Jo Kennedy, chairman of the sociology department, will be in the faculty lounge in Fanning at 5:00 Tuesday, December 7, to speak to interested students about preparation for careers in social work.

She will discuss schools and summer jobs related to social work.

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A two-week tour of Greece and the Greek Islands is also offered following the Sarah Lawrence Summer Schools—from July 30 to August 14. A Sarah Lawrence faculty member accompanies the group. The itinerary has been planned to include the most important historical and archeological sites.

For information and applications write:

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## The Bookshop



### Student Library Committee Contest

"Worried about post-Christmas bankruptcy?" asks the flyer announcing the annual Student Library committee's annual personal library competition.

As seen by the flyer's Madison Ave. approach, the library committee is attempting to encourage campus-wide participation in the contest, which offers three cash prizes of \$25, \$15, and \$10.

The deadline for submittal of entries is January 10. The winners will be announced at the annual awards assembly.

Those entering the contest are asked to submit a complete bibliography of their collections, at least ten books from the collection and a brief essay on "how you collected the books and their importance to you."

Any questions may be referred to either Joan Blair, committee chairman, or Susan Mabrey, secretary.

### PRES. SHAIN (Continued from Page One)

little kickback from women students. Women's colleges have student organizations similar to ours but have no 'rebellious groups.' The degree is a powerful status symbol, but for Indian women it may be "a source of social waste . . . the fact that 95% get married raises the question whether they will return to jobs or education later on."

In contrast, men's colleges in India are apt to be politically active. All Indian students belong to a national student union, a center of political unrest which formerly exercised a necessary political role. Male students have continued to use this power (female students usually declining active participation) often causing embarrassment to the government. However, they are generally involved with issues of local, rather than national, concern.

"Somewhat like our Negro problem," Shain said, "is the situation of the 'untouchables' . . . national law now requires that colleges re-

serve a certain number of places for these people who may not be refused if they apply." Shain added "already some have risen to the position of Cabinet ministers."

The exchange program is financed by the U.S. Department of State as a use of counter-part funds, representing a constructive way to use the accumulation of Indian rupees owned by Americans.

BARB DREXLER, '64  
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# Freshmen Plagued By Split In Psyche And Soma

The split of psych and soma has plagued tragic characters in every classic tragedy throughout history.

Hamlet and Hedda Gabler had psyches which could not bear to submit to the fate dictated to their somas.

The uninitiated freshman psyche aspires to escape the bounds of her soma and to burst into new areas of psychic exploration.

The psyche comprehends, but can the soma memorize?

The freshman psyche, given access to the wide wonderful world of college and its broad horizons, longs to soar.

"Enlighten your life with insights into fresh fields!" cries the adviser. So she does.

She longs to understand the behaviour of her roommate—why she is obsessed with the intrinsic artistic value of a hopelessly littered room.

To satisfy her new ambitions, she is propelled into Freshman Psychology. Thinking she will find herself fortified with psychic explanations for Life she "leaps into the breach."

The history of Freud—meaty stuff that—captures her. Inspired by an account of successful psychiatrists, she endeavors to understand the girl next door.

But while her psyche soars, what about her earthbound soma? "Aye, there's the rub." That is barricaded behind the pile of biology books, memorizing all the cranial nerves and endocrine glands for the next exam.

Doomed is she to a division of her psyche and soma, for the duration of the first work units. But we amateur psychologists anticipate the reunion which is promised us second semester by others who have come through the course in one piece.

## EARLY ADMISSIONS

pendent secondary schools, and 19 from public high schools.

Four of the girls admitted have sisters who are either present or former Connecticut students. One of these girls will come to Connecticut from Bermuda.

Two of the girls now admitted have received scholarships.

New Jersey leads in the number of girls already enrolled in the newest freshman class. Sixteen girls will come to the college from the other northeast states. Four more girls will come from the midwestern area.

Cobbledick sees no problems in sight for the future of the Early Decision Plan. The girls are a "good group," he remarked. Their record on the whole seems to be better than that of the average student. Judging from its past record, Cobbledick thinks the Early Decision program has certainly justified itself.

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# BOOKS



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