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Congratulations

Conn Census wishes to extend its congratulations to the following new student government officers: Margie Fisher, President of Student Government; Sally Foote, Chief Justice of Honor Court; Sandy Loving, Speaker of the House of Representatives; M.

Zahniser, Vice President of Student Government; Liz Kestner, President of Religious Fellowship; Randy Whitman, President of Service League; Jill Dargeon, President of Wig and Candle; and Paula Parker, President of Athletic Association.

Renown Poet Richard Wilbur To Give Reading Here Sunday

Sunday afternoon at 4 p.m., Richard Wilbur, one of the distinguished poets of today, will give a reading in the Palmer Room of the Library. Mr. Wilbur has published three volumes of poetry: *The Beautiful Changes, Ceremony and Other Poems, and Things of This World*. Last year, *Things of This World* was awarded the National Book Award, the Pulitzer Prize, and the Edna St. Vincent Millay Award. Mr. Wilbur also wrote lyrics for *Candide* and translated Moliere's *The Misanthrope*, which was produced on Broadway in 1956. He assisted Louis Untermeyer in editing an anthology of British and American poetry. At the moment he is working on a documentary script for the opening of the Philadelphia Malls, a group of historical buildings there. This script will be concerned with original music and lighting and will be performed beginning next summer twice a night for every summer thereafter.

Mr. Wilbur was a graduate student of Harvard University. After receiving his MA, he was elected to the Harvard Society of Fellows and went to France for four months as Harvard Junior Fellow. On his return, he held the Briggs-Copeland Assistant Professorship of English at Harvard for three years. After Harvard, he went to Wellesley College. While there, he went to New Mexico on a Guggenheim Fellowship. He was also a Rome Prize Winner, he went to Wesleyan where he now holds a full professorship in English.

Without giving a criticism of his poetry, we would like to give you a representative example of Mr. Wilbur's work. "Mind" is from his volume of poetry, *Things of This World*. The poem is simple, direct, precise, and is concerned with the meaning of metaphor.

Mind

Mind in its purest play is like some bat

See "Wilbur"—Page 6

Inside Connecticut College Alumnae Conference Theme

Sykes Alumnae Association Center located at the northeast wing of Crozier-Williams will be the headquarters of the annual Alumnae Council Conference to be held February 26, 27, and 28. This working session of 80 selected representatives from all Connecticut College classes and clubs will be under the direction of Sarah Pithouse Becker '27, Chairman of the Council and President of the Alumnae Association.

"Inside Connecticut College—1960" will be the theme as planned by Elizabeth J. Dutton '47, Program Chairman. Each part of the program has been planned in relationship to the whole with all members attending all sessions.

President Park will speak Friday evening at Katharine Blunt House where the alumnae will gather for dinner. Her topic will be "Inside Connecticut College—1960." Miss Ramsey, will speak at the evening session in the Katharine Blunt Living Room, her subject being "Countdown on Connecticut, 1960-1919." Miss Ramsey our Personnel Director is a member of Connecticut College, class of '23.

Saturday morning the alumnae have the opportunity to sit in on classes and then have an inside tour of Connecticut College including a Demonstration of the Language Laboratory, the Bookshop, the Post Office and a freshman dormitory. Luncheon Saturday at Burdick-Grace Smith House will have Dean Johnson speaking about the Class of 1963, "Bursting Out From Within." Saturday evening at the Student Lounge at Crozier-Williams a

Faculty Panel will discuss "The Academic Life From Within—1960." Dean Noyes a member of Connecticut College class of '25 will be the moderator. Panelists will include: Miss F. Dorothy Bethurum, Chairman of the English Dept.; Mr. Vordon S. Christiansen, Professor of Chemistry and Mr. William P. Holden, Chairman of the Education Department.

Sunday the weekend will come to a close with a "Wrap-up," presided over by Elizabeth J. Dutton, Program Chairman.

Councilors for 1960 will be Class Fund Agents, or their substitutes; Publicity Chairmen or appointed Councilors from Clubs; and the members of the Executive Board of the Alumnae Association.

Mademoiselle Holds Contest; Top Stories Offered Prizes

The annual Mademoiselle College Fiction Contest, open to all women undergraduate students has announced its deadline as March 1. All entries must be submitted by this time. The contest offers prizes of \$500 each for the two top stories, which will be published in the magazine. Two runners-up will receive honorable mention and the publication will reserve the right to buy their work at the magazine's regular rates. The winners will be announced in the August 1960 College issue.

Each contestant may submit

Mr. Edward Cranz to Lecture As Third in Religion Series



MR. EDWARD CRANZ

Continental Tours Now Being Slated; Guides Are Needed

The U. S. National Student Association, Educational Travel, Inc., has announced a plan to offer this summer, for the first time, an \$850 scholarship to the person selected to be tour leader of their Festivals of Music and Art tour of Europe. Applications for the position will be accepted from young, qualified graduate students and college instructors, well acquainted with the fields of European art, music, and literature.

Educational Travel, Inc., the travel department of USNSA, is a non-profit organization, providing low-cost, educational travel programs abroad for the American student. Working in cooperation with its sister student unions in the various European countries, ETI is able to offer the American student many opportunities for contact with their European counterparts, in both an educational and a social setting. An additional educational feature is the comprehensive program of continuing orientation sessions offered on shipboard and on land. ETI's programs range in scope from the more general European tours to a newly-launched program of study tours to France and South America. The Festivals tour is one of the more specialized programs, concentrating on visits to all the major music and art festivals in Europe during the 1960 summer season.

See "Tours"—Page 2

Featured in the third of a series of four discussion groups sponsored by Religious Fellowship, will be Mr. F. Edward Cranz, speaking on "A Christian View of History." It will be held Tuesday, March 1 from 8-9 p.m. in the Palmer Room of the Library.

In his lecture Mr. Cranz is going to relate Christian ideas to history and particularly to their application in the nuclear age we live in.

A native of Germany, Mr. Cranz is Professor of History here, and has been a member of the faculty for eighteen years.

A graduate of Syracuse University, he received his masters and doctorate from Harvard University, where he was a Junior Fellow from 1938-1942. In 1941 he gave the Lowell Lectures at Lowell Institute in Boston.

During a half-time leave of absence from the College in 1955-1956, he studied Luther's theology and philosophy. He has since written many articles and given lectures on Luther, and is author of a recent book on Martin Luther. He is also co-author with George M. Fuermann of "95th Infantry Division History."

He is married and has two children: Donald, 11, and Gretchen, 9. His wife is a member of The Connecticut College Orchestra.

"Religion in the Life of a College Student," by Mr. Gordon P. Wiles and "Place of Religion in Marriage," by Dr. Merle Blair were the subjects of the two previous discussion groups. The last in the series will be held later in March.

Faculty Promoted; Positions Revealed By President Park

President Rosemary Park has recently announced four new promotions in the Connecticut College faculty.

Dr. Konrad F. Bieber, associate professor, will become a full professor and will assume the responsibility of Chairman of the Department of French and Italian to replace Professor Marc Chadourne, who will retire at the end of this academic year. Miss Frances S. Brett and Mr. Richard Lovitt, presently assistant professors, have been promoted to associate professorships. Miss Elizabeth Babbott will proceed from instructor to assistant professor.

Dr. Bieber received his degree in Germany and France and has taught in those two countries and at Middlebury and Yale. An authority on Franco-German relations, Monsieur Bieber was awarded a Guggenheim Fellowship for 1957-58 to pursue further studies in this field. In 1954 he wrote a book, for which the late Albert Camus wrote the preface, analysing French attitudes toward Germany as evidenced in literature of the French Resistance Movement. Besides teaching French here, this professor has inaugurated French instruction for grades three through six in Winthrop School.

Miss Brett, a well-known member of the Physical Education Department, is also an associate in the office of the Dean. She is a graduate of Boston University and Boston School of Physical Education.

See "Bieber"—Page 5

Contemporary Keynotes Mood In C. C. Plays

Class competition in the annual Compet Plays gets underway this Friday evening, February 26, in Palmer Auditorium when the Freshmen and Sophomore Classes present their entries. The Freshmen are presenting Edna St. Vincent Millay's "The Princess Marries the Page," and the Sophomores are giving Reginald Rose's "Twelve Angry Women."

These performances are the climax of eighteen hours of rehearsal carried over a two-week period and are entirely produced and directed by the students.

Casting Complete

Casting is now complete for the Junior and Senior class entries. Their performances will take place Friday evening, March 4, in the Auditorium. The senior Class will present the second act of William Saroyan's "The Cave Dwellers."

Senior Production Staff

The Class Director is Laura Pritchard. She is assisted by Nancy Waddell as Stage Manager and Katie Young as Production Manager. Nancy Donohue is in charge of sets; Aggie Gund, lighting; Sue Oliver, costumes; Dottie Olson, props; and Betsy Fromant and Vicki Golz, publicity.

Typically Saroyan Play

"The Cave Dwellers," the nostalgic story of a group of destitute people living in a condemned theater, their last link with their previous careers, is typically Saroyan. Laura Pritchard calls it "a symbolic tale of love and survival."

Parts Assigned

The part of the King will be played by Renee Cappellini, and Nancy Donohue has been chosen to play the Queen. Edee Chase will be the Father; Kathy Warne, the Mother; Pat Wertheim, the Duke; Sue Strayer, a girl; Sue Ryder, the Bear; and Liada Stallman, the Boss.

Junior Compet Play

The Juniors will present Eugene Donesco's "The Bald Soprano." Donesco is one of the leaders of the avant-garde French theater. The play according to Donesco is an anti-play; anti-English conventions, anti-English middle class, and anti-English theater. The characters, two couples, a maid, and a fire-chief, afford Donesco the opportunity to illustrate his feelings in a most unorthodox manner.

Six in Junior Cast

Jane Mills will play the part of Mrs. Smith, and her husband Mr. Smith will be played by Gay Nathan. Dorothy Hearn will play Mrs. Martin, and Ina Zeltner will be her husband, Mr. Martin. The Fire-Chief will be Jill Dargeon, and Mary, the maid will be Barbara Zamborsky.

See "Competts"—Page 6

Notice

Student identification cards are available in the Information Office Monday through Friday from 9-12 and from 1-4:30. Students are advised to pick up their cards as soon as possible.

Let's Do It . . .

We, at Connecticut, are proficient in many fields; the academic as well as the non-academic. Yet, the field in which we seem most adept is that of finding fault with our many student government activities. Man-hours are passed in adamant and energetic criticism of the work of our student organizations.

We, who must be cajoled into supporting a literary magazine, compelled to attend certain monthly college meetings, and enticed to join student clubs, openly criticize our school for its lack of student initiative. We are undeniably guilty of sitting back and letting the next girl do the work, while voicing vehement complaints about the prevailing apathy.

On Wednesday the entire student body elected key government officers. Now that the initial fervor of the elections is abating we are too tempted to slide back into the stagnation of indifference. We should bear in mind that our government is no more active than each individual makes it, and that our officials were not chosen to serve as coaxers or persuaders. We must be reminded that these new officers were elected to serve as representatives of their positions and to function as coordinators.

If there is a task to be done, let us, under the guidance of our officers, be the initiators, organizers, and the doers. Let us not spend hours in bitter grumbling, but look to our leaders as guides in carrying out our ideas, innovations and intentions.—N.R.S.

FREE SPEECH

A Forum of Opinion From On and Off the Campus

The opinions expressed in this column do not necessarily reflect those of the editors.

To the Student Body:

Honor Court has been most encouraged by the active response which it and Cabinet have received as a consequence of the Honor Court Questionnaire. Since the report of the results of the questionnaire in the last Amalga, a large number of students have voiced their opinions to Student Government officers concerning the suggested changes, both in person and in writing. Several girls visited a Cabinet meeting to present and discuss with Cabinet a proposal allowing men in the dormitory rooms at specified times. On the basis of these girls' suggestions and others received on the same subject, Cabinet will proceed in its attempt to decide whether this proposal is feasible and is desirable for the student body as a whole. We urge other students to visit Cabinet and present their ideas and their arguments for those ideas.

As is true in any government, decisions and major changes cannot be initiated, discussed, and

put into operation within one week's time. Honor Court would like to take this opportunity to assure the students, however, that the items reported in Amalga are all being given serious consideration, and will be acted upon, the results to be reported to the students in forthcoming Amalgos. Because of the elections and subsequent changes in officers at this time, most of your ideas will be finally acted upon by the new Court and Cabinet, on the basis of discussions already held by the outgoing officers.

Those of us who have represented you on Honor Court this past year would like to thank you for your support. Only by your action will complaints or inspirations become legislation. We hope that you will continue to take the initiative in expressing new ideas and in bringing those ideas to the attention of your Student Government officers.

Sincerely,
The Members of Honor Court
See "Free Speech"—Page 4

Calendar of Events

- Friday, February 26—7:30 p.m. Palmer Auditorium
Freshman Compet Play, "The Princess Marries the Page"
Sophomore Compet Play, "Twelve Angry Women"
- Sunday, February 28—4:00 p.m. Palmer Room, Library
Reading by poet Richard Wilbur
7:00 p.m. Harkness Chapel
Vesper Service, Dr. A. Graham Baldwin, speaker
- Tuesday, March 1—8:00 p.m. Palmer Room, Library
Mr. Edward Cranz, "A Christian View of History"

ConnCensus

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Tours

(Continued from Page One)

ETI's tour leaders, unlike the usual American conception of the role, are responsible for none of the technical arrangements of the tour. These will all be taken care of in advance by ETI and the European unions. Nor is the tour leader expected to conduct the formal sightseeing program. This is the function of the student guides provided by each union—natives of the country being visited, and well-versed in their own country's history and culture. The tour leader is, however, expected—and especially so, on a tour such as the Festivals tour—to play an active role in assisting the students to derive the greatest benefit from their European experience. He should be able to communicate his own knowledge and interest in the many treasures of Europe's past and present, as well as to help translate the European scene into terms that will be meaningful to the American student, generally on his first trip abroad.

This is a difficult and not-easily-defined task, and demands a highly qualified person, not only knowledgeable in European affairs, but interested enough in young people to devote a great deal of his time and thoughts to making their summer a memorable one. To obtain the services of such a person, ETI is willing to pay for the entire land portion of the tour leader's European trip, as well as a part of his trans-Atlantic transportation. The cost to the tour leader for an \$2 day tour of Europe's greatest festivals and sights will be only \$350. The tour leaves New York on the S. S. Aurelia on June 28, and will visit Holland, France, Italy, Austria, Germany, Switzerland, England and Scotland. Further details on the above offer and program can be obtained by writing to: Educational Travel, Inc., 20 West 38th Street, New York 18, N. Y.

Russian Tour

There has long been a demand in the Student Travel Field for a comprehensive program to Russia and the Scandinavian countries. The National Student Association will offer an 80 day tour visiting Holland, Denmark, Norway, Sweden, Finland, Poland, Russia, Austria and France during the summer of 1960.

Highlighting the trip through Russia will be a flight from Leningrad to Moscow in a TU 104 Jet. The Russian section of the tour will also include visits to Kiev and Lvov.

Students will have an opportunity to view two of the oldest cities in Poland when the tour visits Warsaw and Krakow. From Amsterdam to Copenhagen, to Stockholm and Vienna the student will experience the added advantage of meeting his counterpart, the European student, at informal gatherings and parties. Such arrangements are made through the USNSA's European representatives for student social activity.

The tour will travel aboard a special student ship of the Holland-American Line thus being able to participate in a thorough orientation program. The all-inclusive price is \$1,365. Further information may be obtained from the same address for the Festivals Tour above.

Tour to Israel

The National Student Association will once again this year offer student travel programs to Israel and Western Europe. The tour is designed to give the student an excellent view of the State of Israel as well as give him an opportunity to see the country thoroughly and live with its people.

The Tour visits Haifa, Upper Galilee, Mettula, Nazareth, Tel
See "Tours"—Page 3

TRAVELING LINES

ON IVY VINES

A six-college student government conference at Carleton College has unanimously agreed that student governments have the right to extend their powers and responsibilities beyond the area of student regulations. Participating in the conference were delegates from Reed, Swarthmore, Oberlin, Antioch, and Pomona colleges, who acknowledged the different characters of their particular schools, while concurring in the thought that their respective governing bodies had the power to extend their activities into political and social issues, college administration policies, and admissions regulations.

The delegates referred to the building programs established by administrations in which students would be able to command an influence in the decision of the construction of student-occupied and student-controlled buildings.

Concerning admissions, the delegates agreed that their interests could and should only be extended to the policies involved in choosing the students who would attend the colleges, not the selection of the students.

The most unanimous consent of the participating colleges was to do something to get faculty, students, and administration together in forums, seminars, or just conversation.

Apparently these are the months which inspire college faculties to put on their quadrennial Variety Shows. Members of the chemistry department at Goucher College have been inspired to dance the rumba in their forthcoming production, while others on the faculty are participating in pantomimes and skits of unspecified nature. Lunatik LX is the title of Wellesley's once-in-a-college lifetime experience; plot and cast are kept secret although it is known that more than 100 members of the faculty and administration, including the President and Deans, will take part. Wellesley's original show was once a regularly established play entitled "The Man Who Married a Dumb Wife"; however, after 1944 the play became a variety show with spectacular type-casting, which continues in this year's performance.

Wesleyan University has approved a new course—without—grade system, originally proposed by the student curriculum committee. Under the new system, each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he is granted the usual academic credit but without an official grade on his record. The

system has been approved by every teacher who has had a credit-audit student in his class. The program is not quite as carte blanche as it seems at first glance however; one of the provisions is that the student should perform the work and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor, and in the event of failing to do this, the student would only receive an audit-credit for the course.

The American Student Information Service, (ASIS), is the answer to the hopes of college students who want summer jobs in Europe. The non-profit agency which locates jobs for American students all over Europe, provides health and accident insurance for 95 days, free first night accommodations, 3 hour orientation courses upon arriving in Europe, and such lures as free postal service, and social receptions, all for \$329. Their address is Johnstrasse 56-a, Frankfurt main, Germany.

The problem of "smallness" in a small college was commented upon in the convocation opening the second semester at Bryn Mawr College. The essence of the question appeared to be just what the proper size of a small college is, and whether enlargement in numbers would affect the quality of the institution. While smallness is usually defined as a small number of students per lecture or discussion class (80% of Bryn Mawr classes have 15 students or less), it may also be a feeling or the belief that one may know, or come to know, one's classmates, rather than the fact of this being so. Simultaneous with this article, there appeared a plaintive cry in the Goucher Weekly complaining that classes with 75 students were outrageously large, and that it was enough for so called small colleges to demonstrate their big-school-prestige symbols in large swimming pools, and student recreation halls, without demonstrating their largesse in overpopulated classrooms.

C.P.

Poet's Corner

ONE DIMENSION

Two swans by a red buoy
Two swans on the ocean
By a red buoy
And no sunset sound.
Flat silent sea
Still swans
With brown-wild
Red feathers
And a red sunset buoy
On top of the sea.

Diana Bassett '60



WELL, AM I GOING TO HAVE TO STUDY THIS WEEKEND??

Text Of Chaple Address By Mr. Baird

The following address was delivered by James Baird at the Sunday Morning Chapel Program presented for the Mid-Winter Formal Weekend:

The Gospel According to St. Luke, 23, 31, the words of Jesus before he was stripped of his raiment, to be crucified:

"For if they do these things in a green tree, what shall be done in the dry?" The question dramatizes the endless crisis of humanity between flourishing and dessication: if, in a time of greenness, we deny our human talents of compassion and humility, what then shall we do to one another in a time when the tree is dead?

I shall confine the application of the question to greenness and death in the occupations of human learning, and, since I am invited to speak here as a representative of those who study and teach in the arts, I wish to understand the relevance of the question to the life of scholars. Learning, we may be sure, is the one clearly possessed heritage of any given present in man's existence and the one certain endowment which he may bestow upon an unknown future. Learning is not dabbling, nor is it commodity. He who cares enough for it will equip himself to criticize and evaluate not only art but human existence itself. We stand at a point in human history when we possess corporately only one absolute. It is none other than the perpetuity of learning. Serious students and serious teachers know this. The non-serious are the hedonists of this nation who are mere impedimenta to the life of learning; they take their own destinies and the destiny of man at large to be defined by the life of the senses. Or if they make a profession of mind, they appear not to know the difference between a flourishing condition of humanistic learning and a condition of death. In any case, whether they are mere hedonists or, on the other hand, wrong-headed intellectuals, it is certain that, left to them, the tree will not long remain green.

The academic community is an organic being. It is the first of all our institutions to register the slightest nuances in the ideas by which men live. Its life is endless mutation. At the same time in which it seeks to interpret the memorials of the past, to make the past of the race intelligible, it regards the future as movement rather than predictability. No plea needs really to be made for the certain necessity of constant reexamination and reassessment of the state of academic learning at any given point. We move forward in time, and at each point of reflection in this life of learning, we find a new complex of challenges and new and different obligations. I point to what appears, to me at least, to be truth in this respect because some among us, wherever in our country they may be, plainly ignore the fact that what we are pleased to call "college life" is not justified as an instrument of "social" gain or as a springboard to a delirious fame.

Those of us who are serious, both students and teachers, recognize the critical obligation of scholars in our precarious world. I do not think that arguments before students are of much value. Those who assume their responsibilities know already; those who refuse the obligation will not listen, anyway. I think, however, that students who know should be given the means of understanding how it is with us of college faculties as we measure our success with learning. I shall begin with an answer: I think it is not very well with us. In fact, I think that much of the state of things among the custodians of learning and of the

arts of teaching and scholarship is both disreputable and disgraceful. Academic life has changed very radically since an earlier American habitude of regarding college as merely "experience for the young." It has come to set its focus more sharply upon human life as crisis and predicament. The conditions for a flourishing in the green tree seem to be promising. But they are not secure conditions. In the humanities they are threatened by one of the most vitiating and destructive of all influences: intellectual arrogance.

If we consider the incidence of such arrogance in the humanities, I think we may see that it has come about in certain acts of desperation. It appears more often than not that humanists see themselves hard put to justify the existence of humanistic learning in a world very largely devoted to the authentication of purely scientific inquiry. We may understand this arrogance to conceal the human spirit, those arts rely acts in projecting the arts of the human spirit, those arts resistant to scientific measurement and strictly empirical inquiry, and apparent to us in such phenomena as the genesis and the persistence of imagery in poetry, or the organic nature of great forms in music, in painting, and in architecture. The arrogance of which I speak would be merely ridiculous, were it not dangerous to learning. It is enough to say here that it moves toward the dessication of the tree in its simple rejection of humility, that virtue upon which all learning must move forward into any future. I shall provide here one example.

A very widely known professor of American literature in our greatest university took occasion in November of 1958 to review for the equally known *Saturday Review* the newly published autobiography of an equally known American teacher and critic, Mark Van Doren. Professor Van Doren had reached the age of retirement from the Department of English of Columbia University. The autobiography appropriately marked the close of a highly distinguished career in the service of academic learning. A number of us found an occasion for rejoicing in this autobiography. We felt that the nation was fortunate in having been served well by so distinguished an educator. Consequently, many of us found shock in our reading of the judgment in question. The reviewer found Mr. Van Doren considerably wanting. He wrote:

For, however admirable it is in an ethical point of view to see some good in everything, keeping a steady eye on the good inevitably makes for monotony. We need salt and malice, we need some evidence that a good man is a good hater, we need to be reminded of the vast misunderstandings possible in personal relationships, particularly among those kittle cattle, poets and writing men. And here the book plainly falls.

And shall we go on to say that here the "failure" of Mark Van Doren himself appears, that he wrongly chose to seek the good among "kittle cattle, poets and writing men"? It would be a pleasant duty to record this foolish judgment of a renowned professor as dyspeptic. Unfortunately, it is not merely so. In actuality, it opens a prospect upon one of the major ills of academic life. In my view, what is found there is disgusting. A life of labor in the service of the human spirit is made to seem a stupid endeavor. We are invited to cultivate malice toward those "kittle cattle, poets and writing men" who have persevered in a supreme effort to uphold a truth: that academic dignity is rooted precisely

in one's humility before the arts which he teaches and practices and in humility before his contemporaries who display some good, however negligible this may be, toward the perpetuation of learning. The humility of Mark Van Doren will, I hope, be remembered for what it was and continues to be. Every thinking person recognizes the need for salt and malice. But the use of salt and malice should clearly be turned upon the charlatans of our culture who, caring nothing for learning themselves, seek to transform American colleges and universities into pathetic circuses, raucous with hatred and fraud.

I have said that I think it is not well with us. Again, this assertion must appear when we regard the overweening and ridiculous purpose of many whom we hear. Something in this age seems insidiously to effect a perversion of men, that in professing to identify themselves with learning they forget their human conditions of transience and impermanence, fallibility and imperfection. We may be very sure that all but the greatest creators and the greatest interpreters of the arts of man are to perish in reputation. I can suppose that much of the criticism which we read today and too frequently regard as authoritative will be opened in libraries a century hence and mildly regarded as pertinent to a study of taste in our time. Let us evaluate judiciously the critics of the past. As inheritors of learning, we are happy to have those documents of the past and the immediate past contained in any college textbook encompassing the great critics. We read them with gratitude and often with excitement. But the fact is that, as learners, we read them because we find there the excellences of intellectual range, of coherence in structure, and of masterly form challenging to our minds. We do not rightly assume that the literary judgments of John Dryden (Mr. Eliot notwithstanding) are necessarily ours, or that Lessing's or Hegel's views of the fine arts must become our aesthetic. For that matter, most of us do not suppose that Aristotle on the drama is sufficient to man in the twentieth century.

But the real pertinence here is to the host of lesser critics, and creators, who are not to become great, and, in particular, those who are associated with the learning represented in academic life. The stern fact of historic time had better be held to. They will not endure in the future as entities. One opens the lesser critics of the nineteenth century and many of those of the twentieth in our recent past, to find in them a certain mustiness and dead air, as though one had rolled a stone away from the mouth of some cave. They had certain ways of thinking and feeling which are no longer relevant to the study which we made of art. The work of art lives on; most of us will indeed not live on in reputation beyond our mortal ends. So far as the vastness of the world and the future is concerned, we are most certainly to be engulfed in anonymity, save those few among us who write great criticism, or restore the text of a great poet, or retrieve a "lost" masterpiece for posterity. Even as the minor critics and the minor creator speaks and writes, he is witness to the inception of his own perishing.

If all these things are true in a green tree of flourishing, then what does the critic and the warder of learning know which justifies his effort? He knows that truth which our distinguished colleague Professor Tuve has spoken of in her preface to her study of George Herbert. He knows that learning, the work

of the critic, keeps art in view from age to age. It is an instrumentality of focusing attention upon the memorials of man in his "things of the spirit," his acts of giving existence shape through art. Thus it is not the renown of the critic but his humility before the art he studies and his assumption of his duty as a projector of learning which justify him.

I do not think that learning in this great sense is very highly regarded in this country. I think it is less regarded in every year that passes. The nation can no longer plead youth. Time elapses, and our government does nearly nothing to foster serious art and nothing to establish national academies of learning. I should even venture that many persons who profess a career in learning consider it disreputable simply because it is not something of the senses to be possessed. Everything is left to the colleges and the universities, or, shall I say, dumped upon them. And if a raty and irresponsible mind is recognized by a bachelor's degree, the degree will all the same serve its material and social purpose. The facts appear to us: that our institutions of learning grow with the population, and that they grow too frequently in that malice which bespeaks a lack of humility before learning. We do not need erratic brilliance in our college communities. We need, first of all, people who love learning and who wish to preserve themselves against that intellectual arrogance which is the dry rot in the tree.

Mr. John Steinbeck has written recently to Mr. Adlai Stevenson of the gravity of mounting immorality in this country. The correspondence is to be published, and I shall read it with the hope that Mr. Steinbeck's observations will bear out something of what I have said here. To accept one's limited humanity and to maintain a careful and responsible humility before learning are, I think, to contribute directly to the moral stature of the nation. Mr. Steinbeck has taken a stand in a time when too few stands are taken.

We who are assembled in one college cannot change the nation. But we can take stands. For the student the taking of a stand should be a moral declaration of his intent to respect learning and to keep his mind endlessly open to it, and, whether or not he engages later in a professional career, a declaration of his intent to teach this respect and humility to his children. For the teacher and the professional critic the stand can be no other than self-effacement before his heritage of the best that the human mind has created.

We have cause for alarm. The idea of collegiate education in this country has been given a better shape than was inherent in that random academic circumstance that many of our parents and grandparents knew. But life, of course, mere endurance through a life span, is much less assured to us than it was to them. Whether we wish to or not, we can live only with a sense of immediacy, or be moral cowards. When our centers of learning have become, in so many respects vitiated by misrepresentations of learning, the dessication of the tree has begun. Surely there must be something in the conscience of every college man and woman of good will and of a generous humanity to persuade him to action. This action must begin in our awareness that we are responsible inheritors and responsible preservers. We are the ones who determine whether the future is to be wasteland: human life to no discernible purpose.

Senior-Alumnae Dinner Honors Future Members Of Alumnae Association

As an experiment the Alumnae Association is inviting the Seniors to the First Alumnae Senior Dinner, Thursday, February 25 at 6 p.m. in Thames Hall. The purpose of this dinner is to acquaint the future alumnae with the function of the Alumnae Association.

Short speeches concerning the association will be given by members of the Executive Board. The speakers will be Mrs. Harah Pit-house Becker '27, President; Virginia Eggleston Smith '24, First Vice-President; Marion Nichols Arnold '32, Alumnae Trustee; Alice Hess Crowell '50, Director of the Alumnae Association; and Mrs. Charlotte K. Crane '25, Executive Secretary. Speaking for the Senior Class will be Judy Van Law, Class President.

Working with Mrs. Crane in planning the dinner were Judy VanLaw, Thalla M. Geeter, and Elizabeth Newman.

Tours

(Continued from Page Two)

Aviv, Jerusalem and Acre. During the tour time is allowed for living in kibbutzim.

After extensive travel in Israel the tour visits Greece, Italy, Switzerland, France and England. The all-inclusive tour price which includes round-trip steamship passage, all meals, all hotel accommodations, all sightseeing and excursions, all museum entrance fees and some theater tickets is \$1,310.

USNA will operate three Israel and Western Europe Tours during the summer of 1960. The first will sail aboard the "SS Israel" of the Zim Line on June 9th from New York. The second departure will be June 16th aboard the Zim Line's "SS Jerusalem." The last departure will be June 28th from New York directly to Southampton, England. The final tour will visit Western Europe first, finish in Israel and return to New York from Israel on the Zim Line's "SS Zion." For further information concerning these unique student travel programs contact the NSA at the address given above for the Festivals Tour.

Drive-It-Yourself Tours

The National Student Association, Educational Travel, Inc., announces its 1960 Drive-It-Yourself tours for college students. The two tours offered are the "Dauphine Tour" and the "Volkswagen Tours." Along with the advantages of a "tour," the Drive-It-Yourself program offers the student the excitement of independent travel. Traveling four in a car, the tour is conducted by an experienced European Guide. These programs are being offered by USNSA Educational Travel.

The Dauphine Tour allows students to spend 80 days abroad visiting Holland, France, Spain, Italy, and Switzerland. Highlights of the tour will be a two-day excursion to the Island of Majorca, and expensive travel through Southern France. The tour will sail to Europe aboard the SS United States, June 24. The all-inclusive tour price is \$1,049.00.

During the summer of 1960 there will be two departures of the Volkswagen Tour operated by the National Student Association. The first sails from New York, June 11, aboard the SS Hanseatic, and the second from Montreal, June 24, aboard the SS Arkadia. Both tours feature the independence of private touring as well as the advantages of motorcoach tours. The Volkswagen Tours spend 73 days in Europe visiting Belgium, France, Germany, Italy, Austria, and Switzerland.

For further information or details contact: USNSA Educational Travel, Inc., 20 West 38th Street, New York 18, New York.

Toodie Green Represents Conn In Glamour College Contest

Two fabulous weeks in New York City in June will be the prize awarded to the ten outstanding young women selected by Glamour magazine as the "Ten Best Dressed College Girls in America." The winners will be flown to New York on May 31 via American Airlines and will stay at the Biltmore Hotel as Glamour's guests. What the two weeks will hold is still a surprise, but judging from the past activities of the "Ten Best Dressed" it will be a glamorous and exciting time.

By open ballot, the Connecticut College campus has selected Toodie Green '60 to represent the student body in this national competition. Toodie is interested in fashion modeling, and as for her personal wardrobe selection, she prefers "simple, comfortable clothes." She maintains, that "fashion is an individual thing. A person should consider herself before the prevalent fashion." Toodie, a studio art major, specializes in oil painting but likes all types of art work. She has designed programs and posters for various campus groups. Her outside interests include skiing, photography, traveling, and reading. Our candidate has also written many articles for ConnCensus.

Winner in Fashion Show

If selected, Toodie will participate in the two-week festivities much like those of last year. The highlight of the first week is Glamour's annual College Fashion Show at the Biltmore. The '59 show opened with a larger-than-life photograph of the "Ten Best Dressed." The picture opened up and out stepped the real-life girls. They also modeled evening clothes, and with their escorts—ten New York bachelors—were danced off the runway for a gay evening on the town. Of the many luncheons given for them, one of their favorites was at The Colony restaurant with Mr. Abbe Rabiner as their host.

During their second week in the city, the girls took part in the presentation of a television commercial. The gala conclusion to two hectic weeks was a Champagne Cotillion at the Waldorf Astoria.

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TOODIE GREEN

Free Speech

(Continued from Page Two)

Dear Editor:

I think that it is deceiving to believe that the election speeches do not impress people, mainly in the way they are delivered and the "acquaintance effect" that they embody, or that they do not often swing the election. Rather than deceive ourselves, shouldn't we capitalize on the familiarity-with-the-candidates which arises from these speeches and not have elections on the day following the Election Speech Amalgo, but rather, allow at least a one week period for the student body to discuss the candidates' platforms as they have presented them at Amalgo. In short, the content of the speeches may be taken more into consideration if we, the student body, have an opportunity to hear them elaborated before we have to vote.

Gay Nathan '61

P.S. Why is it that there is a rule (and a good one) that the entire campus must cast a ballot and at the same time, there is a note on the ballots to the effect that all offices must be voted for or the whole ballot will be disregarded? This seems quite incongruous. For one thing, the privilege to abstain from voting for one office is an inviolable one and should be recognized on the ballot. Then too, why require all to vote and then not count a ballot containing, say, six votes and omitting two? We lose more than we gain by this!

Dear Editor:

It is not my intention in this article to degrade the system of See "Free Speech"—Page 5

Cultural Exchange by Moscow Symphony

by Patricia Bordley '62

Last Sunday, the Moscow State Symphony gave its farewell New York performance at Madison Square Garden. The concert was, on the whole, an exhilarating one, and the audience of 16,000 was more than generous with its applause. Nevertheless it must be said that Madison Square Garden is by no means an ideal spot for a concert. The quality of the music suffered immeasurably from the poor acoustics, and one could not fairly judge the performance by concert-hall standards.

All Russian Selections

All of the numbers played were Russian compositions. The first half of the program was conducted by Kiril Kondrashin, who exhibited great precision. The opening selection was the Festive Overture by Shostakovich, which was brilliantly played. Two excerpts, a waltz and a march, from the "Seven Beauties Ballet" by Kara Karaev followed. Karaev is a forty-three year old Soviet composer who was a pupil of Shostakovich: his work seems to be almost completely unknown to the American public. The waltz was quite conventional, but the march was distinguished by an original crescendo effect. Both were optimistic, youthful, and very Russian. Though these numbers could not be termed "great," one would be interested in hearing more of Karaev's work.

Van Cliburn Solo Pianist

The third selection was Prokofeff's Third Piano Concerto, with guest-soloist Van Cliburn at the piano. Unfortunately, this number was the most disappointing one on the program: it was more affected than any other piece by the poor acoustics. Cliburn played, for the most part, with his usual assurance and technical perfection; however, his performance was not an exceptional one from the point-of-view of interpretation. The young Texan has received wide acclaim since he won the 1958 Tschaikowsky Competition in Moscow, but he certainly did not live up to some of the rave reviews which have appeared during the past two years.

The second half of the program was an improvement over the first in all respects. Konstantin Ivanov lead the orchestra. He, like Kondrashin, possesses the virtue of precision; however, he justified his position as chief conductor by proving himself more sensitive and commanding than his colleague.

Two Tschaikowsky Pieces

The first number following the intermission was the Tschaikow-

sky Violin Concerto in D Major; Valerii Klimov was the soloist. In the same competition in which Van Cliburn won the First Piano Prize, Klimov took the First Violin Prize for his performance of this same concerto. Though he is by no means Russia's greatest violinist, he is said to be "one of the top violins of the younger generation." The twenty-eight year old artist proved more than equal to the great virtuosic demands of the piece. His playing was characterized by a clear tone, masterful double-stopping, and sensitive phrasing; he showed an excellent sense of taste by avoiding the sentimentality which is so imminent in this piece. Especially noteworthy was his interpretation of the cadenza in the first movement, in which he gave new and important meaning to the themes.

Patriotic Overture

The last selection was the patriotic "1812 Overture" by Tschaikowsky; the orchestra used Reinhold Gliere's revised version which calls for an extra brass band. The hymn-like opening was played with a richness and devotion of which only a Russian orchestra is capable: here was proof of the theory that the people of a composer's own country can understand his music more thoroughly than any outsider. The ending of the piece was overwhelmingly impressive. In spite of the fact that the brass drowned out the strings, the resounding work was able to make its impact through sensuous appeal. The audience refused to let the players leave until they had repeated the last part of the overture.

History of Orchestra

The Moscow State Symphony is a relatively new organization, having been founded in 1936 in connection with the Moscow Conservatory. Since its formation, the orchestra has given about 3000 performances, most of them in the Soviet Union. It arrived in New York for its first American tour on December 31; after making several appearances at Carnegie Hall, the musicians traveled to different cities on the east coast, in the middle west, and in Canada. Before returning to Russia, they will fly to the west coast to play in California.

Cultural Exchange Program

The Symphony's visit, was made possible by the recently instituted Cultural Exchange Program between the United States and the Soviet Union. Other Soviet attractions which have been presented as a result of this plan are the Bolshoi Ballet, the Moiseyev Dance Company, the Beryozka Russian Folk Ballet, and the Russian Festival of Music and Dance. Though three American orchestras (the Philadelphia Orchestra, the Boston Symphony, and the New York Philharmonic) have already visited Russia, the Moscow Symphony is the first

Soviet orchestra to come to the United States.

Insight Gained

By chance, some of the Connecticut girls who attended the concert were able to gain a deeper insight into the effect of the Exchange Program on Soviet-American relations. Our first opportunity arose while we were relaxing in the Biltmore after the concert. Sitting near us was an older woman who identified herself as a Russian as soon as she saw our concert programs. We struck up a conversation with her, and she told us that she had left Russia almost forty years ago, and that she is now proud to be an American citizen. She talked nostalgically of her youth in Russia, but said that she would never want to live there under the present conditions. She thought that the Symphony's visit was a good thing and was pleased that we should come all the way from college to hear the performance. Because Russia and America are becoming more friendly, she has now decided to return to her former home for a visit in the near future.

Personal Interviews

On the train coming back to New London, we were lucky enough to meet the first cellist's sister and her husband, Mr. and Mrs. Arthur Einstein. They too have been in this country for many years, and both are American citizens. Mrs. Einstein told us that she has another brother, Samuel Furer, who is a famous violin soloist in Russia; her niece, who is also a violinist, will be coming to America with the Leningrad Symphony next year. Mrs. Einstein herself teaches piano and her husband teaches organ and piano; they have two sons, one who plays the violin, and one who almost became a concert pianist. She told us that the Russians (and, indeed, most Europeans) have different ideas about music than we do. While Americans often force their children into taking music lessons because it is "the thing to do," the Russians do not indulge in such luxuries unless the child is interested and seems gifted. The average Russian music student tends to work hard and strive for perfection, while his American counterpart is less serious and even apathetic. She said too that the Russian school system is better than ours; however, when we asked her whether she would like to live in Russia again, she was quick to reply that she would not because in America her life was her own, and in Russia she would belong to the state. She does plan to go over for a visit soon.

Player's Reactions

We were interested to hear about the orchestra's reaction to the American people. Mrs. Einstein's brother told her that in Russia, the public had almost no contact with the Americans in spite of the increase in the number of tourists. The musicians have been very excited to meet our people face to face; they like us very much and think that we are warm-hearted.

As Mrs. Einstein kept saying, we must have more of these cultural exchanges. They seem to have promoted mutual understanding more successfully than any other venture. Politics appeal only to the mind, while the arts can communicate with the soul. When something touches a person's spirit, he is easily moved to faith and trust.

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BRIDGE BANTER



Although bridge seems to be the most active indoor sport on this campus, very few of us have the time to devote to a careful study of the game. Since this is the case, our tendency has been to devise our own methods in playing and bidding. A knowledge of the proper rules of bidding, however, will enable us to play the hand more accurately.

In the following samples of hands, the picture cards are represented by their first initial, and the lower values are denoted by X.

1. S: J 10 XX—H: K XXX—D: Q X—C: A K X.

North dealt and you are South. Neither side is vulnerable. North and West both passed. What is your opening bid?

1 Club. Neither major suit is bidable, since in a major suit of four cards you must have four points or 3 points and a ten. Therefore, your only bid is 1 Club which is a short Club bid.

2. S: A Q J X — H: K Q XXX — D: XX — C: XX.

You are South and South dealt. What is your opening bid? 1 Spade. Usually if you have two bidable suits, one with five cards and the other with four, you bid the five card suit first. But in hands of moderate strength with a five card suit and a four card suit which are next door neighbors and the higher rank-

ing suit is a good four card suit, treat the lower ranking five card suit as equal length. The purpose of this is to make your rebid easier.

3. S: A X — H: J XXXX — D: A XX — C: A X.

As South you are dealer. What is your opening bid?

1 Heart. This hand does not fit the exception noted in the preceding hand; therefore, bid length over strength.

4. S: X — H: 10 XXXXX — D: XXX — C: XXX.

Partner is North and opens in two Hearts; West passes. What is your bid?

2 No Trump. With a weak hand the conventional response to a 2 bid is 2 No Trump no matter what the distribution.

In bidding, you must also consider the total points in the combined hands of you and your partner in order to determine if you have game or slam between you. For game in No Trump, you need 25 points. For game in a major suit, you need 26 points, while you need 27 points for game in a minor suit. 33 points are needed for a baby slam, and 37 points are needed for a grand slam.

M.L.

ED. NOTE: Future issues will include articles on answering bids, playing the hand and bridge etiquette.

Free Speech

(Continued from Page Four)

awarding scholarships at Connecticut. Rather it is my intention to point up some of the deficiencies of the current system which have not been remarked upon before.

I realize that an academic criterion is necessary for the preliminary judging of those applying for a scholarship. Assuming that the student has met the necessary standard, the major concern of the form is the current and imminent income of the family. The form, thereby, overlooks some factors which should be considered with equal weight. For example:

- A. current family indebtedness
- B. current medical expenses
- C. dependents other than immediate family

D. A deficiency in a specific subject outside the major field which may be a reequirement.

E. the added pressure from a personal family problem.

The result of the academic and financial competition for scholarship may hinder the student's academic selectivity and thus, her curriculum. A student may elect not to take a course which may be of particular interest to her but in which she knows she would not be able to excel. In place of this course she feels compelled to elect one which would be of less interest to her but in which she is confident of greater proficiency. In this way she is confident of greater proficiency. In this way she is selecting a course merely for grades rather than for furthering her liberal education.

Many of the foregoing deficiencies obviously may not be included on the form. Therefore, might I suggest more personal contact between the applicant and the scholarship committee. For instance, an interview. This would disclose to the committee financial, academic, and personal problems which are not dealt with in the written form. Such an interview would also help to

alleviate the problem of discriminating among those students applying out of necessity and those who are not.

Again may I say, that I do not wish to degrade the system but to assist the committee in this difficult task.

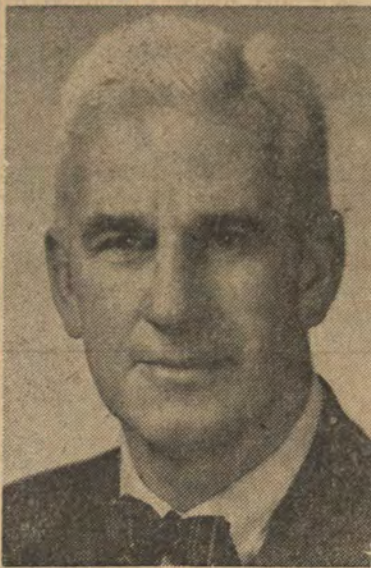
Frances P. Bertelsen '61
Dear Editor:

Too long have we sat around in the dorms complaining about the dearth of males on the Conn College campus. We now raise our voices in protest. We have heard that the recent rule prohibiting males without dates on the campus was enacted because of New London's being a seaport town, but we cannot see the justification of this, as the rule which should apply to particular cases now applies to all males. We wonder why admittance should be refused to those whose conduct and appearance does not seem objectionable.

We have had many Saturday nights to compile reports from various men's colleges, namely, Amherst, Trinity, Yale, and Dartmouth, which support our complaint. One forelorn Trinity male was heard to remark that he was forced to go to Smith to meet girls because of this restriction at Connecticut. Before coming to Connecticut we had heard from upperclassmen that they had met perfectly nice boys who had dropped into their dorms with no other excuse than that of meeting nice girls. We, too, would like the opportunity of meeting "perfectly nice boys."

Frustrated Freshmen
P.S. Perhaps lessons in Judo for the Freshmen and lectures on discrimination for the Pinkerton
See "Free Speech"—Page 6

Chaplain of Andover School To Speak at Sunday Vespers



DR. A. G. BALDWIN

The Reverend Dr. A. Graham Baldwin, chaplain and instructor in religion and social problems at Phillips Academy, Andover, Mass., will be the guest speaker at Vespers in Harkness Chapel, Sunday, February 28.

A graduate of Williams College and Yale Divinity School, Dr. Baldwin has been at Andover since 1930. He has served as Chaplain of the New Haven County Jail.

The Rev. Dr. Baldwin is the author of several articles and books, including *The Drama of Our Religion* and *These Men Knew God*.

The Connecticut College Choir will sing two selections during the evening service.

Singing Groups Select Eleven "Harmonizers"; L. Lear, Shwiff Leader

Both the Shwiffs and the Conn Chords have selected new members during the past week.

One junior, one sophomore, and nine freshmen are among these new "harmonizers." The Shwiffs have chosen Sarah Worthington '62, bass, and the following from the Class of '63: Roberta Vatske and Lee Farmer, sopranos; Bibi Besch, Zeke Wood, and Ginny Hardy, second sopranos; Suki Teipel, alto; and Missy Walker, bass.

Linda Lear '62 was elected leader of the Shwiffs for the next year. She succeeds Sue Snyder '61. Linda, who joined this singing group as a freshman, is presently her class song leader and a member of the Connecticut College choir.

The Conn Chords have selected three new members. Bobsey Flug '61 and Bonnie Robertson '63 will sing bass, and Bette-Jane Raphael '63 has joined the alto section.

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Bieber

(Continued from Page One)

Mr. Lowitt, known best for his American history classes, received his degrees from City College of New York and Columbia University.

Miss Babbott, perhaps recognized more as Dean of Sophomores, is also adviser to foreign students and a teacher in the zoology department. A Connecticut graduate, Dean Babbott received her masters and doctorate at Radcliffe and then taught at the International Christian University in Tokyo before returning to this campus.

These promotions have been approved by the Board of Trustees and will be effective with the academic year 1960-61.

Chapel Notes

- Friday, February 26 8 a.m.
Prayer Service, Nancy Freeman
- Monday, February 29 8 a.m.
Silent Meditation
- Tuesday, March 1 5:20 p.m.
Hymn Sing, Joan Murray
- Thursday, March 3 5:200 p.m.
Dean Noyes will lecture on "Religion and Literature;" this is the first lecture in a Faculty series.

Study in

Guadalajara, Mexico

The Guadalajara Summer School, a fully accredited University of Arizona program, conducted in cooperation with professors from Stanford University, University of California, and Guadalajara, will offer July 4 to August 12, art, folklore, geography, history, language and literature courses. Tuition, board and room is \$240. Write Prof. Juan B. Rael, P.O. Box 7227, Stanford, Calif.

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Personnel Plans Interviews

The Personnel Bureau has announced three senior interviews for the coming week. On February 29 interviewers from the Connecticut General Insurance Company in Hartford will be here. The two company representatives are Louie Hyde '57 and Barbara Quinn '59, both of Connecticut College.

J. Walter Thompson, a world-wide organization specializing in all phases of advertising will send representatives on March 2. They

have offered many opportunities including research, marketing and public relations.

On March 3, interviewers will be here from the New York Life Insurance Company. Both insurance companies offer a variety of opportunities to college graduates: statistical analyst, group underwriting, research, electronic computing, and claims examiners. There are also limited openings for writers and personnel assistants.

Free Speech

(Continued from Page Five)

men would prove a solution to our problem.

Ed. note: We might suggest that you speak to the Gym department about the Judo, and to the Dean about the primary reasons for certain rules, and above all for a definition of higher education in an institution of this type. We also advocate a meeting with a member of the English department to discuss what constitutes suitable matter for publication!

Wellesley College Host to Students In Sports Events

Wellesley College is sponsoring an athletic playday Saturday, February 27, from 1 p.m. to 4 p.m. Four carloads of girls from Connecticut College will leave Saturday morning to participate in the activities.

Included in the group of basketball players are: Nancy Schoepfer '63, Nancy DiMatteo '63, Betty Andersen '63, Bonnie Campbell '63, Sue Kellogg '63, Jo Levitt '62, Paula Parker '61, and Linda Osborne '63. Jo Levitt will act as captain of the team, which will use green gym suits for its uniform. The swimming team will consist of Cynthianna Hahn '63, Ann Neville '63, Pam Work '63, Jane Levy '63, Louise Rosenthal '62, and Linda Marean '61. On the badminton courts Conn will be represented by Sandy Loving '62 and Frankie Gillmore '60. Miss Gorton, Miss Conklin, and Miss Perrine will accompany the players.

The event will be run in much the same manner as the Athletic Association Playday held here two weeks ago, and will include many of the same colleges and universities from the surrounding area. The object of these playdays is to enjoy the athletic activities, get acquainted with sports enthusiasts from other colleges, and to improve abilities. The students play to win, but also, and more important, to have fun.

During the same week end two of the previously mentioned girls, Frankie Gillmore and Sandy Loving, will participate in the Intercollegiate Badminton Tournament. This event is an annual affair, held this year at Babson Institute for Business Administration near Wellesley. The competition begins Friday and continues through Sunday, when by competitive elimination, the winners will be determined. Frankie will play both singles and mixed matches. Sandy will also compete in singles, and will join a college girl from Boston for doubles matches. Because of the proximity of the two colleges, Frankie and Sandy will be able to include both events in their schedules.

Wilbur

(Continued from Page One)

That beats about in caverns all alone,

Contriving by a kind of senseless wit

Not to conclude against a wall of stone.

It has no need, to falter or explore;

Darkly it knows what obstacles are there;

And so may weave and flutter, dip and soar

In perfect courses through the blackest air.

And has this simple a like perfection?

The mind is like a bat. Precisely. Save

That in the very happiest intellection

A graceful error may correct the cave.

Compets

(Continued from Page One)

Junior Production Staff

The class Director is Sue Rogers and she is assisted by Diane Kaldes. Stage Manager is Colleen Doherty, and Business Manager, Lorraine Liebman. Mary Wolford is in charge of sound effects and props; Yvonne Aslanides, lighting; Sheila Scranton, costumes; Anne Miller, make-up; publicity, Dotty Cleaveland and Margaret Scott.

Silver Cup to Winner

At the close of these performances the judges whose identity has remained secret will be revealed and the winning class announced. The silver cup will be presented to the Director of the class by the President of Wig and Candle.

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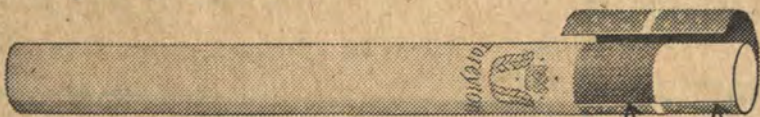
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