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Connecticut College

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# Conn Census

## Seven Colleges in Regional Contest To Manage Firms

Vol. 46—No. 13 New London, Connecticut, Thursday, February 16, 1961 Price 10 Cents

### Students Discuss Summer Projects At Next Assembly

"Students Report on Summer Work Projects" is the topic to be presented at next Wednesday's assembly.

Miss Elizabeth Baird of the Personnel Bureau has selected three students who have held particularly interesting summer jobs to speak about their work experiences. They are Melanie McGilvra, who worked in the Pier Department of the Immigration Service of the Church World Service in New York City; JoAnn Vedder, who was an assistant in the picture collection division of the New York Public Library, and Bobette Pottle, who held three interesting jobs in Washington, D. C., one with the Interior Department, one in the Navy Department, and another ushering at the National Theater.

Miss Baird will introduce the three speakers, who all obtained their positions independently.

The Personnel Bureau keeps many interesting facts about Connecticut students and their summer activity. For example, each summer more than 60 per cent of the student body engages in volunteer and paid employment. Last summer 690 students worked—about 68 per cent of the entire student body. These students earned over \$232,000, or an average of \$383 for each working girl.

In addition to students working, 159 students travelled, while 183 studied at 54 colleges and universities from the Atlantic coast to Hawaii.

## Radio

WICH1310 kc

Sunday, Feb. 19, 8:30 p.m.

International Science and Technology Report, Professor Brown of the chemistry department announcing.

WNLC 1490 kc

Sunday, Feb. 19, 9:15 p.m.

Louise von Ehren '60, plays the works of the contemporary composer, Federico Mompou, and the eighteenth century composer, Johann Sebastian Bach.

### Frosh and Soph Compet Plays Being Rehearsed for Feb. 24

The freshman and sophomore classes are now rehearsing for compet plays to be held on Friday, February 24, in Palmer Auditorium.

Under the direction of Sandy Bannister, the freshman class will produce **Letters to Lucerne** by Fritz Rotter and Allen Vincent. The scene is set at a girls' boarding school in Lucerne, Switzerland, on the eve of and during World War I. In the cast of nine are included six girls of difference nationalities. The problems of the play arise when the different nationalities of the girls are brought to the fore in war-time loyalties.

The cast includes Mary Jackson as Olga, Louise Shaffer as Erna, Gay Rosenberg as Felice, Ellen Greenspan as Sally, Sue Lates as Bingo, Shannon Jensen as Marion, Ginny Draper as Mrs. Hunter, Ellen Saltz as Margarethe and Flora Barth as Gussie.

Heading the production committees are Jane Ferber, stage manager; Ann Weatherby in charge of costumes; Soon Tyson

in charge of sets, Flora Barth in charge of props, Julia Sternbach in charge of make-up, and Jane Tisher in charge of publicity and programs.

Sue Shapiro, sophomore compet play director, announced that the class of 1963 will present **The Summoning of Everyman**, a medieval morality play in modern adaption. The author of the play, which was written in 1400, is unknown. The play deals with the call to the day of reckoning of Everyman by God. Everyman wants someone to accompany him to the reckoning to prove that he should be saved rather than damned.

The main characters in a cast of 23 are: Everyman, to be portrayed by Bibi Besch; Death, to be played by Ellen Horowitz; Evil, by Jo O'Donnell; Good Deeds, by Margi Snow; and Knowledge by Sue Bohman.

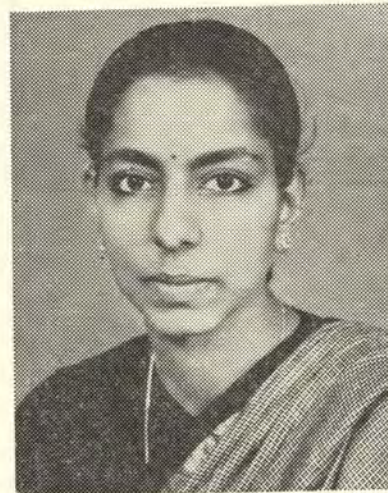
Roberta Sloane will head the costume committee; Celeste Klein, the program committee; Penny Vaughn, lights; and Marty Bates, props.

### Miss Padma, Math Lecturer, Interviewed by Student Here

In searching for a symbol of today's industrialized and independent India, we would not have to look very far to find a satisfactory example. Miss Narasimhachari Padma, lecturer in mathematics, is a young woman whose philosophy represents the fusion of India's ancient heritage with modern ideas.

Miss Padma came to this country in the fall of 1960 from Madras to compare American and Indian societies. In India she had taught at a university after going through the eleven years pre-college training, four years of college, and two years' study for her Master's degree.

The instructor spoke only briefly about herself, saying that she came from a very unified family. She feels that the stability and closeness of family life that is characteristic of India, has given her much security. She praised the custom of discussions in which all the members of the family participated, and thought that these conversations allowed



Miss Padma

one to see all the aspects of a problem, and strengthened the feeling the family will always stand behind her.

She also mentioned the role of religion in her life. She said that in India religion is not taught, as

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Under the sponsorship of the Economics Department, seven students are representing Connecticut College in the Remington Rand Univac Manufacturing Simulation competition with Fairfield University, Yale, the Coast Guard Academy, New Haven College, Quinnipiac College, and the University of Connecticut.

The students participating in this contest are Gale Mansfield, in charge of the group, Colleen Dougherty, and Diane Winnicki of the Economics Department; Carole Carbray, Barbara Wiercick, and Marion Shutsky of the Math Department; and Nancy Larson of the Sociology Department.

The participants are divided into teams representing the manufacturing managements of a number of identical companies, namely the ABCD company, which stands for ambers, bells, clanks, and doodads. Each company has three sales regions and identical products. The individual groups then decide how much to pay the labor force; how many articles to ship to the three sales regions, and how much to spend on quality control, plant maintenance, plant administration, engineering, and industrial relations. Each group may revise its policies from time to time as the need arises.

The program was initiated on Tuesday evening, February 7, and will continue until March 1. Each group must make two monthly decisions in a period of one week. The decisions will be on how much of each kind of raw material to purchase; how much of each product to manufacture; how many workers to hire or lay off; and whether overtime is needed to meet production requirements, and how and when to authorize it. In short the group must take every effort to maximize its accumulated net profit.

Once these decisions are fed into the computer, the High-Speed Printer of the Univac Solid State 90 furnishes within minutes monthly reports to each management group on profit-and-loss, sales, plant expenses, and inventory. From these reports an analysis of each company's manufacturing-marketing position is made and decisions are formulated for the next simulated month.

At the end of the allotted period of time, the school with the largest net profit will win the competition.



# Lectures Keynoted by Urgency Student Reception to Follow Yale Band Concert March 10

by Marcia Silverman '61

Connecticut College opened its second semester with a series of pertinent lectures on The Western Tradition in the Modern World. The keynote of these four lectures was, it seems, one of urgency; modern man finds himself in a dilemma, and the Western World is and will play a decisive role in helping him to find a solution or an end to that dilemma. The question is however, one of defining the concepts inherent in the Western tradition in order to facilitate, as Professor Crazz pointed out, our understanding of those concepts. The lectures made no attempt to offer any specific solutions to the problems at hand, but rather offered an analysis of those problems and their origins.

Professor Crazz' examination of the fields of natural history and science, philosophy and poetry, resolved in the theory that we have committed ourselves to the Western tradition consciously and with faith that in the breaking of certain established cultural patterns there will emerge new and better orders which will perhaps be more pertinent to the individual's place in his society. Mr. Baird, who examined the Western Tradition in Literature was less optimistic; in his analysis he made clear the fact that the West offered in contemporary literature a lack of positive values. His reference to *Camino Real* by Tennessee Williams was striking in that it presented a forceful picture of two alternatives, that of the "painted woman," the sensuous and compelling and yet unreal imagery as compared with a staircase lead-

ing to an arid land likened to that over which Oedipus wandered in his self-afflicted search for values. Both Pound and Williams were attacked as exemplary of that which threatens to become tradition in Western literature, and indicative of the lack of myth, or meaningful circumstance which gives coherence to a culture, in the modern world.

Professor Brown, in his analysis of the role of science in the tradition, emphasized the importance that must rightfully be given to the scientist, and the lack of understanding and interaction between his world and that of the "humanist"; he stressed the urgency of finding a common ground between these two viewpoints. His was predominantly and optimistic view of the scientists' role in the modern world, emphasizing his creativity and his capability to find a successful solution to the more immediate problem of man's ability to live comfortably and securely in an uncertain environment.

Professor McCloy, speaking as a creative artist, examined visual arts in relation to various movements within them, and offered a concise analysis of the essential directions taken by contemporary artists. His analysis was pertinent in that those movements which he emphasized reflect the attitudes and significant aspects of the West, the visual arts being (as are history, science and literature) a "mirror of civilization."

In essence, the thought-provoking nature of the lecture series was such that we find ourselves forced to take issue with what we

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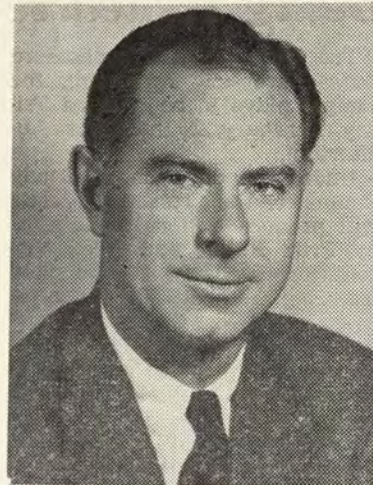
Friday evening, March 10, 8:15 p.m., Palmer Auditorium. These facts will help you to have a very enjoyable evening listening to the Yale University Concert Band. The evening will begin at 8:15 p.m. with the concert. Bring your date, he will enjoy it too.

seats, you have an opportunity for a wonderful evening.

You may be wondering about the band's qualifications. The idea for a Yale University Band was the inspiration of Joseph R. Ellis in 1918. A year later the idea became a reality when twenty students played at some minor football games. In 1946 Keith Wilson was appointed conductor of the band, which had grown considerably since 1919, in both size and versatility. At this time the Concert Band appeared as a separate entity from the Marching Band. Since 1946 the band has continued to grow under the able leadership of Mr. Wilson. The Concert Band plays for many Yale functions, presents "Pop" concerts and Twilight Concerts, and gives many outside concerts. It is now composed of 75 or 80 players.

Perhaps what might be called the Band's greatest accomplishment was the European Tour it took in 1959. Their six-week tour was the first ever taken in Europe by an American University Band. The itinerary included England, Germany, Holland, Switzerland, and France. Their repertoire consisted of many contemporary American compositions and works of various European masters. Each of the 31 concerts and radio broadcasts was enthusiastically received. One of the best ways to describe the tour's overwhelming success is to quote from one of many newspaper reviews. One paper in Hamburg, Germany, said:

See "Yale"—Page 4



Conductor Keith Wilson

After the concert, at approximately 10:15 p.m. there will be a reception in Crozier-Williams for the Concert Band and for Connecticut College students. Included at the reception will be continuous jazz offered by a select group of Yale students and refreshments (offered for the benefit of all concerned). Those students attending the concert will have an automatic twelve o'clock late permission.

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## ConnCensus

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**Padma**

(Continued from Page One)

it is here, in schools. The ideas are transmitted in the form of stories told to children. She felt that in India most people lived their religion.

Miss Padma noticed many differences between American and Indian customs. She said that in India boys and girls don't mix as casually as they do here. There is very little single dating, a date being considered to mean that the boy and the girl intend to marry. The instructor approved of the Indian system whereby marriages are arranged by the parents. She stated that divorce was very unusual, and that one entered marriage considering it permanent and final, thinking that one will adjust to all circumstances.

Other differences lie in the educational systems. Students enter college at 14 or 15 and are treated as adults, as shown by their testing system. There are

only four exams in college, one at the end of each year, indicating that Indian educators consider their pupils to be studious, responsible individuals rather than children who must be prodded and checked at every turn.

Though there are many differences between India and America, Miss Padma said that she is happy here and liked the school very much, finding everyone very helpful and cheerful. She is not too pleased with New London, though, because it doesn't offer very much in the way of concerts, or other musical presentations. Besides her interest in music, she is an avid reader, preferring English writers to

Americans. She especially praised Daphne DuMaurier, and recommended **The King's General**. She also enjoys philosophy and psychology. Miss Padma feels that reading, especially in a foreign language, is essential in obtaining an education. She mentioned the great stress on foreign languages in the Indian educa-

tional system, and said that she had been taught English when she was eight years old. She added that now she even dreams in English.

Miss Padma plans to return home after this year and continue teaching and learning. She said that her "main goal is to study for knowledge's sake."



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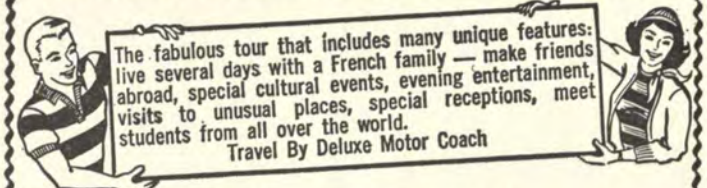
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**Yale**

(Continued from Page Two)

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**Lecture**

(Continued from Page Two)

glibly tend to regard simply as "human nature"; we are now

faced with a picture of ourselves and of the heritage which we built from which the mist of complacency and indifference has been partially wiped, and for which picture we are uneasily grateful.

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