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CONN CENSUS



CONNECTICUT COLLEGE

Vol. 50—No. 13

New London, Connecticut, Thursday, February 11, 1965

Price 10 cents

Singer Bikel To Entertain On Weekend

Mid-Winter Weekend, 1965, begins today. Tonight there will be individual house parties; Saturday will be free for bowling, swimming, badminton, and ping pong, as well as a skating party sponsored by the freshman class, at Buck Lodge. (\$.50 per couple.) Saturday night from 9:00 to 1:00 will be the SUBMARINE WATCHERS BALL, held in the Dance Studio and the Main Lounge. Music will be provided by Uranis and the Five Moons from Wesleyan. There will be a Discotheque in the Student Lounge where refreshments, including beer, will be served. Sunday at 11:00 chapel Mr. Lester

See "Theodore Bikel"—Page 3



Theodore Bikel

Sally Higgins Presents Result Of Poll On Student Cheating

by Sally Higgins

As the storm and stress about academic cheating died down at the Air Force Academy last week, Conn Censu took an informal poll of some student and faculty opinions on this matter.

Of fifty students who returned a questionnaire that was distributed at two dormitories on campus, only one student answered "yes" to the question, "Have you ever deliberately cheated?" But she was not sure whether what she had done was unethical or not.

However, a quarter of these students claimed they had seen or heard of specific instances of cheating at Connecticut College. Most of them said they had neither admonished nor reported the offender(s). These claimed for the most part that they considered the matter "none of my business" or "not my concern."

How Many Cheat?

Over half of the students who replied to the questionnaire said they believed not more than 5-10% of Connecticut College students cheat at one time or another during their college career.

A few others said they believed there was practically no cheating, while another few thought the percentage might be 15-30%. Some said they simply were unable to estimate, a reply that could indicate little or no contact with the problem.

Sixty-two percent of the students who replied to the questionnaire did not think that the Honor Code prevented cheating. More exactly, they did not think it had any relevance to the problem. Answers to question concerning the Honor Code ran by and large as follows:

Does Honor Code Help?

"If a person would cheat, she would by no means be honorable enough to report herself, even if she were admonished . . ."

"The Honor Code does not really prevent cheating because the majority of students have established their own set of values and standards by college age. A code of written rules and regulations becomes of negligible importance . . ."

"If a girl is motivated to cheat, an Honor Code will not effectively deter her . . ."

"It's a matter of personal standards . . ."

Yet others mentioned the responsibility imposed by the Honor Code. "It makes one think twice," or "social pressures" or "group pressures" established by the Honor Code deter would-be offenders. Those that thought the Honor Code prevented cheating, however, were in the minority.

All of those who answered considered academic cheating a serious offense. A surprising number

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Press Conference Discusses Faculty, Student Commitments

by Tessa Miller

"The question of academic freedom is not up for debate." The separation, however, within academic freedom should be recognized. Students should be free from public and private restraint, but the school should not be responsible for the private acts of its students."

So said Mr. Mark Barlow, Dean of Wesleyan, as he spoke at the closing session of The American College Public Relations conference held at the Schrafft's Motor Inn last week. The concluding speaker was Mr. C. Raymond Jenkins, Managing Editor, *The Alabama Journal*, Montgomery, Alabama.

"Loco Parentis" Past

The topic for discussion was "The Institution's Role Regarding Student and Faculty Commitment to Civil Rights and other Contemporary Social Issues."

Mr. Barlow said that most students behave responsibly. They have a personal obligation for their personal conduct, and "they must be permitted to exercise those restraints which ultimately make them free."

Mr. Barlow recognized that the view he presented marks a "wholesale retreat" from previous notions of control held by many administrations. He maintained that there has been a major trend toward social and intellectual maturity for students from the days at Wesleyan, for instance, when the administrators guarded the allotment of spending money for their students. The days of "loco parentis" have past.

The college or university now has the primary purpose of preparing its students for their responsibilities. They should always inform students of the possible philosophical and legal consequences of their involvement in social issues.

The day of the "silent generation" of students has past. There is everywhere evidence that students are searching for a more meaningful involvement in the adult world. The situation at Berkeley, said Mr. Barlow, is only another illustration of this fact.

History is not just a subject for study in the classroom, but as students are now realizing, it is being made every day. "A concern for normative and ethical issues cannot be separated from the total educational process."

Student Involvement

Mr. Jenkins, representing the

See "Barlow"—Page 4

President's "Session" To Air Student Views At Roundtable Meetings

Beginning February 15, Connecticut College students will have the opportunity to discuss various aspects of campus life with President Shain at regularly scheduled meetings.

The occasion is the president's announcement of the inauguration of a program of informal discussions with interested undergraduates, to be called "The Session in the President's Room." Students participating will be encouraged to air their views on college matters outside the academic realm and to exchange ideas with President Shain.

"The Session" will have its first meeting on February 15th at 4:30 p.m. in Mr. Shain's office.

The date for each monthly meeting will be posted on the Student Government bulletin board and will be announced in *Conn Censu*. Sign-up sheets are now posted on the board for Monday's meeting. Each discussion group will be limited to twelve students, newly chosen each month from the names on the sign-up sheets.

After the initial meeting, participants will be encouraged to submit ideas relevant to any aspect of campus life for discussion at future meetings.

President Shain stressed that the roundtable discussions will in no way conflict with the concerns of the newly created Academic committee. He expressed his pleasure at the creation of this new committee.

Questions relating to "The Session" may be referred to Bobbi Morse and Tessa Miller.

Members of Faculty Honored With Grant For Teaching Ability

by Janet Matthews

Three Connecticut faculty members have been honored for excellence in teaching. Miss June Macklin, Mr. Philip Jordan and Mr. Richard Wiles are recipients of a \$1500 grant from the Salgo-Noren Foundation.

"I believe that Connecticut College, like many colleges, has for the purposes of such an award as this, an embarrassment of good teachers to nominate," President Shain said Monday. "I am also sure that good teaching comes in many varieties and finds a variety of appreciators among the mixture of human beings who make up a typical college classroom. Good teachers, like good parents, don't fit stereotypes that are easily agreed upon."

Esteem of Colleagues

"These awards to Miss B. June Macklin, Mr. Philip Jordan and Mr. Richard Wiles carry the distinction of the esteem of those among their colleagues whose opinions were consulted," he continued. "I am aware that students will also have opinions in this matter, and I should be glad to hear from any who want to get in touch with me. There may be other such awards in the future."

The Salgo-Noren Foundation was established in 1953 by its chief donor, Mr. Nicholas Salgo, a New York business man. Its broad purposes emphasize education. Connecticut is among the first few colleges to receive a Salgo-Noren grant.

Superior Teaching

Describing the purpose of the grant, College trustee Laurence J. Ackerman writes, "We are endeavoring to make a modest contribution to a vital area of educational concern—superior teaching. We are fearful that the academic evaluation pendulum has swung too far in the direction of research and governmental service to the impairment of creative, exciting teaching."

The administration of the grant was left exclusively to the College, with the hope that the award would spur the College staff in its quest for excellent teaching.

Two Hundred Fifty Avid College Editors Attend Conference

Titled: "The Reporters Responsibility in an Explosive World"

by Leslie White

Vividly describing the dangers faced by foreign correspondents who sometimes run the risks of imprisonment and death, Barret McGuren ironically ended his speech with, "Journalism is fun."

Mr. McGuren, President of The Overseas Press Club, welcomed the two-hundred and fifty student editors to the Seventh World Affairs Conference for College Editors. Tessa Miller and Leslie White, Co-feature Editors of *Conn Censu*, attended the four-day sessions, entitled "The Reporter's Responsibility in an Explosive World." The conference was conveniently scheduled during semester-break.

The sessions were designed to make college editors aware of the responsibility of the student press in bringing national and international news to the campus. Editors were required to read a collection of recent publications on various area seminars in which they were to participate. The first fortunate forty to complete registration were conducted on a

tour of *The New York Times*.

The most revolutionary document in the world today, stated Harrison Salisbury, Moscow and European correspondent to the *New York Times*, is the annual Sears Roebuck catalog. "If I were running the Central Intelligence Agency," Salisbury chided, "I wouldn't put money in U-2 planes and other espionage activities. I'd print up a million of those catalogs and distribute them openly."

Tasks of Journalist

Mr. Salisbury's address, one of several in a panel on "Careers in Journalism," emphasized the task of the journalist-to "challenge the unchallengeable." Student editors must develop fresh perspectives to keep up with the rapidly changing world. The catalogs, he said, would be "our best propaganda." "Yet no one in America would think of an everyday phenomena as being revolutionary."

In continental attire, sporting an eloquently tipped mustache, Mr. Salisbury gave the impression of a conservative and retiring intellectual. His penetrating analysis of the Moscow situation was as dynamically illustrated in his speech as it has been in his news stories.

Representatives from television, radio, *The Reader's Digest* and the Associated Press emphasized the availability of careers in the field of communication. News coverage, the panelist reminded the young journalists, was not limited to the newspaper.

Panel discussions, led by experts on various national and international crises, drew the editors into careful consideration of the problems facing the world today. The *Conn Censu* editors were notably stimulated by the seminars concerning the admission of Red China to the United Nations and the war in Viet Nam. The success of the seminars was evidenced by the intelligent discussions between students and a panel composed of news commentators, journalists and professors.

Lectures and Discussions

Luncheon at the Press Club afforded the opportunity to hear Louis Nizer, attorney and author of *My Life in Court* speak on "The Press and the Courts." Mr. Nizer presented the student journalists with the problem of the rights of the free press and the importance of the fair trial. The

See "Conference"—Page 3

Development Needs \$6,000,000 For Buildings, Salaries, Food

The Development office directs the College's fund raising among alumnae, parents, foundations, corporations, and friends. The office's director is John H. Detmold, who came here from Mills college in California last July.

In addition to handling annual gifts for current operations—salaries of the faculty and staff, student aid, food and fuel for the dining halls and dormitories and other day-to-day bills—the college must raise an estimated six million dollars for capital needs: additional endowment and new buildings. Mr. Detmold listed the following new buildings now being planned for by the Board of Trustees: a new Music and Art Center, an extension to the library, and two new dining halls to serve the twelve older dormitories as Harris Refectory serves the Complex.

In a recent interview, Mr. Detmold cited the need for additional

endowment income to support increased faculty salaries, student aid, and plant maintenance. Some of the new buildings may be financed in part, he said, through the recent Federal Higher Education Facilities Act, which provides both grants and loans for library construction and certain academic buildings.

There is nothing new about raising millions for Connecticut College, Mr. Detmold said. Over the past ten years nearly ten million dollars have been given to the College. He supplied the following figures for the ten year period, 1954-64:

1954-55	\$ 264,074
1955-56	118,823
1956-57	1,444,388
1957-58	1,334,105
1958-59	1,042,557
1959-60	1,444,237
1960-61	1,575,376
1961-62	727,082

See "Development"—Page 3

Conn Censu

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Editorial . . . To Turn the Tide

The creation of a foundation which offers grants for excellence in teaching is something new in American colleges, and something vitally necessary to keep our colleges from becoming research centers and textbook publishers. Research and the resulting books and articles from such research certainly help not only the whole world outside the college campus but the reputation of the college itself; but students who are drawn to a college by, perhaps, its reputation, seek real teachers, teachers who are enthusiastic about teaching, teachers who love their subject, teachers who might create more good teachers out of their students.

The Salgo-Noren grant to three Connecticut College faculty members is perhaps only the beginning of recognition of the good teacher. There are more than three good teachers at Connecticut; many of our finest teachers have also received honors in other fields—for their research, for their publications.

We hope that such grants as the Salgo-Noren will encourage the teachers who are here to teach to continue to teach well, to supplement their teaching by research, knowing that their efforts do not go unnoticed. After all, for every year of good teaching, the teacher might produce sixty faithful disciples; how many scholarly articles produce that uniform a response.—A. K. T.

In the Presence of My Enemy

Do we have a right to be in Vietnam? Are we the imperialist aggressors mercilessly intervening in a war of "national liberation?" If this were the case, then we should bring our troops home—we should pull out of Vietnam while we may.

We are in Vietnam because we believe our own security is at stake, and as long as we find this belief to be justified, then we must stay in Vietnam. The situation there, is, we believe, another theatre in the cold war. We are not trying to force Democracy on the rest of the world; we must prevent Democracy from being forced out of the world. Totalitarianism is spreading throughout the world. Churchill once said, "All we're doing is building up for the big explosion." Churchill was considered a warmonger . . . at first.

If we pull out of Vietnam and eventually all of Southeast Asia, leaving it to the Red Chinese, we cannot hope they will be content. The Red Chinese idea will affect all people. Don't we ever believe what the aggressor says? Their threat is not primarily that of a bomb. If they once gain the economic security they so desperately need, that threat will change, — not lessen, — just change.

The same kind of naivete as we are now exhibiting so beautifully, characterized our feeling about Hitler. He told the world in "Mein Kampf" that he intended to conquer the world. Why don't we ever believe what the aggressor says!! Santayana once said that those who forget the past are doomed to repeat it.—T. M.

Beyond Egotism

The fact that Conn Censu is a college weekly does not relieve it from the responsibilities inherent in the publication of any newspaper. The campus paper must open the door and lead the Connecticut College students out of their ivory tower.

Four years at Connecticut offer an opportunity to get away from it all—to study intensely—to socialize, too. But the student's commitment extends far beyond this campus. We realize that many students feel this commitment; but we are afraid that others do not! Awareness of national trends and international problems is a vital part of the educational experience. The student's responsibility to understand these affairs is paramount. The formal process of education is not removed from the mainstream of life.

A New York Times survey last month indicated that thirty per cent of the people polled were not aware that a communist regime rules Red China, did not know that there was a war in Vietnam.

Some may ask, "Why should I be concerned? It doesn't affect me directly!" For the student with this attitude, the only problems of relevance would be finding a topic for the next paper or wangling an invitation to the Yale prom. And those unfolded Wall Street Journals filling the post office trash baskets. What a waste! Sad but true—college is a time

See "Beyond Egotism"—Page 4

Ministry of Disturbance

by Bunny Bertolette

Roses are red, violets are blue. Oh, for a Schaeffer's instead of 3.2!

Valentine's Day or not, one wonders about the success of a Submarine Race-Watch on a dry campus. How many of the less loyal will trade in sobriety for a train ticket to New Haven and the typically Baccha-Yalean frivolity of Fence Club's winter weekend?

It's not that there is no attraction here—C C is letting down her hair this weekend. The question remains: how far can you unloose a pixie? The men-in-the-room privilege has been extended to Saturday. Two whole days of floor-footed scrambling! We welcome you with open doors—our doors are ALWAYS open. ("C" Book, p. 34.) And for those who wish to exchange intimate Valentine's Day sentiments in private, there is always the broom closet — if you don't mind wrestling with a mop head. Who knows? It might be more exciting than kiss-

ing your date!

Ah, but there IS entertainment. Uranus and the Five Moons for the Submarine Race-Watchers' Ball. What submarines have to do with moons is a little unclear, unless of course they are Polaris subs and shoot moons—but I doubt if anyone would shoot a moon in the C-W gym. And then there is Theodore Bikel on Sunday for those who prefer folksinging to broom closets. And house parties with more entertainment. And 2:00 permission on Saturday night. Actually, this might be the one Mid-Winter Weekend that makes money, in spite of the competition from Yale.

Happiness is real live performers that the Snack Shop Furies can't pull the plugs from. Happiness is a warm date for a cold weekend. Happiness is a dry Valentine's Day in New London or a wet one in New Haven. We'll see. At any rate, February 14th is a fitting day to end a college weekend, wherever it may be.

Letters to the Editor

To the Editor:

Late last April Conn Censu ran a lead article describing some faculty attitudes toward the Comprehensive Examination. Although I, too, was asked for my opinion, I felt it was inappropriate to discuss so controversial an issue at the very moment that Seniors were presumably most anxious about the exam.

In the ensuing months, I have given considerable thought to the matter of comprehensives and, while my views represent a minority of faculty opinion, I should be most grateful to Conn Censu if I might be allowed the space to express my feelings.

One often hears that Comps are a necessary measure of proficiency. It is argued that Comps provide a measure of some form of academic achievement which cannot be assessed by exams within courses, that they measure the student's ability to organize and integrate broad classes of information, to see interrelationships among concepts from diverse segments of the discipline, to understand the significance of major trends across time, to survey the entire field for dominant themes, etc.

If we grant the importance of assessing these types of abilities (as well we should, for they coincide nicely with commonly expressed "goals" of education) then why do we wait four years before working on this aspect of the student's education? Should not the faculty deliberately set out to teach the student how to ". . . handle problems and discuss topics in intelligent, coherent, and independent fashion" (Information for Faculty, p. 38) long before the end of the senior year? Every student knows that the good teacher does precisely that. Thus, "Comps-type" questions can, should, and actually do appear imbedded in many course exams long before the senior year. It should not be necessary to wait for an official moment in May to find out if the student has somehow learned to integrate: the student should be taught to do this long before completion of her senior year, and course exams should have been testing this ability all along. The alternative is ludicrous: if, in four years, students do not receive training in these skills, what kind of higher education are we providing?

In practice, I think we actually concede that Comps questions are really not very different from final exam questions. Observe the frequency with which Comps questions reflect the content of specific departmental courses. Moreover, since the senior student does not take final exams ". . . in the courses in her major field which are covered by the Comprehensive Examination . . ." instructors sometimes base some portion of a final course grade on the student's Comps performance. This practice is, of course, legitimate (Information for Faculty, p. 39), but it also clearly demonstrates that some Comps questions could just as easily have been administered in

See "Letter to Editor"—Page 3

To the Editor:

"Nosce tempus" on this campus? Difficult. The clocks of Grace Smith, Fanning Hall, and the Hartford National simply do not synchronize.

Wendy James

To the Editor:

Pneumonia — Measles — Mono — Exams — Honor . . . If during exam period one is so unfortunate as to be struck by a malady that necessitates a brief stay in the infirmary, one will find oneself on an island, isolated from the inhabited world. It is unquestionable that if one is in the infirmary sometime during the period of January 18th through January 27th, that one does not have a mere headache. Along with one's illness one finds oneself in a most comprehensive solitude. Through no policy of the infirmary, the student is kept out of communication with the rest of Connecticut College and with any of her other associates, even husbands. The extent of her liberty consists of calling her parents, with permission.

It appears that "certain people" believe that the honor and integrity of patients are non-existent. After walking through the door, "honor" is left on the doormat. It appears that there is a loose stone in the honor system at Connecticut College. One loose stone reflects a weak foundation — yet a foundation that is a basic postulate to our community living.

In any situation where an ideal is attempted, be it in an academic situation or any realm of life, it must be attempted with continuity, with comprehensiveness, with forethought and with understanding. It is an undisputed fact that an ideal cannot be realized 100%, or it would not be an ideal. However, with what percentage it is attempted and obtained, it must include the whole institution. It would seem that students north of Windham are considered, temporarily, not a part of Connecticut College or it implies that these students are not honorable because they have a contagious disease. For whatever reason this deviation exists, it destroys the realization of the ideal for Connecticut as a whole. It is necessary that honor be approached on an all-or-nothing basis and not allow for discriminatory application.

There are other loose stones, but if an honest evaluation is made of the stone just discussed, its shortcomings could be rectified and all other loose stones should follow suit. It is necessary for the whole foundation of this ideal to be solidified. It is our honor system; it involves us, the students of Connecticut College; it is our duty. The question is, will we assume our duty?

Sally Miller
Pamela Batson
Janet Sandberg

Being from Northern climes, I have developed a sentimental attachment to snow

when I see it gently floating, all my tenseness disappears and I am momentarily suspended in peace and sublimity.

Then I usually become so excited that I run out arms upraised, trying to envelope the white sparkled air in my bosom

I want to hug the snow encrusted trees, and prance along the cushioned rocks, and skid along the white

highways, and bury my body in tombs of pure blankets, and eat the sweet cover, and blink out the twinkling down.

I also love to sleep knowing it is falling quietly, and dream of fifty foot accumulations.

But this happiness has been taken from my life.

One night I was watching the snow when suddenly a great Trojan snow plow came tearing down the road — grinding, squeaking, scraping, belching.

The serenity was exploded. The night was no longer One. I reached for my rifle and began shooting the beast down dead.

The authorities came, I accused me of bigotry, anti-snow activities, and hating the works of our Lord Jamen.

I was shipped off to the tropics, never to experience snow again, as I quite openly and obviously despised it so.

So the world is an inverted reality, at least here, no one can scrape away the sun.

SDF

Letter to Editor

To the Editor:

As "average" Connecticut College students, we would like to express our indignance toward what we feel was an unjust treatment of 76% of the student body not on the Dean's List. The praise given by President Shain and Dean Noyes of those students who made Dean's List was well-deserved; however, they failed to give any credit or commendation to those students who were not able to make Dean's list though they studied diligently throughout the semester. We feel that many non Dean's List students contribute just as much, if not more, to campus life as those students who happen to have an average of 3.0 or above. Is it necessarily true that the work of Dean's List students provides their teachers with greater satisfaction, as Miss Noyes has pointed out? Are we to ignore the student who has demonstrated improvement, but who has not, in the end, merited a B? The speeches at the opening assembly seemed to imply that success at Connecticut College is attained only by the achievement of Dean's List standing. Is this the unfortunate truth?

Marjorie Singer '67
Betsy Lodge '67

Theodore Bikel

(Continued from Page One)

Reiss of the philosophy department will be the speaker. Sunday at 2:00 a folk concert will be given by the internationally-renowned Theodore Bikel—actor, folk-singer, guitarist, author, lecturer, photographer, politician, linguist, and raconteur. Mr. Bikel, who speaks seven languages fluently, sings songs from twenty lands in their native tongue.

Born in Vienna in 1924, and educated in Israel, Theodore Bikel was a co-founder of the Israel Chamber Theater in 1944. In 1946, he went to London to study at the Royal Academy of Dramatic Art. After he was graduated from the Academy, he appeared in small theater productions in London and it was then that Sir Laurence Olivier, who admired Mr. Bikel's work in one of these plays, of-

ferred him the part of Mitch in *A Streetcar Named Desire*.

After a long run in that sensational play, Mr. Bikel went into Peter Ustinov's *The Love of Four Colonels* where his portrayal of the Soviet Colonel was applauded by Londoners for more than two years. At the same time, he made his film debut in *The African Queen*. Many pictures followed in rapid succession, among them *Moulin Rouge*, *Never Let Me Go*, *The Colditz Story*, *The Pride and the Passion*, *Fraulein, I Want to Live*, *My Fair Lady*, and many others. Bikel first appeared in the United States in 1954, in *Tonight in Samarkand*, and his performance in *The Rope Dancers* was called "superb" by Brooks Atkinson of the *New York Times*.

Mr. Bikel has also taken several leading parts in television programs, including U. S. Steel Hour, Studio One, Kraft Theatre, Naked

City, Playhouse 90, Alfred Hitchcock Presents, DuPont Show of the Month, Wagon Train, East Side/West Side and Doctor Kildare. In recognition of his remarkable talents, Bikel was cast as Mary Martin's leading man in the Rodgers and Hammerstein musical, *The Sound of Music*, a role he played for two years. Another tribute was bestowed upon him in 1959, in the form of an Academy Award nomination for his fine portrayal of the southern sheriff in *The Defiant Ones*.

Aside from his stage, screen, and television assignments, Bikel sets aside several weeks each year for a national concert tour that takes him to more than forty cities, including New York City where there have been large turn-outs for his one-man shows at Carnegie Hall. In 1963 he toured New Zealand and Australia to exceptionally warm critical acclaim. One of the most active artists in folk circles, he appears at many folk festivals throughout the country, and is a member of the Board of Directors of the Newport Folk Festival. His sixteen LP albums for Elektra Records have been consistent best sellers throughout the years. His book *Folksongs and Footnotes*, published in 1960 by Meridian Books, went into several printings within a month of its appearance.

Theodore Bikel's fame and prestige are the trimmings of this accomplishment: he has succeeded on his own terms—the terms of a sensitive, versatile artist and a man of conscience.

Development

(Continued from Page One)

1962-63	1,511,925
1963-64	658,077

The Fiftieth Anniversary Fund, completed in June, 1961 was largely responsible for this record. In the course of that campaign 72.3 per cent of the College's graduates contributed \$910,000.

Last year the alumnae nearly reached their goal of \$100,000. This was a 25 per cent increase over the preceding year, and another 25 per cent increase was voted for 1964-65, making the goal \$125,000. Alumnae gifts passed the \$95,000 mark in January, indicating that the \$125,000 goal is clearly in sight. The Alumnae Fund Chairman is Patricia Wertheim Abrams '60. She is aided by Class Agent Chairmen and a special gifts committee headed by Mrs. Ethel Kane Fielding '23.

Additional support has come from the new Parents Fund, established in November, 1964, as an outgrowth of the Dad's Fund. Mr. John Rowland of Chatham, N. J., father of Susan '65, is chairman of the committee. The vice chairman is Mr. William H. Gulliver, Jr., of Boston, father of Ann. This fund's present total of \$80,000, collected over a seven-month period, already exceeds last year's total from parents: \$44,750.

The college also receives support from foundations, corporations and friends. For example, a \$150,000 grant from the Rockefeller Foundation to support a three-year summer program for high school girls from disadvantaged areas was announced in

CAPITOL THEATER

Feb. 10 - Feb. 13
Quick Before It Melts
 Robert Morse
 Walls of Hell — Jock Mahoney
 Feb. 14 - Feb. 18
Dear Bridgett — James Stewart
 Bomb in the High Street
 Ronald Howard

SCHRAFFT'S



CHOOSE THE FINEST ACCOMMODATIONS FOR YOUR
 OUT OF TOWN GUESTS. STUDENT RATES. LODGING
 — DINNERS — SORORITY INITIATIONS. FOR RESERVA-
 TIONS CALL AREA CODE 203 42-0631

RESTAURANT-MOTOR INN

U.S. ROUTE 1 AND 95 NEW LONDON, CONN.



Shine 'em up while you're at it—Senior Vicki Postner gives orders to her slave, Jade Schappals during the Slave Sale, part of a freshman class project. The unique undertaking afforded upperclassmen the opportunity of enlisting freshman "domestic" help for the modest fee of 25c per hour.

Conference

(Continued from Page One)

line between the right to know and the right to publish is a highly debatable one and the attorney's remarks provided unlimited ideas for deliberation.

On Sunday, the session moved from the Press Club to Columbia University, where students met with faculty members of the Graduate School of Journalism and toured the journalism building. The Graduate School, consisting of about eighty students, offers a concentrated program of study in fields ranging from mag-

December.

The planning and supervision of the college's development program rests with the Gifts and Bequests committee of the Board of Trustees. This committee was reactivated in December, 1964, with the following membership: Mr. Laurence J. Ackerman of Norwich, Chairman, Mrs. Benjamin J. Bittenwieser of New York, Miss Carol L. Chappell of New London, Mr. Sherman R. Knapp of Hartford, Miss Janet M. Paine of New York, Mr. Harvey Picker of White Plains, Mr. William Reeves of Bridgeport, Miss Anna Lord Strauss of New York, Mr. Frazar B. Wilde of Hartford, Chairman of the Board of Trustees, and President Charles E. Shain.

The student body can also be a significant contributor to college development. Mr. Detmold credits the students for "taking the first action" towards collecting funds for a new Music and Arts Center. Various student organizations, classes and even dormitories have contributed a total of \$3,163.84 toward a new Music and Art Building in recent years.

azine writing to television documentaries. The documentary film, *The Chair*, was shown as an example of a modern news medium. The proceedings of a murder case and trial were photographed during their actual occurrence.

Relating most directly to individual student problems was the panel discussion "International news in the Student Press." Officers from the United Student Press Association stressed the responsibility of the student press to relate movements to the college community. The college newspaper must educate its readers on international news and make them increasingly aware of the trends and problems that the United States faces. Solutions to individual problems came from editors as well as the panelists. The two-hundred and fifty editors from colleges throughout the country were aware of a sense of identity with the national student press.

Final Meeting at U.N.

The final session was scheduled in the General Assembly building to the U.N., where editors were whisked through news briefings with U.N. officials, a reception, a special guided tour, and luncheon. Tessa argued the admission of Red China over lunch with Mr. Tsao, a ranking official from the Nationalist Chinese Mission to the U.N.

The issue of assessment payments, which would concern the General Assembly that afternoon, constituted the major topic of discussion by officials. Charles Yost, U. S. deputy representative to the U.N., spoke on "Peace for Change" as the prime function of the U.N. Mr. Yost suggested that there would probably be further postponements in solving the assessments problem. "A compromise See "Conference"—Page 6

Letters to Editor

(Continued from Page Two)

course.

In passing, it should be noted that the present practice of excusing seniors from the final exam amounts to the application of a different standard for assigning grades whenever the course also consists of non-seniors. At least, we should not completely ignore one result of the present Comps system: a double grading standard, with all the undesirable consequences this entails.

I very strongly doubt that Comps measure accurately. Unless one holds that our specific purpose is to test how well intellectual processes stand up under considerable and, in some cases, very severe stress, then the usual conditions of testing violate some of the most basic and obvious rules of measurement practice. Presumably, we'd like the student to show what she can do when she works at her best, not how well she can hang together in the face of a threat which begins to insinuate itself into dormitory, classroom, and infirmary long before the day of reckoning. This is hardly the setting in which to make careful measurements of anything except, perhaps, the magnitude of the acute intellectual impairment we have succeeded in producing. (Again, it is not valid to reply that some students do, after all, come through, unless we profess our main concern to be the measurement of individual differences under stress!)

Something should also be said about methods of grading. How many departments take the precaution of grading answers anonymously? The "halo effect" is too well established a phenomenon for anyone to claim immunity to this form of unintentional bias. Some departments do grade anonymously. If we claim to take the results of our evaluations seriously, shouldn't all grading be anonymous?

It is also argued that preparing for Comps is an intrinsically valuable experience, that such preparation affords a unique opportunity to reflect upon the totality of one's experiences within the major, presumably for the purpose of arriving at some deeper understanding of the discipline and of one's relationship to it.

This argument does not require that the exam be an accurate measure, only that it exhort the student to undergo a period of intensive formal preparation, protracted reflection, and serious introspection.

To be of value, such preparation naturally must be extended across some appreciable segment of time, a few months at the very least. Yet, it is widely known that little serious studying usually gets done before the two weeks preceding the Comprehensive. This is hardly surprising, since we provide the student no period of grace in which she may carry out the kind of preparation which this justification of Comps requires. It is no secret that the frantic review of class notes, the hurried compilation of major themes, the preparation of personal outlines of histor-

ical events, in short, that whatever passes for "studying for Comps" doesn't really begin until the eleventh hour, after the last term paper is in, the honors thesis revised and submitted, the final lab report finished, and preparation for the last course exam completed. It's all very well to reiterate what Comps should accomplish, what deeper understandings and keen insights students should achieve as they calmly and reflectively settle down for a long survey of the terrain they have traversed during their years in college. But the facts are quite different and nothing can diminish the gap between what we may want Comps to do and what does occur.

Some have argued that the true value of Comps, while substantial, does not become manifest until later, in some cases years after graduation. Perhaps this is so. Yet, I have heard no clear statement concerning what these delayed benefits actually consist of. Admittedly, the long-term effects of many educational experiences are difficult to measure. But this very fact should be enough to introduce some degree of modesty in these long-range claims so often made in support of Comps. However, despite the frequent assertion that the benefits of Comps are valuable but do not emerge until later, no systematic attempt has ever been made to verify this belief. If the value of Comps is so great, why has no one bothered to deliberately check . . . after an appropriate waiting period? Until we do, how can we assert that these advantages have really ripened?

I have tried to show that the Comprehensive Examination is neither an adequate nor a necessary assessment device; and that it does not succeed, by itself, in producing students who are more scholarly and more appreciative of intricate interconnections among the dominant ideas of their major discipline. Yet, we not only insist on maintaining this tradition, but also use it to determine whether or not the student should graduate!

Let us be clear on one point: whenever we decide to deny the student the right to graduate purely on the basis of poor Comps performance, we are implicitly asserting that three or four years of work within the major—indeed, within the College—shall be ignored. We say, in effect, that the many opportunities we have already enjoyed for evaluating the student's ability, intellectual growth, and general understanding of her field must be scrapped in deciding whether the student will graduate with her class. Instead, her fate is decided on the basis of one three to five hour exam on a certain Friday in May.

I realize that I cannot possibly be familiar with all the arguments in support of Comps. Perhaps I have failed to consider some advantages sufficiently powerful to override the present indictment. In that case, I trust Connensus will be as gracious in offering space to the advocates of Comps as it has been to this opponent.

Otello Desiderato

Civil Rights Club Post SNCC Petition; Urge College to Act

by Karen Kunstler

The significance of the Civil Rights Act of 1964 cannot be denied, but we cannot sit back and assume that the atrocities suffered by Negro Americans will cease simply because there are new statutes on the books. Nor should we assume that new legislation is the only way in which to solve this country's racial problems. Untapped executive powers must be employed if we are to be guaranteed the protection of those rights to which all Americans are entitled and if we are to be assured that the atrocities committed against Negro Americans will not remain unpunished.

The Student Non-Violent Coordinating Committee is circulating a petition which will allow concerned Americans to express their support for those involved in the civil rights struggle—North and South—and to demand from President Johnson the full exercise of those powers which are legally his. The demands of the petition are as follows:

1. That the F.B.I. make on-the-spot arrests for federal crimes relating to civil rights. Enforcement of sections 241 and 242 of Title 18 of the United States Code which provides for such arrests although the F.B.I. has previously been reluctant to exert all of its statutory powers.
2. That a special force of federal agents be created under sections 332 and 333 of Title 10

of the United States Code. Such a force would protect civil rights workers in Southern states and those Negroes seeking their constitutional rights.

3. That the Civil Rights Commission hold open hearings to determine the extent of federal violations in Mississippi.
4. That appointments of federal judgeships in the South be restricted to men who pledge to uphold the standard that all men are equal before the law.
5. That a new director of the F.B.I. be appointed and that this appointee pledge the Bureau to active participation in the protection of constitutional rights of all citizens.

The Connecticut College Civil Rights Club has posted a similar petition in the Post Office. Student, faculty and staff are invited to consider the issues involved and, if they wish, to sign the petition. Action, however, should not stop with a signature. It is important that all officials be aware of and concerned with the bombings, burnings, indignities, shootings, murders, denials of rights, and violations of federal law that are products of the racial turmoil in this country. Letters to these individuals are particularly important, for the powers of all offices must be exerted if Americans are to begin to realize what are said to be guaranteed rights.

Sing a Merry-Madrigal?

A new singing group is in the formative stages. As yet unnamed, the group will concentrate on madrigals and other music of the sixteenth and early seventeenth centuries.

Mr. James Armstrong of the Music Department will act as faculty adviser until the group is able to function independently. Helen Benedict and Dickey Wilson, both members of the freshman class, will head the group temporarily.

Tryouts, open to juniors, sophomores and freshmen, will be held next Tuesday and Wednesday nights in the living room of Windham from 7:00 to 8:30 p.m.

Catalogues, Folders Describe Programs For Study Abroad

For those interested in a junior year or semester abroad, Mr. Jordan, Chairman of the Committee on Study Abroad, has placed catalogues and folders describing such programs on the seven day bookshelf in the library. Although not all of the programs have been approved by the college, the information should be helpful to interested students. Duplicates of the catalogues and folders may be obtained in Mr. Jordan's office, 311 Fanning, during office hours on Tuesday and Thursday from 2:00 to 3:00, and by appointment.

Applications for study abroad next year must be in by February 15. Mr. Jordan would like to see any sophomores who wish to study abroad next year and have not yet turned in their applications.

self and degrades his own learning. John Milton would say, I think, that he who chooses to impoverish himself in self-esteem has freely made his choice. The imposition of mere rules upon his 'case' will not save him."

Dean Noyes drove even more directly to the point that the acceptance of academic values precludes the consideration of cheating.

"I don't understand," she said, "what question there could be about academic dishonesty. In an intellectual institution one can only operate on a basis of intellectual honesty."

Mr. Velemirovich Discusses Influence of Byzantine Music

Russian music, both today and in the past, shows the influence of the Byzantine chant introduced to the Russian people after the fall of Rome and Roman influence, Professor Velemirovich of Yale University began last Wednesday.

In a lecture sponsored by the Russian Club and the Music Club, Professor Velemirovich showed the influence, primarily, of the Byzantine Chant, as opposed to the well-known Gregorian chant, on music notation, style, method of composition, and choice of subject matter.

The earlier Gregorian chant was monophonic, that is, all the voices sang on melodic line, although certain variations showed solo and choral considerations. The Gregorian chant, at least in Western music, was predominant until the fourteenth century, when polyphonic writing was introduced. Gregorian chant was always in Latin.

The Byzantine chant, on the other hand, was in the language of the country, or at least of the

congregation, for the body of the Byzantine church was invariably polylingual. Both Byzantine and Gregorian chant was often based on psalms, written, at first, with no rhythmic notation. The Byzantine records show some early knowledge of theory, although few of these records remain; those that do remain are often illegible because of the strange musical notation totally unlike the notation of the last four centuries in music.

The Byzantine influence allowed composers to write their own poetry, up to the fifteenth century.

The chants are often in Canon form, using texts from both the old and new Testaments. The Byzantine chants used only eight modes, groups of melodic patterns or formulae, unlike the Western modes embellished for the different compositions.

The Russian Church eventually evolved a chant peculiar to themselves. It takes the Byzantine base, in an Italianate style, adding

Russian flavor. The Russian influences are hard to trace, Professor Velemirovich ended, but it is possible that that taste of the individual singer or scribe, plus the sound of the folk music, and the abilities of the individual performers had a great deal to do with the present chants in the Russian Orthodox Church.

Beyond Egotism

(Continued from Page Two)

of egotism! Probably the only time in a student's life when she can indulge in her own narrow problems.

But what happens after graduation? The Connecticut graduate who has not developed an increasing concern for social issues will find herself unable to accept her responsibilities as an active citizen.

The college newspaper can not be expected to educate its readers on the basic facts of events. We are not competing with the New York Times. We can only relate those issues relevant to the campus; we can only hope to effect a more immediate perspective. It is up to the student to respond.—L. W.

Yale Parietal Changed, Student Life Unchanged

by Allan S. Church

"The students at Yale have won an increase in parietal hours, but they are in the same situation as a man who's got a Ph.D.; now that he's got it, what good is it?" This was a remark made by Ernest F. Thompson, Dean of Stiles College at Yale. It describes the attitude of most of the Yale community toward the extension of ladies' visiting hours.

Visiting privileges are nothing new at Yale, and have been continually liberalized since their institution in 1931. The one exception to this trend occurred in 1961 in the aftermath of an unfortunate incident known as the "Suzy Affair." At this time weekday hours were eliminated. Since 1961, parietal hours have been permitted on weekends only: from 11 a.m. to 12 p.m. on Friday and Saturday, and 11 a.m. to 7 p.m. on Sunday.

Petition for Extension

The history of the latest change began last autumn with the circulation by the Yale Daily News of a petition calling for extensions.

Barlow

(Continued from Page One)

Alabama Journal, said that the role of the institution toward social issues should consider the situation which their students are entering.

He said that although he personally endorsed student involvement in civil rights, he felt it necessary to present the Southern view to give a proper perspective to the situation. The northern college student joining civil rights work in the south is apt to incur more resentment than he expects if he enters the situation with only a vague, idealistic notion of the problems involved. They shouldn't flaunt traditional values. The student must, rather, take into account the feelings of white moderates, who believe that social equality will be an evolutionary process and resent the revolutionary tendencies of the northern students. It is the college's responsibility to make the student realistically aware of the situation.

Colleges and universities should not deny students the right to involvement, but it's another question whether the college should specifically endorse such movements.

Fifteen hundred men signed, but action was not taken until January when the Executive Committee announced that it had acted in accordance with the recommendation of the Senior Advisory Board and had extended the visiting hours, subject to review after a year.

The new hours represent mainly a return to weekday privileges. Students may now entertain women in their rooms from 12 a.m. to 7 p.m. Sunday through Thursday. Permission from the Dean or Master of the college; however, is required. The old midnight deadline on weekends has been extended to 1:15, but only on evenings when the college is holding an official function which lasts until 1 a.m. Both changes are effective immediately, and many students have taken advantage of them.

The reaction among students is anything but tumultuous exultation. Although there are mild differences of opinion, the general feeling is that not an awful lot has been changed. One student was heard to say that the 1:15 privilege merely allowed girls to get their coats and pocketbooks after a dance.

Dave Zorenky '68, asked, "If you can have girls, why not pets?" A more thoughtful remark came from Alexander George Sidor III: "The moral fabric of our society is degenerating and this is but another indication of it. By the way, what are the changes?"

Rules for Hours?

The main concern of most of

the students was not the effect of the changes. Rather, the question was raised as to whether or not the University should have rules on hours at all, and whether they have the right to interfere with or dictate student morals. Some students felt that the University could have standards, but that the students were responsible enough to maintain them even with all-night privileges.

"In the past we've had unlimited drinking opportunities, but no one drinks all the time. Now that we have unlimited sex opportunities, I don't think anyone will indulge in them all the time either," said Morgan Carey.

One junior, Walter Brunner, expressed the view that the University should not moralize on any subject, and that the extension of hours had made things worse. By calling attention to the issue, he feared that the University had opened itself to criticism from outside pressures, and there would be an increase in room checks by the Campus Police. He also made the point that nothing would occur during the new hours that could not or had not happened during the old.

The examination of the Parietal hours at Yale reveals a fairly steady increase in social liberties over the past 34 years. Although many students feel that the extensions have not been considerable, the fact remains that there have been changes.

Ed. note: Allan S. Church is a member of the class of 1965 at Yale University.



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Albee Treats Illusion, Reality Theme in Enigmatic Tiny Alice

"Your guess is as good as mine" is the song the New York critics have been singing about the meaning of Edward Albee's new play, *Tiny Alice*, now on Broadway.

With this tune in mind, most people have gone expecting the worst to see this latest production by Broadway's rising star playwright (*The American Dream*, *The Zoo Story*, *Who's Afraid of Virginia Woolf?*).

The play is not as completely baffling as the critics would make it seem. (Some attempted interpretation; others shrugged their shoulders and went off on non sequitur tangents quoting *Alice in Wonderland* and making tall tales in print.)

The theme is actually much clearer than many in other Albee plays. It is the basic one of man's inability to distinguish illusion and reality. Albee establishes early in the play his belief that reality is elusive and what seems real to most men is really illusory. The rest is but interesting variations of the theme dramatized with paradoxical twists and ingenious inversions of the situation. Thus in structure, Albee's play is faintly related to the ups and downs of Carroll's *Alice in Wonderland*.

Sir John Gielgud is splendid as the lead character of the tormented Brother Julian. Gielgud makes almost tragic this lay brother's search for the absolutes amid the illusions and rationalizations of man's world and man's action.

The title of the play is an allusion to Carroll's "Alice" who was made ten inches tall by drinking from the bottle marked "DRINK ME." Its significance springs from Albee's use of the microcosm-macrocosm gimmick: the mansion of the millionairess Miss Alice contains an exact replica of itself in the drawing room where most of the action occurs. As Brother Julian sells his soul to Miss Alice in a rather neat exchange for the large bequest she grants the Church, the butler hints to Julian that she is but "the mouse in the house"; that is, in the replica of the house.

Since Julian lightly speculates about the possibility of there being a replica inside the replica, and since, when a room of the replica catches fire and smokes, all run out to extinguish the fire in the "real" house; the inference is that maybe the replica is the real house, the real house is the replica, and so forth. The result is the confusion of all, of course, which is to a certain extent what Albee intends.

Miss Alice, ably played by Irene Worth, changes roles many times in another variation on the illusion-reality theme. As soon as the audience grasps her apparent significance, her significance changes.

First she appears as an old woman, but soon strips off this disguise telling the puzzled Julian that it was simply entertainment. She then moves rapidly from "grande dame" to seductress, from seductress to comforter (as a Virgin Mary type); finally she coldly leaves Julian in death agony after he has been shot by her lawyer for not accepting the illusions they would impose upon him.

The lawyer is clearly the devil's advocate. But Albee is vague on the question of good and evil in this play. Despite the juxtaposition of religious and secular, it is at most a secondary theme.

The implication from the beginning is that Julian must be sacrificed if the Church is to receive Alice's millions. Julian realizes the situation and the intellectual problems involved in this ironic martyrdom. He does not succumb to the sexual temptation of Alice and the promise of luxurious wealth as her husband without examination of his motives.

But these echoes of the problem of Thomas a Becket in Eliot's *Murder in the Cathedral*, the problems of pride in martyrdom and of one's motives being perhaps reasons, perhaps rationalizations, are not as clearly expressed as

one would wish.

The butler (really named Butler, thank goodness) has some of the best lines in the play. His role is similar to many of those of Shakespeare's characters who maintain a distance from the action and comment upon it for the benefit of dramatic irony and the enlightenment of the audience.

With this character as well as devices in dialogue (which approach the bluntness of "Hey buddy, your line") Albee constantly reminds his audiences of that other dimension of reality: after all, it is only a play.

One laments the overwrought punning on dual meanings and the unhappily obvious Christ-image that Julian becomes in the final scene. Taking pieties and cross-nailed positions, Gielgud has to force it, one feels, and it is hard to swallow.

But these faults are only Albee overworking occasionally those things that make him a great new playwright and this, a good play.

He is trying to say much more than he has before, and say it much more comprehensively. He offers no solution; the play is rather a dramatization of "la condition humaine." But dramatization itself of these very hardest problems of illusion and reality is an accomplishment of some significance. The fact that his statement about them is nebulous is thus understandable, but not necessarily forgivable.

At times, the various levels of reality interpenetrate only to the consternation of all; Albee included, one can guess.

Paganini String Quartet Plays To Highly Receptive Audience

by Anne K. Taylor

The Paganini Quartet, artists in residence at the University of California-Santa Barbara, offered a program of string quartet music by Haydn, Mozart, Anton Webern, and Alberto Ginastera last Tuesday as the third concert in the current Connecticut College Artists Series at Palmer Auditorium.

The quartet, who take their name from the nineteenth century violinist Nicolo Paganini, opened their program with a Haydn quartet Opus 54, No. 2. The first three movements of the quartet showed off the depth of tone in the four Stradivarius instruments used; the cello, in a passage from the Minuetto, had a particularly beautiful upper range. The quartet as a whole showed perfect timing and perfect tuning, although the last movement, played at break-neck speed, lacked a certain brilliance. It is possible that the lack of brilliance may be inherent in the instruments which are most highly valued for their mellowness.

First violinist Henri Temianka introduced the second number, "Ier Cuarteto de Cuerdas," by Ginastera, a contemporary Argentinian composer. The Paganini Quartet received the manuscript of this work, the composer's first string quartet, more than ten years ago, and as the work has not yet been published, it is the only copy in existence. Ginastera's quartet particularly shows the influence of heavy Indian dance rhythms—which at times seemed almost machine-like in their persistence. Over the heavily rhythmic bass, the first violin played Bartokian melodies which seem to draw heavily on guitar techniques.

After the intermission, the quartet played a group of five

Two Staff Gourmets Review Restaurant Food, Entertainment

by Reggie Gambert
Lori-Ann Lyons

Two gourmets on the *Conn Census* staff came up with a list of eleven restaurants that might be visited during this mid-winter weekend. Those described offer good food, moderate prices, and, in some cases, entertainment. For an Olde English pub atmosphere why not try the 95 House? Located opposite the shopping center, on Route 95; the restaurant's slogan is "\$10 atmosphere for \$3.50."

Or, if you're interested in something quaint and intimate, the Ye Olde Tavern may be just the thing for you and your mid-winter weekend quest. It boasts of American cuisine with a continental flair. Prices range from \$2.50 to \$7.00.

"For the best in grub and grog," one should go to the Ferry Tavern. It is located on the Connecticut river, just off exit 70. Diners range from \$3.50 to \$6.00.

If you're a history major, you'll enjoy eating at the Griswold Inn, in Essex, Connecticut River, just off Route 9. The Griswold has been in existence since 1776. The rooms are decorated with miniature sailing ships and old prints. Prices range from \$3.75 to \$5.95.

The Lighthouse Inn is located on Long Island Sound, follow the signs to Ocean Beach. Its specialties include roast beef, lobster, and clam bisque. Paintings done by local artists add to the decor.

Another restaurant with an Early American atmosphere, is the Mystic Motor Inn, situated See "Two Gourmets"—Page 6

Miss Ferrer Gives Keynote Address on College Criticism

"An avalanche of criticism" is about to descend on the nation's colleges and universities, swept along by fast-rising enrollments, Terry Ferrer, education editor of the *New York Herald Tribune* told 150 college administrators meeting on the Connecticut College campus February 3.

She sounded the keynote for the three-day annual New England conference of the American College Public Relations Association.

Miss Ferrer, an education writer for 16 years, traced press interest in education to the early news magazines, and public criticism of education to the arrival of the "baby boom" in elementary school in the early 1950s.

"Rudolf Flesch had no trouble selling his book *Why Johnny Can't Read*—it was the number one problem for parents," she said. "Then the postwar babies moved on to high school—and a fresh wave of high-school critics appeared—Conant, Woodring, Lynn, Rickover—to be welcomed by the parents because high schools were where most kids were."

"Last fall," she said, "the college boom of postwar babies began. The new critics are already lining up—Paul Goodman, Martin Mayer, David Boroff, to name a few."

Baby Boom at College

"There will be more, many more," Miss Ferrer warned, "and there will be irate parents behind and ahead of them blaming—either rightly or wrongly—the colleges for every shortcoming of the students."

The education editor called the colleges "wide open for some charges already," said they are slow to change curriculums, slow to cooperate in programs that can save themselves and their students' money.

Slow Change

But there is good news, too, in the new public attention to higher education, she told the public relations directors and development officers:

"The readers of American newspapers and magazines are far more sophisticated (about education) than they ever were before . . . more interested in curriculum."

She said that while there still are newspapers "that go for the tight-sweater approach to education," and give more space to patty raids than to educational progress, a recent confidential George Gallup survey, made for the American Newspaper Publishers Association, indicated that public interest is highest in health and education news, "and what people want to know about education is what their children are studying in the new curriculums."

Ed Note: Professor Taylor is Director of Public Relations and Assistant to the President at the University of Wisconsin. He is also father of Anne Taylor '65.

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Student Recital

Eight students offered a program of both solo and duet numbers in the first student recital of the present semester, last night in Holmes Hall.

Three woodwind sonatas, two solo piano numbers, and five songs comprised the program. Betsy Rosenberg played the solo flute in a Bach sonata for flute and harpsichord; Wilma Ann Trenkamp offered a Hindemith sonata for flute and piano; and Judith Sheldon was the soloist in a Brahms sonata for clarinet and piano.

Terry Hogan played a Debussy piano solo, Bruyeres; Susan Kennedy, the other solo pianist, played the Chopin Impromptu in A flat.

Sue Worley and Ellen Hackenburg sang two duets by Bach and Purcell. Mary Essiambre gave an aria from Puccini's little-known opera *La Rondine*, and Susan Worley offered two solo nursery rhymes by Arthur Bliss.

Increased Rapport

At the Opening Assembly on February third, President Shain, speaking on "innocence," remarked in half-jest that college students seem to want their institution to combine aspects of "the convent and the brothel."

At Amalgo that evening, Student Government President Barbara Morse, answering a question about the progress of the student-sponsored bill to extend the "men-in-the-rooms" privilege, inadvertently confirmed the acuteness of the president's statement. "Mr. Shain seems to be aware," she said, "of your desires . . ."

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Two Students Produce Show Of Japanese Art for Museum

by Marilyn Cambria
"The Spirit of Japanese Art," an art show arranged by Ellen Lewis and Nancy Jones, aims at acquainting the patrons of Lyman Allyn Museum with the many modes of artistic expression in Japan, marks the opening of the first exhibition presented by the current Museum Administration class.

The display, opened last Sunday, of drawings, paintings, prints, and ceramics comprises the bulk of the show. One scroll brush drawing of about 1850, depicting scribes and musicians, is of special interest because it was reputedly executed in thirty minutes. The fine selection of Japanese prints serves a dual purpose. In addition to their purely decorative function, the prints are useful as social and historical documents of their times because of the artists' preoccupation with genre description: women bathing, children playing, and girls walking in the rain. The prints should be of special interest to art students because of their great influence on such nineteenth century artists as Manet, Degas, Whistler, and Van Gogh.

Also included in the exhibit are examples of the highly developed Japanese craft of pottery making. The simplicity of form of the vases, bowls, and wine bottles displayed is both beautiful and strikingly modern in spirit, although many of these objects date as early as 1650.

Examples of lacquer work, small objets d'art, and cloisonne round out the show. A beautiful example of the latter is an intricate plaque of about 1850 picturing two cranes in a natural setting. The delicacy of the enamel work is exquisite.

As a whole, the exhibition is delightful. The objects in themselves are of great beauty, and are tastefully arranged in the spirit of Japanese art. In her introduction to the show's catalogue, Miss Lewis speaks of the keys to Japanese art—"simplicity, graceful calligraphy of line, a sense of tranquillity . . . and a delightful tempering achieved by a sense of playfulness and humor." All of these characteristics are inherent in the show.

Shwiffs Ski, Sing At Eastern Slopes

by Chris Schreyer
"We'll be back to Conway again," the Shwiffs sang out on their last night at a well-known and beautiful ski resort in North Conway, New Hampshire.

On January 21, thirteen enthusiastic girls packed themselves into two cars on their way to the Eastern Slopes Inn at Conway to spend the semester break skiing, socializing, and most of all, singing. The diversified audience responded warmly to every performance: at lunch in the ski lodge, in the evenings in the dining room and later in the cocktail lounge at the Inn. In the words of one of the girls, "I think we made a big hit and everyone wanted us to come back again."

The Shwiffs received their room and board at the Eastern Slopes Inn in return for their lively and fresh entertainment. Parties and dinners were enjoyed every night before performances. Their variety of songs included some folk tunes which one of the girls in the group accompanied on her guitar.

After three marvelous days and evenings, the Shwiffs made their way back to Connecticut, happy, healthy and thoroughly recovered from exams.

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Slater Museum Exhibits Faculty Art at Norwich

Members of the staff of the Art Department are currently exhibiting paintings, prints, drawings, sculpture and architectural photographs at the Slater Memorial Museum in Norwich. The exhibit, which opened Sunday, will run through the month of February.

Miss Marguerite Hanson, professor emeritus of art, has 10 water colors, 1 lithograph, and a woodcut on display.

Assistant Professor of Art Mr. Richard Lukosius, is showing 10 paintings, 5 drawings, and 1 print.

Mr. Tom Ingle, part-time lecturer in art, is represented by 8 paintings.

Newly appointed Instructor of Art Miss Nancy Myers, is offering 3 works of sculpture and 2 prints to the art viewer.

Mr. William Ashby McCloy, Chairman of the Department of Art and member of the Connecticut College faculty since 1954, has 14 paintings, 3 prints and drawings, and 4 pieces of sculpture in the staff exhibit.

Norwich architect Richard Sharpe, who also serves as part-time lecturer in art at the College, is represented by 3 architectural photographs.

Completing the exhibition are paintings and etchings by the two former chairmen of the Department of Art, Henry Bill Selden and Robert Fulton Logan.

Two Gourmets

(Continued from Page Five)
near Route 1. Dinners range from \$2.75 to \$6.50.

New London's answer to Momma Leone's is Dante's at 52 Truman Street. It offers Italian dishes in a homey, warm atmosphere.

If you feel like kicking up your heels to the melodic beat of a musical ensemble or just listening to

\$50,000 to Combat Dry Rot In Harkness Library Stacks

by Virginia Chambers
"Work on the Library will hopefully begin within the year," said Corbin Lyman, college business manager in a recent interview. Mr. Lyman was referring to current plans for the improvement of the Library's ventilation through the installation of an air-conditioning system in the stacks. The plans also include the renovation of the Library's lighting and seating arrangements.

Air conditioning and humidifying the stacks will cost an estimated \$50,000. The atmospheric conditions in the stacks are causing a continuing and expensive deterioration of books. This dry rot is caused by constant heating in the winter countered by excessive humidity in the summer. While the ventilation improvements are planned chiefly with the condition of the books in mind, they will also benefit people working in the stacks.

The College called on Dr. Keyes Metcalf, Harvard's Librarian Emeritus, who is generally considered the country's foremost

Conference

(Continued from Page Three)
has not been successful so far and is not likely to be successful," he told the student editors.

Shortly preceding the meeting of the General Assembly, The President of the Assembly, The Honorable Mr. Alex Quaison-Sackey appeared before the student editors to further inform them of the problems threatening the peace-keeping operations. He placed the issue of assessments in the analogy of "the chicken and the egg conundrum." Which comes first; payment before voting or voting with postponement of payments? The President hurried from the briefing to the Assembly meeting which opened soon after. Ten students, two of whom were Conn Census Editors, obtained entrance to the Assembly.

The Seventh World Affairs Conference for College Editors was highly successful in disseminating ideas on the task of news coverage and in increasing the sense of responsibility inherent in the student press.

some harmonizing by a merry group of singers, why not go to some of the restaurants which combine good eating with entertainment. The Connecticut Yankee Motor Inn offers this week The Group, a bass, piano, trumpet, drums ensemble. Dancing is from nine to one nightly. On Sundays, everything is \$2.96. The Motor Inn is located off exit 74, on the Connecticut Turnpike.

Holiday Inn boasts of three European-trained chefs who'll be pleased to prepare continental dishes for you. This week the entertainment will be supplied by the Ink Spots, a male vocal group which specializes in show tunes.

The Mel Tone trio will be on hand at Schraffts. If weather permits, there will be ice skating on the lake in front of the restaurant. And, of course, one can frug, monkey, or jerk nightly at Mabrey's. Sunday's specialty includes as much pizza or spaghetti as one can eat for a dollar.

consultant on library planning and administration, to study the specific needs of the Library. Dr. Metcalf suggested the air-conditioning improvements and estimated total improvement costs at about \$100,000.

Dr. Metcalf also suggested long range plans for an extension of the Library. The stack area and reading room wings might be extended back towards the reservoir to enclose two interior courtyards. The reading room extensions could be used for faculty offices and classrooms until the Library needs to use this new space.

Mr. Lyman stressed that while ventilation of the stacks was necessary for the preservation of the books, the installation of a new air-conditioning system must be done with the broader expansion plans in mind.

Discussion and suggestions for improvement and expansion of the Library are under the supervision of the Faculty Library committee, working with a committee of the Board of Trustees.

Mr. Romoser Receives Grant To Continue Book on Germany

George K. Romoser of the government department at Connecticut College has received an American Council of Learned Societies research grant-in-aid during the Council's fall competition. This grant, along with an award from the American Philosophical Society last spring, will contribute toward completion of a book on **The Politics of Resistance in Nazi Germany**.

Professor Romoser was assistant in the Institute of Political Science and Sociology at Freiburg University, Germany, in 1955-56 and Fulbright lecturer in political science at Mainz University in 1962-63. He spent most of last summer in Berlin, and also traveled to London, Munich, Zurich, Frankfurt and Bonn to gather material and conduct interviews. In Berlin he was affiliated with the Institute of Political Science at the Free University. He conducted research there and at the Berlin Document Center. During the days of the memorial ceremonies in Berlin commemorating the twentieth anniversary of the unsuccessful attempt to overthrow the Nazi regime on July 20, 1944, he also interviewed survivors of the plot and relatives of its leaders.

Mr. Romoser's book will deal with the reasons for the failure of resistance in Nazi Germany. It will focus upon the ideological and political dilemmas confronting German conservatives who had supported an overthrow of the Weimer Republic in 1933 who subsequently became disillusioned by the emergence of Nazi totalitarianism and eventually sought to overthrow Hitler. The work is intended to illuminate the dilemmas of "conservative" political thought and action in the 20th century as well as to contribute to an understanding of German politics since World War I.

To Win Competition Classes of '67, '68 Produce Two Plays

by Eleanor Abdella

This year's Compet Plays are off to an auspicious start with an enthusiastic response from Sophomores and Freshmen. Suzy Endel '67, and Helen Epps '68, competent play directors, have each selected their casts and begun rehearsals for the play which will be presented on February 19.

Helen Epps is directing the freshman play, **Manikin and Minikin**, by Alfred Kreynbourg. Kreynbourg's plot centers around two porcelain figures in a metaphysical mood who ponder the transient state of human beings. Carla Meyers has been selected for the role of Manikin, and Jane Hartwig is cast as Minikin. The stage manager is Roberta Ward and the set designer is Jean Huton.

The Sophomores, under the direction of Suzy Endel, will present **The Ugly Duckling**, by A. A. Milne, a spoof on chivalry in the days when knighthood was in flower. The Ugly Duckling will be played by Sue Leahy. Other members of the cast include Britta Schein as the King, Nancy Newnan as the Chancellor, Andrea Luria as the Servant Girl, Julie Harle as the Man-Servant, Norma Bernier as the Queen, and Suzy Endel as the Prince. In addition to this roster of talent, Audrey Stern, set designer, promises to provide a dramatic and authentic backdrop for Milne's medieval satire.

Prospects for a fine show by both Suzy and Helen are more than good. And why not? When asked about her show's potential, Suzy replied, "There's no question about it — the Sophomores won last year and we intend to carry on the tradition!" "Bah," replied Helen in defense of her small cast, "didn't anyone ever tell you that simplicity in the pursuit of dramatic art is no vice?"

The enthusiasm engendered by the directors, cast, and technical crew for this year's Compet Plays will certainly be shared by all members of the Connecticut College community.

Announcing annual Phi Beta Kappa scholarship for graduate study. Seniors or alumnae planning to do graduate study are eligible. Application blanks may be obtained from Mrs. Elaine Thiesmeyer, Box 1551.

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