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CONN CENSUS



Vol. 44—No. 13

New London, Connecticut, Thursday, February 26, 1959

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Van Dusen of Union Seminary To Speak at Sunday Vespers

Dr. Henry P. Van Dusen, president of Union Theological Seminary in New York, will be the guest speaker at Sunday evening vespers in Harkness Chapel this week. One of the greatest ecumenical churchmen living today, Dr. Van Dusen comes to us with a very distinguished background.

He received his A. B. from Princeton University in 1919, a B.D. from Union Theological Seminary in 1924 and his Ph.D. from Edinburgh University in 1932. He also holds honorary degrees from Westminster Theological Seminary, Columbia University, Amherst College, Oberlin College, Yale University, Dartmouth College, Harvard University, Heidelberg College, and Queens University.

Seminary Career

Dr. Van Dusen joined the faculty of Union Theological Seminary in 1926 as an instructor. He then became assistant professor of systematic theology and the philosophy of religion and, in 1928, was promoted to associate professor. In 1926 he became professor of systematic theology. From 1931 to 1939 he served as Dean of Students. He has been president since 1945.

A trustee of Princeton University, Gingling College, Yenching University, and Nanking Theological Seminary (where he has been chairman of the board of trustees since 1952), Dr. Van Dusen has also served on the board

of trustees at Millbrook School, Vassar College, Smith College, and Elizabeth Morrow School.

He is a member of the United Board of Christian Higher Education in Southeast Asia, and has been president of the Board since 1953. He is also a member of the Board of Foreign Missions of the Presbyterian Church in the United States; the American Theological Society; the Council on Foreign Relations; the General Board of the National Council of Churches. He is president of the Union Settlement Association; chairman of the Joint Committee of the World Council of Churches and the International Missionary Council; a fellow of the National Council on Religion in Higher Education. In addition, Dr. Van Dusen is a trustee of the Rockefeller Foundation and the Fund for the Republic.

Literary Achievement

The author of numerous books in the field of religion, Dr. Van Dusen is editor of, as well as contributor to, many compilations of theological works. Among his publications are *God in Education, Life's Meaning, Reality in Religion, and World Christianity: Yesterday, Today and Tomorrow.*

As usual, there will be a coffee hour and discussion period in the chapel library following the vesper service.

Compet Play Critic Appraises Frosh, Junior Drama Entries

by Jane W. Smyser

The Junior Class opened the 1959 series of Competitive Plays on Friday night with a number of scenes from *Green Pastures*. After the prologue, and pleasantly familiar brief, the curtain went up on the delightful scene of the Heavenly Fish-Fry. The fleecy clouds of heaven were soft and luminous; the angels moved freely and easily over wide spaces; voices raised in song and laughter conveyed excellently the festive, bantering, good-humored spirit of the place. Light, movement, sound—these three things of prime importance to the whole fantasy—were all in fine, felicitous harmony. Indeed, throughout the entire production the light was extraordinarily good, and it seemed as though the actors responded to its influence.

Impressive too was the way crowds of angels shifted their movements and varied their voices. Everywhere the chorus showed a fluidity, naturalness, and ease which testified to shrewd direction and intelligent rehearsals. And cutting across the crowds were sharp-tongued, merry creatures, offering worldly comments and 10-cent cigars.

The cast performed its many roles with proficiency and sometimes with real distinction. Renee Cappellini, as God, had, of course, the greatest amount of speaking to do, and probably also the most difficult acting. She was best, I thought in her voice; her intonations were intelligently varied; with her back to the audience she could address crowds at the rear of the stage and be perfectly heard. The visual image only was at fault; although the costume

was correct, God surely needed a wig or some more seemly hair-do under his bowler.

Other roles, comparatively minor, were also acted with style. Susan Ryder, as Gabriel, was wonderfully comic, and in the scenes alone with God maintained a tone of prosaic common sense appropriate to the secretarial office. Linda Stallman's Noah also deserves special commendation. The scene in Pharaoh's Throne Room and the scene of the three patriarchs conferring in God's office were especially good from the point of view of spectacle.

The only serious fault in the Juniors' production was its length. In rehearsal the scenes no doubt went faster, but in production one or two scenes could well have been omitted.

The Freshmen undertook a rather more demanding performance by presenting a scene from Maxwell Anderson's *Winterset*. Here a drama that has continuity, as *Green Pastures* does not, was briefly broken in upon. In view of the difficulties, the Freshmen did on the whole very well.

Actually, a number of "bit" parts were performed with brief, but dramatic, flair. Sally Gunn and Pam Poppe were as brazen a pair of dolls as one would hope to see. And conversely, Midge Shaw, as a frail, bent old woman, was realistically common and pathetic. Sandy Farinola had a delicate poetic quality and played well a hard role—hard because she had no eccentricities to exploit.

I have so far cited for praise the performances of female characters only. In a serious play, women simply cannot act the

See "Compet"—Page 4

Chapel Change Proposed Anew By Petitioners

Ed Note—Several petitions are being circulated on campus concerning a non-compulsory chapel system. The following is a copy of one of these petitions showing the points considered and the arguments presented.

Although the chapel system may seem a petty problem about which to complain, the principle violated is crucial and the flaws of the present system seem obvious to us.

Objections Listed

We, the undersigned, advocate a revision of the present Chapel System for the following reasons.

1. Compulsory chapel represents an unnecessary attempt to enforce conformity of thought.
2. The process of maturing or moral development demands the freedom of choice between alternatives. Actions from necessity cannot result in moral growth; also, this motive will not be supplied after college.
3. The quality of the services at present is often poor as is testified to by the apathy of the audience. This condition is understandable because of the great number of services and the limited time for preparation. Fifteen minutes a week may seem a small amount of time to give up, but when multiplied by the number of signatures below, and by the number of academic weeks in four (4) years, the total is much too much time to waste.
4. We do not believe that any majority has the right to decide what is morally good for others, even if the "others" is only one. It has been argued that if chapel were not compulsory, no one would attend, and chapel is a good thing, therefore, attendance must be compulsory. We cannot believe (1) that if chapel, as it stands, is a good thing, that even a large minority of girls of college age would fail to recognize this and not attend; and (2) that any one person, or even a majority has the right to enforce what he sees as good for himself on others if this enforcement denies the right of self determination, preventing the individual from making moral judgments necessary for the attainment of his end.

New Plan

To satisfy those who still want the opportunity to attend chapel services, we suggest the following plan as a possible alternative, to be reconsidered in light of suggestions from Religious Fellowship, the faculty and the student body.

1. That chapel services be held on Tuesday and Thursday at 5:20, a time when most everyone can attend, attendance to be voluntary.
2. That a talk by a professor or outside speaker or student be delivered once a month. That the time allowed for this talk be considerably longer than 20 minutes and that it be planned for an interested and informed audience.
3. That Vesper Services be continued according to the present plan.

Noted Archaeologist Rowell To Give Convocation Lecture



PROF. HENRY T. ROWELL

Professor Henry T. Rowell, chairman of the Department of Classics at The Johns Hopkins University, Baltimore, Md., will deliver a convocation lecture in Palmer Auditorium, March 5 at 8 p.m.

The public is invited to hear Professor Rowell, whose lecture is entitled "The Emperor Hadrian and His Monuments." He will illustrate his talk with photographic slides.

Professor Rowell was born in Stamford, Conn., and was educated at Yale University, American Academy in Rome, and the University of Munich. He earned the following degrees: B.A., Yale; Ph.D., Yale; Litt.D., University of the South.

Professor Rowell, on three occasions, was director of the summer session at the American Academy in Rome, and presently, he is a trustee of the American Academy and Knight Officer of the Order of the Crown of Italy.

Professor Rowell has been editor of the *American Journal of Philology* since 1946. He was the editor and reviser of Carcopino's "Daily Life in Ancient Rome," and author of articles on Roman history, archaeology and Latin literature.

Archaeological Activities

He was an excavator and scientific assistant with the Yale Excavations at Dura-Europos in Syria, and was president of the Archaeological Institute of America. He is now a corresponding member of the German Archaeological Institute.

Professor Rowell earned a Bronze Medal and five Battle Stars in World War II. He served as a major and lieutenant colonel in military government and civil affairs units of the United States Army in North Africa, Italy, New Guinea and the Philippines.

Richard the Third Helps Dance Group Scholarship Fund

William Shakespeare's Richard III will be featured at the campus movie this Saturday, February 28 in Palmer Auditorium at 7:30 p.m. All proceeds from the film's showing will go to the scholarship fund for the School of the Dance at Connecticut.

Richard III is presented by Laurence Olivier in association with Alexander Korda, and is produced and directed by Mr. Olivier. This film of magnificent pageantry stars John Gielgud, Claire Bloom, Ralph Richardson, Laurence Olivier and a large supporting cast.

The short subject accompanying Richard III will be "Negro Spirituals," a new dance film starring Helen Tamaris. The film presents a suite of five important solo dances, two of which were first performed in 1927 by Tamaris. The dance solos are all Negro Spirituals: Go Down Moses, Swing Low, Git on Board, Crucifixion, and Joshua Fit the Battle of Jerico. Helen Tamaris, one of the major pioneers of America's modern dance, is praised in the film as dancing "with increased sensitivity and awareness born of maturity and years of full and busy living. Negro Spirituals is supervised by Marcus Brechman, photographed by George Jacobson and musically arranged by Genevieve Pitot.

Fellowship Awards Opened to Seniors By Canada Council

The Canada Council for the encouragement of the Arts, Humanities and Social Sciences is offering five fellowships for study in Canada during the academic year 1959-60.

These awards are open to artists, scholars, musicians, writers and teachers of the arts who have shown exceptional promise in their work. Candidates applying for academic studies can only do so for work leading to a master's degree or equivalent standing and the awards will be made subject to admission to one of the Canadian universities. Students who wish to study at a French speaking institution must have a good knowledge of French. Preference will be given to those under 35 years of age. The awards pay \$2,000 plus round-trip travel.

Final selection will be made by the Canada Council in Ottawa. The Council may consider renewing the award for another year upon evidence of satisfactory work.

Enrolled applicants may obtain application forms from the campus Fulbright Adviser. All application forms must be returned to the Institute of International Education by April 15, 1959.

Political Analysis Shapes Govt. Talk

On Tuesday, March 3 and Wednesday, March 4 Mr. Bayard Ewing will visit the Connecticut College campus.

Mr. Ewing is the Republican National Committeeman from Rhode Island, and in the past he has been the state chairman. He was a candidate for United States Senator on two occasions, and now practices law in Providence. Tuesday afternoon, Mr. Ewing will meet with all government majors and discuss current problems. On Wednesday morning, he will accompany Mr. Lockhard to the government classes.

"Politics and American Foreign Policy" will be the topic for Mr. Ewing's lecture at 7:30 p.m. on Wednesday evening in Bill 106. His talk will consist of an analysis of the American political parties and the way they shape our foreign policy.

What Price Progress?

Each year, with the end of the all-college elections comes the end of a phase of growth, of experimentation, and of progress. The beginning of the new year starts a new period of experimentation and growth, but above all, progress toward the ideal that underlies all the phases, and guides all the people engaged in this process of growth. An ideal, needless to say, is a wonderful thing; it provides a sense of purpose, defines a goal, and inspires determination to improve and to reach that goal. The only trouble is that in trying to attain this ideal, the tendency is to take great forward leaps; to run straight into the face of responsibility. The urge to create, to improve, is worthy of the highest plaudits, but on the other hand, this urge may lead to the giant steps which overlook the realities, the limitations.

With each new change, with each new advance, come leaders who visualize the ideal, who work hard for the realization of this ideal, and who inevitably fall short of their aims. To tear down or to ignore the ideal is hardly plausible, for it is the lifeblood of any tradition, organization, or activity, but the recognition of the balance between the reality and the ideal is perhaps the greatest stride toward attainment. An ideal cannot be compromised or debased, for only the pure is worth striving to attain. Even though we know it lies without our power to reach this level, with each new step comes gradual progress, so that ultimately the ideal is within grasp.

An individual does not have the ability to achieve the ideal. Such an accomplishment is the work of many united in a single goal. Thus, with a humble bow to our predecessors, and with a nod to our contemporaries, we begin.—M.F.R.

Election Returns

President of Student Government	Liz Hood '60
Vice President of Student Government	Missy Missimer '60
Chief Justice of Honor Court	Cinny Enloe '60
Speaker of the House	Sally Foote '61
Religious Fellowship President	Edie Chase '60
Wig and Candle President	Linda Stallman '60
Athletic Association President	Weezie Lane '60
Service League President	Mart Simonson '60

Students' Opinions Polled on Problem Of Vacated Spaces

by Marilyn Katzenstein '62

During the latter part of this college year, the Bookstore and the Snack Shop will be moved from their present locations, respectively, to the Crozier Williams Student-Alumnae Center. The resituating of these two vital "stays" in our College community poses an immediate problem, "What should be done with the spaces vacated?" Students polled have come up with these varied reactions.

Sue Robertson thinks that the room in Blackstone could be used as a meeting room for the newly organized Young Republican's Club. The Snack Shop could be converted into a workshop, where projects for Learned House could be carried on.

Joella Werlin believes these spaces could be converted into a Senior Commons Room. The Bookstore should be given to Blackstone as an open room, or perhaps a student Co-op, staffed by the students could be established; books could be traded, and used ones bought.

Renee Cappellini says either vacancy could be turned into vitally needed club rooms.

B. J. Gardiner thinks a Senior lounge would prove to good advantage in the basement of East. An open recreation room for Blackstone, or a newly furnished student government office would be advantageous.

Joan and Pat Wertheim strongly

recommend a recreation room in Blackstone for use of the entire Quadrangle. The Snack Shop might successfully be converted into a Commuter's lounge.

Jill Reale would enjoy seeing a Commuter's lounge or a rec room for Blackstone.

Pauline Sweet favors a music room in East, stacked with foreign records, private listening booths. One of the vacated rooms could be turned into a gathering place to hold poetry readings.

Ellen Freedman thinks that a "den of domesticity" would prove of useful advantage. Dorm parties could be held there and dates entertained.

Em Hodge suggests a Commuter's lounge. For the Bookstore, she would like to see a smoker, stocked with coke and milk machines.

Sue Snyder and Rosie Linder suggest the Snack Shop be converted into a Student Lounge, where girls could meet with members of the faculty for informal discussions. As a lounge, it could be reserved for meetings and rehearsals. Art students could exhibit their work; students concerts could be given; informal readings held; in short an excellent place for student expression. Dates could be brought there after 10 p.m.

Barbie Drake has come up with a living room idea for employees in Smith-East. A student lounge study might prove helpful. The abandoned area in Blackstone could be turned into a general game and lounge area with ping-pong tables for the entire Quadrangle.

FREE SPEECH

A Forum of Opinion from On and Off the Campus
The opinions expressed in this column do not necessarily reflect those of the editors.

Dear Editor:

A recent review in Conn Census suggested that the purpose and proposed goals of *Insight* have been timidly and ambiguously stated. For the enlightenment of "readers, potential contributors, and future critics," we feel that it would be appropriate to restate certain ideas which were fundamental in the establishment of this Literary magazine on the Connecticut College campus. *Insight* originated to serve as a vehicle for the imaginative expression of the students. (It is our belief that factual and speculative essays, drawings, and musical compositions as well as poetry and fiction are works of the imagination.) The tone and character of the magazine will depend upon contributions spontaneously submitted for consideration, and the excellence of the final product will be determined by the quality of the work submitted. We have respect for the students and are confident that their contributions will yield a thoughtful magazine, not one dedicated to "occasional flights into female pedantry," "short excursions into philosophy and aesthetics" with a total lack of humor.

The Editorial Board serves as a controlling medium which establishes minimal norms as criteria for the acceptance of publishable work. The functional staffs with editorial leadership are beneficial in the coordination of a planned magazine, and they are designed to provide areas in which all interested students may participate in the organization of *Insight*.

It is most disturbing to read the pessimistic statement implying that as "amateurs" Connecticut College students are capable only of producing a Literary magazine which must inevitably "suffer from stylistic awkwardness." We are conscious of our limitations, but we hardly think that "stylistic awkwardness" is inevitable. College students have positive and intelligent ideas. They need, however, a vehicle in which to express themselves. *Insight* has been created to fulfill this function.

No conflict arises in our minds between the two statements presented in the Editorial of *Insight* (December 1958). When the creative individual struggles to express himself, he unavoidably "enlightens, stimulates and delights" the reader.

Insight "represents the birth of an idea." College students may shape future issues into a form which they desire by writing letters to Conn Census with constructive comments on the first publication. The Editors would greatly appreciate an objective review from Conn Census discussing the content of the "slender pamphlet" (which could be enlarged through student support). Again we wish to emphasize that *Insight* is a magazine for the college community and its success depends upon your active support.

The Editors of *Insight*

Dear Editor,

The large attendance at the last poetry reading, held January 11, was indicative of the growing interest in the series sponsored by The Club. Mr. Hollander's performance was thoroughly enjoyable, and the admirable qualities of his poetry were acknowledged by an enthusiastic audience.

Those present had the advantage of hearing the poet explain some of the more difficult passages before reading them. His delivery was enhanced by frequent attempts to explain the circumstances surrounding the composition of certain poems. Al-

though such detail is seldom necessary to an aesthetic appreciation of the poem as a work of literary art, certain of the selections read required some kind of preparation which was ably furnished by the poet.

Hearing the poet read his own work is a privilege rarely accorded to poetry enthusiasts. The College has been fortunate in having four relatively new American poets as guest "performers" during the past few months. It is gratifying to find that not all the material being produced by the current generation of writers is of the Howl variety. The poetry written by these four young men is brilliant, clear, and very far from the vapid babblings of the Beatniks.

The Club is to be commended for its continued efforts. Perhaps the Sunday afternoon poetry readings will become an accepted part of the College activity and will continue to provide pleasure for those interested in supporting such an endeavor.

Dear Editor,

It is unfortunate that more people did not attend the discussion which followed on the evening of Mr. Heckscher's talk, for if they had a letter like this would not be necessary.

Perhaps as a student and therefore a member of the guilty, I have no right to speak the way I am going to, but I am doing it because I feel someone should, if only to arouse others to think, discuss and optimistically to find some constructive conclusions.

What is the purpose of our being here? Unfortunately, most of us cannot say that we originally came to college for primarily academic purposes. Whatever our reasons for coming, we can never justifiably use them as an excuse for our laziness and lack of interest, because we are throwing away the time, effort, money and devotion of other people, and we are depriving others with more sincere desires than our own of opportunity. We must not expect the rest of society to put up with our trivial egoism; we must change the focus of our perspectives. Nicholas Murray Butler in his essay "Five Evildenances of an Education" says that one of the evidences is man's "power of growth." It seems to me that our meaningful purpose for being here must be to nurture this growth.

As our years of college pass, we have all become accustomed to speaking in cliches and to giv-

ing pat responses. We have increased our vocabulary or at least learned to "throw" words around, but we do not challenge the meaning or concepts which these words imply. It is the exceptional time that we really wrestle with our thoughts and ideas, and question and probe the thoughts and ideas of others. We are lazy, for we attempt to satisfy the requirements placed on us in as easy a manner as possible. We are afraid, for we rely on the use of facts and not original thought. Facts ought to be used as tools and not ends in themselves. We are required to learn facts for the same reason a builder must build on a strong foundation, and it is our responsibility to learn to use facts as a means for building and therefore for creating.

There is so much in this world to do and to accomplish which can be achieved and must be achieved by our generation and the generations to follow us, that we must not remain passive. We are too accepting because we are afraid of exposing ourselves to failure. But hasn't progress been achieved through failure as well as success? As individuals we wield the tremendous powers of persuasion and example, and we must learn to use these powers wisely, for who else will? We conceive of our power as being limited, but it is limited by ourselves. A generation consists of individuals, and eventually the responsibility for civilization will fall upon our generation. And we will need to respond to challenges of complexities such that have never existed before! Will we be able to respond effectively? Not if we, as individuals, maintain an indifferent viewpoint; not if we fail to use our potential energy and to channel it creatively. Our responsibilities are bigger than we know, and we must learn to come to grips with them!

Joan Tillman '59

Dear Editor,

Sunday afternoon we attended Mildred Savage's interesting and constructive lecture, "The Writing of a Novel." The noted authoress spoke to an audience of about one hundred.

Isn't it indicative that, in this reasonably large audience, only seven Connecticut College students were present?

Nan Krulewitch '59
Shelley Schildkraut '59
Joella Werlin '59

See "Free Speech"—Page 3

ConnCensus

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Admissions Office Lists Regulations For Summer Study

Editor's note: The following is a notice from Dr. M. Robert Cobble, Director of Admissions at Connecticut College, addressed to the students interested in summer session courses.

Inasmuch as you are already beginning to think about summer school, it may not be amiss at this date to remind you that you must follow definite procedures in order to insure your credit for the work which you intend to do by having your summer courses approved in advance. Those of you who fail to do this may be refused credit at the end of the summer for work already completed. You should look after this matter before leaving college at the end of the second semester, for after that the faculty are scattered for the summer and are not available for examination and approval of your summer program of studies.

Necessary Procedures

The procedures to be followed are these:

1. Obtain assurance from Mr. Cobble that the college or university where the summer session is to be held is accredited. An interview for this purpose should be arranged in advance. After March 15 they can be scheduled only in the late afternoon.
2. Secure a copy of the summer session bulletin of the college or university in which you intend to study during the summer.
3. Secure a summer session slip in the Admissions Office.
4. Check your summer session courses in the appropriate department at Connecticut College under the following circumstances:
 - a. If you are making up a course which you failed at Connecticut College.
 - b. If you are using the course to fulfill a graduation requirement of Connecticut College.
 - c. If the course is prerequisite to advanced work in the same department at Connecticut College.
5. Check your whole program of summer courses with your major adviser.
6. Return the summer session slip with the required signature to the Admissions Office for Mr. Cobble's signature.

The signed slip will be sent or be taken by you to Miss Barnard, College Registrar, who will check it against the transcript of your record which you must have sent to her after you have completed your summer work. If you make any changes in your summer program before you leave college in June, be sure you change the slip on file in Miss Barnard's office after obtaining the approval of the appropriate people at the College.

This all sounds complex, but please keep in mind that it is intended to protect your interests if you wish or need credit for college work which you may do during the summer.

Radio

The Connecticut College Conversation Hour will present guest speakers Mr. Richard Birdsall and Mr. Richard Lowitt discussing the topic of "Lincoln" on station WICH at 6:45 p.m. on Saturday, February 28 and over station WNLC at 9:15 p.m. on Sunday, March 1.

On Wednesday, March 4, at 9:15 p.m. over WNLC Randie Whitman, Chairman of the College Student Hour, will announce a musical program by the Dartmouth Glee Club directed by Mr. Paul Zeller.

FREE SPEECH

(Continued from Page Two)

Dear Editor:

All the general muttering and grumbling that's been going around Connecticut College since as far back as I can remember has lately been expressed very well in print. It was also expressed last year, and the year before that, and the year before that, whenever somebody felt compelled to voice the fact that they weren't getting out of college what they thought they should be getting. The cry has been at times, "College life is unreal, we want to live real!" At other times, "Student-faculty relations are not the great and wonderful things they could be, everybody must fraternize!" And lately, "I'm not expressing myself, and while it's a teeny bit my fault, it's mostly the faculty, Student Government, administration, and the conformity of the other students, that's to blame." Now while previous spokesmen for the general unrest have managed to state the basic, fundamental disorders in our system, there are a few sordid facts of life they have nicely neglected, even though they seem to me to be a great part of the trouble. I speak as one who came to college with the most pitifully naive hopes possible: that is, as a South-Westerner come EAST for culture!

Ever since I was four years old I had been told, "Be a good girl and you'll go to Wellesley when you grow up." When the day came, I grandly turned down Wellesley, having heard that Connecticut was harder, smaller, neater, more expensive, and closer to Yale. The first blow came midway through the first week when I learned that far and away the great percentage of students here, especially the Easterners, had come to Connecticut either because they were too chicken to apply to Smith, Vassar, Wellesley, etc., or because they had been turned down by those schools. There I was—my brand new bermudas on my knee, at a school for rejects! (I'll add that as the year went on I met more girls who were actually here because they wanted to be.)

The second great disillusionment came with classes. I had signed up for the usual freshman quota of survey courses, 1-2, 11-12, etc., expecting to have to fight tooth and nail to keep up with the cosmopolitan Easterners and erudite Professors: I was in no way prepared for the downright simplicity of most of my courses. I quickly discovered the dangerous, hush-hush fact that it was possible to make at least a C in a course by attending the minimum two-thirds of classes and reading the textbook the night before the exam. Faculty may protest, students may disagree, but anyone with sufficient nerve can pass a course at Connecticut (with a few glorious, shining, blessed, exceptions) this way.

With the foregoing three paragraphs as a basis for, and introduction to, the following, I shall stick my neck out still further in saying that the majority of gripes against our system are unconstructive, unimaginative, or at worst, downright inane.

The first perennial gripe is against the compulsory chapel system. Every freshman, with

diabolical cleverness, figures out that if you have to sign for chapel it's not a one hundred per cent, all-American, all-around Honor system we have here! Grow up, kiddies: this is an institution; institutions have rules; obey them to a reasonable extent or leave. Furthermore, it seems to me that if a person's religious convictions and sense of personal dignity are such that one half hour a week can destroy them, theirs must be small souls indeed.

The second gripe is, "I'm not getting to know the faculty!" Exponents of this school of criticism advocate student-faculty volley ball games, get-togethers, and friendly coffees. They overlook the fact that the faculty are people, we are people, and one person doesn't go up to another and say, "We're not friends—let's set aside some time now and then to be friendly." If a student feels admiration for a teacher or has something to discuss with him, (or vice-versa) she usually does so, and no amount of artificially provoked gab fests is going to increase our feeling of togetherness.

A third gripe is, "I haven't enough free time, what with all the requirements, to think for myself or read anything." This is sheer bunk. Anyone with a large enough desire to do something will find, or make the time to do it. If you don't like the five course system, take an easy course, (most of the requirements are) let it slide until around two days before exams, and use the extra time to concentrate on a course you are interested in, or read a book not assigned for any course.

A fourth gripe is against the conformity of our campus, our generation, and our time. In the first place, everybody talks about it, so you're conforming in the worst way to even mention the nasty word. If you're against it, the only way to fight it is to non-conform: throw away your polo coat and your round, gold, pin; buy yourself a soap box and rant about anything (conformity excepted) from free love to Mein Kampf.

The final gripe, which incorporates all the others is, "Here at C.C. I haven't learned to express myself!" Maybe the people who feel this way didn't come to college for the same reason I did, or maybe they are more complex individuals, but the last thing in the world I wanted to learn about at college was me: (I figured the study of myself would just naturally follow as a by-product.) I came to find out what the books said; I came to find out about See "Free Speech"—Page 4

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Spouses Face Domestic Woes In Comic Film

by Carol Plants '60

The crack 5:29 train whips into Putnam's Landing just as Harry Bannerman, (Paul Newman), spills his drink in the club car—an ominous sign of the bad day ahead at home. Wife, Joanne Woodward, can't meet him at the station—she and the plumber are trying to rescue five pennies swallowed by their son during the afternoon. Thus begins "Rally Round the Flag Boys," an amusing comedy of suburban life well played by both Newman and Woodward.

The Bannerman's "mortgage covered cottage" becomes, in the space of a few short hours, a hot-spot of activity. Due to his wife's extraordinary facility for involving herself in town council disputes, Bannerman gets sent to Washington to protest secret government activity in Putnam's Landing. The town council had originally proposed to discuss "new horizons and dimensions in garbage disposal."

Throughout, Bannerman finds himself the innocent fall-guy in his wife's campaign against the army. He gets called back into the Naval Reserve, his neighbor's luscious wife follows him to Washington, and lastly, during a Fourth of July pageant—"Something bigger and better this year," says the Mrs.—he becomes the captain of the Mayflower in replica, and promptly sinks with the boat as it enters Putnam's Landing.

Nobody but nobody, however, can take away his daydreams; these last for but a minute and are worth the whole movie to see.

Movie Schedule

CAPITOL THEATER

Wed., Feb. 25—Tues., March 3

Some Came Running

Dean Martin

Frank Sinatra

Shirley MacLaine

Starting Wednesday, March 4

Ten Commandments

GARDE THEATER

Fri., Feb. 27—Tues., March 3

The Hanging Tree

Gary Cooper

Maria Schell

Carl Malden

Wed., March 4—Tues., March 11

Separate Tables

Deborah Kerr

Rita Hayworth

Burt Lancaster

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— TABLES —

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Athletic Assoc. Sponsors Play Day For Learned House

Approximately fifty children from Learned House, aged from seven to twelve, were on campus Saturday afternoon for a Play Day. Various games and relays were held in the gymnasium, under the direction of "Chi," president of the Athletic Association. After lollipops were distributed to everyone, the group went down to the Arboretum for some "ice" fun. The gay group then adjourned to Buck Lodge for cocoa and cookies, provided by the Service League. The afternoon ended with singing led by Sally Foote on her accordion.

This Play Day serves as an example of the type of recreational program made possible by the co-operation of the college students and Learned House. It is noteworthy that this Play Day was a "first" for the groups, and the fun and benefits derived from it encourage future plans. Learned House always has room available for college students interested in helping to prepare such rewarding programs.

Chapel Notes

- Friday, February 27 8:00 a.m.**
Laurel Seikel '59
- Monday, March 2 8:00 a.m.**
Silent Meditation
- Tuesday, March 3 5:20 p.m.**
Hymn Sing
- Wednesday, March 4 4:20 p.m.**
Dr. Elias J. Marsh, M. D.
"Activities of Child Guidance Clinics"
- Thursday, March 5 5:20 p.m.**
Rev. Mason
First Baptist Church, New London
- Friday, March 6 8:00 a.m.**
Carolyn McGonigle '60

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Savin Saves Day at Yale

Nancy Savin '59 had the opportunity this past week end to experience a moment which happens once in a lifetime. When the Connecticut College Choir travelled to Yale to participate in the Alumni Day ceremonies there they were scheduled to sing an anthem commemorating to Korean War dead with Mrs. Helen Boatwright as soloist. The group arrived in New Haven in the morning and rehearsed until noon, with Mrs. Boatwright singing her part. An hour before the performance was scheduled to begin Mrs. Boatwright discovered

that she was unable to sing and called Nancy in to inform her that she, Nancy, would have to substitute. During the following hour Miss Savin went over the role with Mrs. Boatwright, and took her place on the platform when the time of performance arrived. None of the other participants in the event knew of the substitution and Nancy was informed later by one of the other girls that as the figure which she supposed to be Mrs. Boatwright stepped out onto the platform, dressed in the blue choir skirt and

white blouse, the choir member's reaction was that it was nice of Mrs. Boatwright to dress like the girls!

Although Miss Savin had never sung the role before the performance, she was able to execute it with skill, much to the delight and gratification of the very surprised audience and Mr. Arthur Quimby, choir director. In summing up the unusual experience of the moment, Miss Savin reminded the interviewer that this was the manner in which Roberta Peters got her start.

Job Interviews for Seniors Listed by Personnel Bureau

Editor's Note: This is the first of a series of job and interview schedules and hints which will be presented through this paper by the Personnel Bureau.

- Senior Job Interviews:**
Monday, March 2—New York Life Insurance Company.
Tuesday, March 3—I.B.M.
Wednesday, March 4—Massachusetts Mutual Life Insurance Company.
Friday, March 6—Bonwit Teller.
Tuesday, March 10—Norcross, Inc.
Tuesday, March 10—American Red Cross.
Thursday, March 12—Connecticut General Life Insurance Co.
Friday, March 13—Charles Pfizer & Co.

Bonwit Teller is a high fashion, quality, women's specialty store on Fifth Avenue in New York City. There are six branches located throughout the country, but the training program is in the New York store only since all buying, advertising, credit, etc., is handled by the New York staff. The Executive Training Program begins each year the first of September and continues for about six months. It consists of lectures, group discussions, and work assignments in every significant area in the store including the Merchandising, Operating, Publicity, and Personnel divisions. There are also weekly group meetings with the Training Director to discuss problems, evaluate experiences and anticipate new assignments.

When the training is completed, permanent assignments are made on the basis of aptitude and interest. Most trainees are placed as

Junior Assistant Buyers in the Merchandising Division, although trainees have been assigned to Personnel, Publicity and Advertising.

Working hours are 9:45 to 5:30 five days per week. This is a 35 hour work week, the most attractive in New York City. Other benefits include 30 percent on personal purchases, paid sick leaves, paid group insurance, paid hospitalization, paid vacations, employee's cafeteria and employee's recreation room.

Compets

(Continued from Page One)

roles of men. (God, Gabriel, Abraham, and Noah in **Green Pastures** are no more men than they are mortal.) As far as women can do it at all, the Freshmen performing the roles of men did as well as one could hope for—and often better.

Very interesting was Julie Thayer as Mio. She has undoubtedly skill as an actress. Her speeches all showed sensitivity and understanding. Towards the end of the scene when she talked as a lover to Miriam, she was awkward, uncertain, and self-conscious. But in a moment she moved toward the front of the stage, and spoke as the child of a father unjustly condemned. In this speech where the thought and feeling depended not at all upon the sex of the child, she became impassioned and yet restrained; she seemed to live the part that she imagined and her boyish stance and costume no longer mattered.

Free Speech

(Continued from Page Three)

great thinkers, artists, and writers; I came to try and understand everything I didn't understand; to have knowledge and facts poured down my throat and to meet challenges I didn't expect to conquer fully in four years. If the challenges I've met haven't always been great enough, if I haven't learned as much as I wanted to, then that is my own fault and my own personal shame. But when people blame their dissatisfactions on the whole college community and the whole world, that includes me, and I will take no responsibility for them or their failures.

Jane Louise Taylor '59



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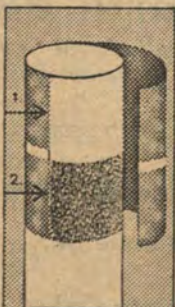
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