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### Two Conn. Students Receive Woodrow Wilson Fellowships

Woodrow Wilson Fellowships have been awarded to Amy Glassner '63 and Anne Accardo '63. Patricia Ingala '62 has had her Fellowship renewed while an honorable mention has been granted to Diane Kaldes Sward '62.

These Fellowships enable college students to enter graduate school and prepare for college

### IRC Plans Series of Talks, Panels

The annual International Relations Conference will be held this week end, March 15 and 16, with the theme "Decade of Development." The program of events is as follows:

Friday, March 15: Dr. Luther H. Evans, "Foreign Aid to Underdeveloped Nations," 8 p.m., Crozier-Williams Main Lounge. Coffee and discussion following the lecture.

Saturday, March 16: Panel discussion, "Initiating Economic Development" with Mr. Wiles, Miss Turlington, Carolyn Boyan, Sarah Wright. 9:30 a.m., Crozier-Williams Student Lounge.

Panel discussion, "Puerto Rico: Land of Hope," Carole Hunt, Lonnie Jones, Penny Steele. 10:45, Crozier-Williams Student Lounge.

Lecture with slides, "Two Years in Kenya," Miss Doro. 1:30 p.m., Crozier-Williams Student Lounge.

### Conn. Participates In Intercollegiate State Legislature

Twelve Connecticut College students attended the Connecticut Intercollegiate Student Legislature which met in Hartford on March 7-9. Thirteen other colleges from the State participated in the conference. Connecticut was listed as an observing school as it is not a member of the organization this year.

The CISL was formed in order to give interested college students a chance to participate in a mock legislative session and to gain practical knowledge of the actual workings of state government. Two Senators and a House delegation of approximately 20 members represent each school during the sessions. Each school submits two bills to the State Bills Committee which, upon approval, are manipulated through the rigors of Committee hearings, proposal and debate on both the House and Senate floors, and eventual passage or defeat. The bills relate to what the colleges think are relevant matters in the State of Connecticut and range in subject from the Fair Housing Act to the retesting of drivers every six years.

### W. & C. Proposes Avant-Garde Plays

An Experimental Theater is now being created, as a branch of Wig and Candle, which will present informal productions of modern plays approximately every two weeks.

The Experimental Theater is open to everyone, including faculty, and will give all a chance both to act and to learn the mechanics of stage production. A meeting will be held in April for those interested. Any questions or comments should be addressed to Marlene Cohen, Windham, or Box 1404.

teaching. It is hoped that the candidates will go on to earn their doctorates, although they are not required to do so. The Fellowship covers tuition and fees for one year at the graduate school of the Fellow's choice.

Out of 9,767 candidates from 907 colleges, 1,475 students won fellowships and 1,154 applicants were awarded honorable mention—the largest number of grants the foundation has ever made.

The candidate for Fellowship must be a U. S. or Canadian citizen. He cannot apply for a Fellowship but must be nominated by the faculty of his college. Most of this year's Fellowship winners plan to study in the Humanities or social sciences. Amy Glassner is majoring in history; Anne Accardo in classics; Patricia Ingala in Italian, and Diane Kaldes Sward in history.

### Honor Court States Policy, Welcomes Necessary Change

This letter is an attempt to clarify both the position of Honor Court and the "problems of ambiguity inherent in the present judicial system" such as were presented in last week's editorial.

It was stated that "Honor Court functions adequately when it acts on minor offenses such as a single lateness. Yet for just these offenses . . . the Honor System is superfluous." Granted, the all-encompassing nature of the system is a major weakness; we have made the distinction between rules of honor and responsibility in our recently-proposed revision of the "C" Book. The rules classified under responsibility rather than honor were removed from the Honor Code, and it is hoped that by limiting the system, we can strengthen it. Concerning the handling of cases like those of a "single lateness," penalties are not mechanically stamped on; there are very few cases in which this is done. Each individual has the opportunity to explain the reason for her offense, and this explanation is taken into consideration by the members of court. Someone arriving thirty minutes late on a late train would hardly warrant the same penalty as someone who is late because her watch is slow.

In the past, when one girl is reported by another, the offense of the accused person is not one which she has attempted to "keep secret" but is one which has be-

### French Professor, Cultural Counselor To Discuss Novel

The French Department invites everyone to a lecture to be given in French by M. Edouard Morot-Sir, on Monday, March 18, at 4:30 in the Main Lounge of Crozier-Williams.

His subject will be "The Novel in the Cultural Context." M. Morot-Sir, a distinguished French philosopher and university professor, is Cultural Counselor at the French Embassy and representative of French universities in the United States. He is widely known in this country, where he has addressed innumerable audiences on such varied subjects as literature, art, education, politics, and philosophy. His several previous talks at Connecticut College have been received by large and enthusiastic audiences. M. Morot-Sir is also a benefactor of the French house and takes great interest in the study of French at Connecticut.

### Miss Babbott to Join Faculty Of African School for 3 Years



Miss Babbott

Miss Elizabeth Babbott, dean of Sophomores, has accepted a three-year appointment to teach at the University of Nigeria. Miss Babbott has been hired by the Nigerian government to be visiting lecturer in zoology. She will teach at the main branch of the University in Nsukka.

The University has a smaller branch in Enugu and hopes to establish others. It was founded at the time Nigeria became an independent nation, October 1, 1960 and is the second university to be founded in Nigeria. The first, located in Ibadan in West Nigeria, was founded in 1951 as a branch of the University of London. The University of Nigeria differs from this and other African universities in that it is an independent land grant university, modeled after our Midwestern state colleges. Any qualified student may apply and there is a nominal tuition as well as many scholarships. In addition to a liberal arts curriculum, it offers courses in such fields as agriculture, veterinary science, and Nigerian and African studies which are immediately applicable to Nigeria's present needs and problems. It is also beginning a program of extension courses to bring this knowledge to outlying villages.

At present there are 1,500 students at the University but the enrollment is expected to increase greatly each year as the college expands its facilities, for there are many more applicants than currently can be accepted.

The school is located on 1,000 acres of land allotted to them by Dr. Azwike, who is Council General of East Nigeria and Chancellor of the University. Since its founding three years ago there has been constant building and expansion. It hopes to establish graduate schools as soon as it graduates its first class in June, 1964.

Miss Babbott, who has also taught in Japan, looks forward to her three years in Africa as an interesting and challenging experience.

### C. Wilson to Sing; Choir to Join Yale For 'King David'

The Department of Music has announced that on Tuesday, March 19, at 8:30 p.m. Carlotta Wilson will give a Senior Music Recital and that Sunday, April 7, at 4 p.m. the Connecticut College Choir and the Yale Glee Club will perform the *King David Oratorio* by Honegger.

Carlotta will sing works of Purcell, Schubert, Samuel Barber, Bizet, Henri Duparc and Francis Poulenc. A Senior music major, Carlotta is a Shwiff and the Business Manager of the Choir. She will be accompanied at the piano by Eunice Schriener.

The joint Connecticut and Yale performance of the *King David Oratorio* will be conducted by Mr. Quimby and will feature Helen Boatwright and Betty Allen as soloists. Student and Faculty tickets may be purchased from the Business Manager for \$1 and \$2. All seats for the Concert will be reserved.

### J. Dirks of Yale To Speak Sunday

"What is Ahead for Us?" will be the topic for the sermon by the Rev. J. Edward Dirks, of Yale University Divinity School at Vesper Services at 7 p.m., Sunday, March 17.

An authority on the role of religion in higher education, Mr. Dirks has been deeply involved in the work of the American Student Christian Movement and the World Student Christian Federation. Much of his travel in universities abroad is closely related to interests of UNESCO and the developmental aspects of higher education. In 1952 he founded "The Christian Scholar," a journal dealing with theology and the academic disciplines, and has served as its editor since its founding.

Mr. Dirks's field of specialization includes contemporary analytic philosophy, American philosophy and religious thought. He joined the Yale faculty in 1955, was named Stephen Merrell Clement Professor of Christian Methods in 1958, and since 1961 has been Director of Graduate Studies in Religion.

The author of many articles for religious publications, Mr. Dirks is currently chairman of the Board of Trustees of the American University in Cairo, Egypt, and President of the Board of Directors of the National Council on Religion in Higher Education.

### Spelman Exchange Needs Volunteers

Brenda Hill, our first semester visiting student from Spelman College in Atlanta, Ga., and students from this campus are interested in seeing the Spelman-Connecticut student exchange program kept alive.

By sending our student to Spelman for a semester in return for a student from Spelman, both the individuals involved—and the two campuses can share in a rewarding and worthwhile experience. Any student who might be interested in participating in this exchange next semester should contact Heather Axelrod in Lambdin 223 for information and application for this program.

Next Wednesday at 4:20 in Palmer Auditorium, the President's Assembly will feature Victor Butterfield, president of Wesleyan University. Dr. Butterfield will speak on the variabilities and similarities of education on the college level. All students are invited to attend.

#### CLASS OFFICERS

1964

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Vice President	Susan Epstein
Honor Court	Martha Goldstein, Sally Morris
Secretary	Penny Jaekle
Treasurer	Judy Zimmerman
Social Chairman	Lyn Parker
Song Leader	Joyce Humphrey
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1965

President	Emily Erda
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Secretary	Renny Harrigan
Treasurer	Debbie Goodwin
Social Chairman	Sallie Ryan
Song Leader	Katie Garcia
Athletic Association Rep.	Debbie Camp



# ConnCensus

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## Editorial

### The Next Step

Last week this editorial discussed those problems inherent in our present honor system. It seems only proper that at this time we investigate alternatives for the future.

To begin, we must determine whether or not we wish to make changes within the context of a student governed honor system, or whether we wish to give up such an honor system in exchange for a judicial system which many consider more realistic, if less romantic. We do not deny that there are many problems which would be avoided by such a change.

We think, however, that to dispense with the honor system would be to relinquish a standard of maturity upon which Connecticut College is founded. With the proper effort a satisfactory system of law can be established which will insure honor and just method. We are too idealistic to think that a group of college students cannot govern themselves without the aid of a police system. We have in our power the ability to institute an Honor System and to elect students who are able to officiate in a mature fashion.

Secondly, we must consider exactly how much power, how much autonomy, we wish a student honor court to have. Unfortunately this is an almost impossible judgment to make because we have no facts on which to base our decision. We must have further knowledge of the interaction between Court and Administration. It is necessary to obtain specific information concerning differences of opinions which have occurred in the past the nature of these differences, the considerations taken into account in the evaluation of cases and the nature of compromises reached. We have no doubt that such information will greatly aid us; it is in fact necessary in determining our course of action.

It is our opinion that the system as it exists could be greatly improved if we decrease our concern with secrecy and increase our attention to precedence and procedure. Student knowledge of the system under which we live is negligible. This is not the fault of an apathetic public; a few paragraphs in the C Book are all that is available. It is not necessary that Court print a pamphlet describing all its past cases in detail—this is obviously nonsensical. There is no reason, however, why a precedent book should not be available in the student government room for those who care to read it. The purposes of such precedents would not be to allow students to evaluate consequences in determining their actions. It is not fair, however, to withhold such information because such a possibility exists.

Finally, Court should operate under set procedure, and knowledge of that procedure should be easily available. There is no reason why, in an effort to "take everything into consideration" standard rules of procedure must be ignored.

To our mind it is as important that the methods employed, as well as the decisions rendered are equitable. Unless both these criteria are met and procedure is standardized, the mechanisms of Court can be termed arbitrary. This has been the weakness of our present system.

We have made suggestions for alteration within the confines of an honor system. If these or other changes are not effective, it will then be necessary to reevaluate our basic assumption: that it is possible for a student body to govern itself in a mature fashion under an honor system.—JTM

## HONOR SYSTEM

To the Editor:

Some crucial points were touched upon in last week's ConnCensus editorial on honor, points which have not yet come out in the current hassle over rules revision. Chief among these was the issue of secrecy; the operations of Honor Court, and of that supreme shadowy body known as the Committee on Student Organization remain swathed in mystery. As a relatively aware student here, and one who is interested in the operation of Student Government, I remain blissfully ignorant of the jurisdiction which the administration has over student affairs, a jurisdiction which nevertheless seems to be more than considerable. If we are going to take it upon ourselves to remake our system of government, I think that it is time that we found out about these things so that we may work constructively with the administration towards an adequate solution to these problems. As it stands now, contact on these issues between the student body and administration is limited to a few officers, who are not necessarily a representative group.

One thing which bothers me in particular is the point, taken several times in the course of the editorial, that one girl may be reported by another. The question here arises as to how serious offenders are brought before honor court. Have girls been reported and pressured into reporting themselves? Rumor has it so. Or is "outside" pressure brought to bear on them? No matter how this happens, it is an obvious travesty of the system we so proudly call "honorable." Inextricably linked with this is another question; is it just to inflict an academic punishment for a social offense? The academic severity of punishment for social offenses would seem to be extreme.

A start toward reconsideration and revision has already been made in House of Rep., before the elections. There are many people on this campus who are alert, interested in this problem and eager to help student government arrive at a sane and constructive solution. There is reason to hope that we will stop considering trivia, adopt a mature attitude, and attack this problem with a mind as open as possible.

Betsy Borman '63

## COMMUNITY FUND

Dear Editor:

In answering an anonymous letter written to me just a few days ago, I must once again emphasize that Community Fund's donations to national charities are merely token contributions. If it were not for these small contributions, each student would be approached individually by these organizations. Community Fund does not, by any means, deny that these worthy charities are in need of monetary support. But Community Fund is a student-oriented organization. Any additional contributions by individuals to national charitable organizations will, of course, be welcomed. Community Fund exists primarily to fulfill student need.

We students contribute monetarily to New London organizations for the same reason that we give them our time through the branches of Service League. We are a part of the New London community; and, as members of this community, we naturally want to contribute to its welfare. The institutions which benefit through our contributions, being to a great degree dependent on local support, are certainly needful of the help which we give them. By our help through Service League and Community Fund, we show ourselves to be an interested and integral part of the New London community.

Marcia Phillips '64  
Chairman, Community Fund

# Letters to the Editor

## CIVIL DEFENSE

Dear Editor:

An Educated Response to Civil Defense seems hardly educated, and hardly defensible. The bulletin, issued by three protestors, which was placed in our mailboxes concerning the Disaster Alert Drill necessitates a response. First, their protest may hardly be termed "educated" when it is based, not on fact and sound reasoning, but upon assumptions. Their first assumption is that the Disaster Alert Drill is a "deceptive civil defense program," under the guise of being a drill for protection from possible common disasters, such as hurricanes, tornadoes, or cyclones, for examples. They note that "fire" is omitted from the disaster list with the astute observation that this is logical since the protection from fire in a building would not consist of fleeing to the basement. They infer, however, that real and probable disasters are ones which, like fire, do not require a drill which consists of shelter in a basement. Therefore, they conclude with certainty, that the drill is obviously for military disaster. Their argument, of course, is logical. It is also possible. But, it is shortsighted; and it is not certain.

Second, based upon this assumption, they proceed to make a further assumption; namely, that the primary purpose of this supposed "military disaster drill" is to protect people from radio-activity of a nuclear war. They proceed to set forth their view why civil defense drills and shelters are not constructive, but destructive; and they therefore advocate a protest against the drill by refusal to participate, and the abolition of such drills altogether.

It is not my purpose to take issue with the national political questions which are involved. They are moot questions. To say that "holding of unrealistic civil defense drills gives people a false sense of security, prepares them psychologically for war . . . and makes war more likely" is perhaps a valid opinion. Such arguments seem, however, philosophical-psychological speculations on the effects of cold-war strategies on mankind. The issues involved are of course important, and subjective opinions must of course be aired. This is not the point. The point is, that refusal to participate in a local Disaster Alarm Drill is not a suitable way to air such opinions.

First, the primary assumption, however valid, disregards the possibility of a "common" disaster for which shelter in a basement would provide protection. Second, even if the drill were in fact a military disaster, it would not necessarily have to be a nuclear disaster. In this cold war, there also still exists the possibility of limited warfare. In such a case, shelter might be protective. If disaster drills are to be responded to by standing passively in rebellion to self-protection, those who refuse to take shelter are making themselves vulnerable to worse disaster than the adherence to the drill would incite. Furthermore, they are encouraging others to vulnerability to danger. It seems, then, that rebellion — however justified the ideals for which it stands — must not overlook common sense. The drills might well be aimed at nuclear military defense. But they are also necessary in case of other unpredictable emergencies. Our world is one of probabilities. In case of such an emergency, refusal to take protection could prove far more disastrous than the psychological dangers incurred by observing these drills.

Carolyn Dawn '64

## OCCASION FOR PROTEST?

To the Editor:

The occasion of a disaster drill should not necessarily become the occasion for a protest.

There are some who argue that a disaster drill is not a dangerous

psychological preparation for military disaster. They support the drill on the basis that it intends to avert anarchy and to promote the safety of the greatest number of people in the face of disaster. At the same time, these people can promote activities leading, hopefully, to nuclear disarmament.

For those people who see the drill and the protest as complementary, their simultaneous occurrence renders the issue meaningless. For adults and children to run and sit in dark corridors can constitute a dangerous psychological approach to the problem. The evil, on one side, is in thinking that the drills will do more than prevent anarchy and promote safety. On the other side, there is evil in participating in a protest that purports to be a means of effecting world peace.

Neither protests nor drills are solutions, but there are principles inherent in both activities that would provide the public with a value standard intelligently combined with a safety measure. Who would deny the principle of promoting peace and who would promote mass extermination? And yet, does it not look as if the argument is between these extremes when drills and protests are simultaneous?

Marie Birnbaum '64  
Betsy Borman '63  
Susan Epstein '64  
Sally Schlapp '64

## OCCASION FOR COMMITMENT?

To the Editor:

Some twenty-two members of the college community found their individual commitments unhampered by natural obstacles such as rain and cold and "politely refused" to participate in the fallacious civil defense exercises of the college.

We would like to explain why we find our position more justifiable and realistic than that of the majority of the college.

First of all, we find that the college defense program is deceptive, for who can suppose that our basements could possibly afford any protection against radio-active fallout. In this irrational exercise we are becoming complacent and are deriving a false sense of security; we are psychologically forced to believe in the inevitability of war, and so become more and more unwilling to understand the causes of war and to deal with the methods by which we would be able to prevent such a disaster. We believe that the majority of this community find it easier to run to the dictated shelters than to individually examine the alternatives. We are protesting against mass indoctrination and are in favor of a means by which the individual may come to his own conclusions and act upon them accordingly.

We believe that there are other alternatives, that instead of a destructive approach, constructive solutions must be found. Instead of mass, unthinking participation in the college's exercise, an educated response is possible. We must be made more cognizant of the issues at hand, the possibilities of averting war, rather than the acceptance of its inevitability. This awareness could be brought about by intelligent panel discussions in which the individual would be led to arrive at a personal commitment.

We believe that the individual is able to perceive that today's program is an unrealistic acceptance of what in fact is not inevitable and that some other recourse must be found.

Belinda Breese '63  
Cindy Coman '63

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## Connecticut Graduate School Numbers 36, Growing Rapidly

Drawing students from fifteen undergraduate institutions, including such diverse schools as Bryn Mawr, Carleton, Hollins, and Yale, the Connecticut College Graduate School presently has an enrollment of thirty-six. Masters of Arts degrees are offered in twelve departments, in addition to a combination program offered in Medieval and Renaissance Studies, and the Master of Arts in Teaching. For the academic year '62-'63, post-graduate students are working in the fields of botany, chemistry, economics, English, music, psychology, and zoology.

### Program's Rapid Growth

Connecticut has occasionally granted master's degrees since the 1930's, usually to teaching assistants or faculty wives, but until the 1959 charter of Connecticut College for Men, the program was limited to women. In the four years since the charter, the graduate school, under the directorship of Miss Katherine Finney, has grown rapidly. It now numbers twenty-two men and fourteen women, and applications for admission are increasing. Eight degrees were granted in June 1962; the number is expected to be larger this year.

To earn his M.A. from Connecticut, the student is expected to work out a program of study with a member of his major department. The program must consist of four year courses, of which at least two shall be graduate courses. If a thesis is required, it may be counted as one course. When no thesis is required, the student must pass a comprehensive examination on the material covered in the program. The work for the Master's degree normally constitutes that of one full academic year and must be completed within a period of four years.

Although the emphasis and organization of graduate study obviously varies from department to department, there is one fact upon which all department chairmen agree. The interaction of graduate and undergraduate students is of great value for the undergraduates. The graduate students provide a "leavening" influence, stimulating thought and, especially in the sciences, raising morale by their exemplification of professional purpose and of the direct application of the knowledge they are gaining.

### Psych Top Enrollment

Almost half of the graduate students presently enrolled are in the Psychology Department. Within this department are three graduate programs: Applied Experimental Psychology, a two-year program in which students participate in a work-study arrangement with the Human Factors Section of the Electric Boat Company; the Clinical Research Program, providing a similar work-study relationship with the Norwich and Connecticut Valley Hospitals; and the General Experimental Program, offering a number of fellowships and teaching and research assistantships at the college. The majority of the sixteen students are in one of the two work-study programs; all are receiving some kind of financial stipend, either as part of these programs or as teaching assistants.

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both the graduate and undergraduate levels, the Psychology Department stresses this aspect in graduate study. The focus on research is intensified because three faculty members presently hold research grants. A manifestation of this emphasis is the graduate student colloquium, a weekly meeting at which every graduate student must present, to staff and fellow-students, a description of research activities currently in progress. Such activities include an experimental study of the nature of verbal learning by Mr. Merwyn Kraft, Jr., and Mr. Anthony Spallone, teaching assistants in the department; a thesis by Mr. Howard Harper on an improved way of measuring the galvanic skin response, a technique used in measuring emotional stress; a thesis by Mr. Barry Fritz on thinking behavior as related to personality types; and a rat study concerning the relationship between motivation and performance, by Robert Cosmides.

The rapid growth of the department's graduate program is indicated in that, having been organized for three years and having graduated their first student in 1962, the department expects to graduate eight in 1963. Most of the prospective graduates plan to go on to doctoral studies.

### English and Chemistry

English and chemistry rank next to psychology in number of graduate students enrolled. The English Department has two full-time graduate students this year, Miss Neil Starks, a graduate of Bryn Mawr who has also studied in England, and Miss Jean Simpson, a graduate of Hollins College. Since no specifically graduate-level courses are offered in English, the two take the upperlevel undergraduate courses and are given additional individual assignments. For example, as a supplement to their medieval literature course, both are reading Old English under the direction of Mr. Hamilton Smyser. Miss Starks is working on a thesis concerning the use of medieval materials in the fiction of three modern novelists; Miss Simpson's thesis is to be a study of irony in the drama of Cyril Tourneur.

In the Chemistry Department, the four Master's candidates are all part-time students and full-time employees at Pfizer and Electric Boat. The graduate program in this department has been in effect for four years, and granted three degrees last year. In addition to participation in graduate-level courses, which are offered in the late afternoon and evening for their convenience, the students are expected to undertake individual study for a thesis. Original investigation of a problem is emphasized. As a result of the work of Mr. Robert V. Chiarenzelli, a '62 graduate, in collaboration with Mr. Oliver Brown, department head, two studies have recently been published: "The Mercury-Indium Equilibrium Diagram," and "Fuel Cells: Electricity from Chemicals."

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## Melodic Optimism, Vibrancy of Color Win Oliver Praise

by Ellen Ruth Greenspan '64

"Please sir, I want some more." That's what the immortal orphan, Oliver Twist, once said to Mr. Bumble and that's what the audience is saying nightly down on 45th street. For the British have launched the most successful invasion of American soil since Lexington and Concord and are now firmly entrenched on Broadway where the once-embattled farmer now stands in line to purchase theater tickets. Richardson, Gielgud, Baddley, Ustinov and Leigh are here; Olivier and Andrews are coming and Drury Lane must be dreary without them, but the brightest of the British contributions to this theatrical lend-lease are three musical shows that frolic across the boards with dramatic innovations and the promise of new stars. Newley is stopping the show in *Stop the World*... and four brash young men are becoming the Establishment of Broadway where the *Fringe* resembles the royal carpet and the way out is the on the way in. The homey corn of American musicals has relinquished its place to the polished sterling of English wisdom and lyric talent.

However, the most endearing and enduring of these Mother Country musicals is *Oliver* which owes its derivation to Dickens and its charm to a piquant band of singing urchins who fill the stage with the savory humor of a sweatshop and the roisterous camaraderie of a pickpocket's gang. Dickens once wrote: "In the little world in which children have their existence, whosoever brings them up, there is nothing so finely perceived and so finely felt, as injustice." Lionel Hart, the composer of *Oliver*, has wisely retained the injustice and the violence of 18th century London and the rough-hewn ingenuity of Sean Kenny's sets reproduces the squalor of that environment, but fundamentally the core of Dickens' characterizations is changed. Critics have scoffed at this Oliver Twisted technique; however, the transformation is necessary in order to preserve the sense of congruity between the drama of the characters and the hardy songs they sing. This is the same kind of hybrid combination that was attempted with such notable success in *Porgy and Bess* and *West Side Story*.

### West End Story

As a result, the boys at the Workhouse and at Thieves Kitchen are no longer the familiar, pathetic waifs who mournfully accept their small portion of gruel; they are bouncy youngsters who mock their misery, enjoy their adventurous fate and look as if they eat Wheaties. David Jones

makes the Artful Dodger a delightful junior highwayman, and Bruce Prochnik, while not gifted with a spectacular singing voice, creates a wistful and receptive Oliver. Mr. Bumble is all blustering blubber and Widow Corney is a madcap in a mobcap. The crucial role of Fagin, played to the nut by Clive Revill, is sympathetic, not sinister; he is less the cruel ogre and more the hairy god-father of his boy thieves. He fingers his gold with a diabolical gleam and then tucks his mop-pets into bed. With such loving care and those stray shillings lifted from the pockets of wealthy gentry, no wonder the boys sing "It's a fine life."

The thing that makes *Oliver* unique, however, and lifts it out of the ranks of childish Nancy. Wraithlike, she stands alone on the stage and pours out the tale of her proud devotion to her brutish lover Bill Sikes, in "As long as he needs me." It is a song that wrings compassion from the audience and reverberates in the memory long after Nancy has died at Bill's hand. Nonetheless, if the show is intended to have a message, it is not a tragic one. As Fagin, who has lost his miserly horde and his professional gang, says in "Summing things up": life is rough and brutal, but it goes on past circumstance and above individual tragedy.

If, indeed, the show has any serious flaws, they arise from the difficulty of compressing Dickens' complex social melodrama into a cohesive musical. The plot is bound to suffer and the first act finds the audience wandering aimlessly through the maze of complicated London institutions pictured in the original novel. The vibrant color of the city rabble and the soaring optimism of the melodies however end the show on a high note and send the audience home singing. In fact, *Oliver*, is a far far better thing than has been done on Broadway in a long time.

## Tutorial Program Proves Valuable

The Connecticut College Tutorial Program as evaluated by its participants, has been proven an outstanding success. Under the auspices of the Civil Rights Group, the project got under way in the fall of this year and has been in operation ever since.

Darcy Miller, president of the Civil Rights Group, reports that as of now fifty girls are tutoring students of the New London High School. Each tutor works with a student one hour a week, any weekday afternoon but Friday. See "Tutorial"—Page 4

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## This Week

by elmi

This week Theodore Reik attempted to provide Freud for thought, but instead revealed his own reich in his anecdotes and multitudinous comparisons, and in his non-answers in the discussion period. But he captivated us, and was truly charming, umm? ... newest game this week, replacing bridge, jacks, monopoly and Spit is Travel Bulletin Board in the Game Room at Hillyer Hall... the rules are somewhat complicated, and as yet no one has quite mastered them. seems that nobody wants to play with the square pieces... if you're not in the mood for T.B.B., while you're at the P.O., why not try "Dash, Push and Reach," or "Leapfrog" or "Hour Wait"... just a reminder to all who haven't noticed that there will be a lecture on Kenya with colored slides to lend authenticity to the discussion... there's a great show at the snack shoppe—sidney silverfoot dove and her father's (Great Big Chief Raging Bull Russel) hat... and since this seems to be a week for recommendations, may we suggest to all gormeys who frequent this epicurean's mecca that the best thing is mocha chip shake avec coffee syrup and shredded chocolate surprise au bas... talking about food reminds me of the TRUE story of a five year old who answered his mother's command "Eat! Children in China are starving" with "Name two."... The sirens beckoned us to shelter ourselves and from the first floor of New London Hall we stared out at the "demonstrators"... one safety-scrambler in the crowd commented that she would have been out there if it hadn't rained... but looking up at the dry, creaking ceiling, nicely lit with glass bulbs and shades, water pipes, windows, we smiled assuredly at the protection from hurricanes, ETC... during inspiration amalga we thought that the funniest thing was that it was no joke... but there is a place for pomp and this was the circumstance... the mood of optimism and vitality surely is worth it... and we wish the new a "vivid and violent world welcoming every challenge."

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Tutorial

(Continued from Page Three)  
and the college provides transportation for the tutors.

The Tutorial Program offers mutual benefits to the students and the tutors. While the former receive aid in improving their school work, the latter gain experience in the teaching field, as well as satisfaction from volunteering their knowledge and time. Several seniors participate along with a far greater number of undergraduates who are evenly distributed among the three other classes.

Many plans remain in store for the Tutorial Program, according to Darcy Miller. In order to coordinate more closely their analogous roles, the teachers will hold conferences with the tutors sometime in the near future. Thus far, monthly reports given by the tutors to the teachers have afforded the only communication. The high school will also assist by supplying the tutors with the necessary text books. To culminate their collaboration, a prospective evaluation meeting may be held that will include the parents as well as the teachers and tutors.

Persons instrumental in the creation and direction of the Tutorial Program have been: Mr. Seng of the English Department, Darcy Miller, Pam Foley,

and Jo Anne Patnode. Although the Northern Student Movement (a civil rights organization) sparked the idea, our Tutorial Program was established independent of outside help. Next year a board of tutors elected by

the present tutors will assume the direction of the program. Their first-hand knowledge of the problems involved should guide them in their efforts to further improve the already successful Tutorial Program.

Ruth Currier Modern Dancers To Perform at Conn April 5

Modern dancers who think of Connecticut College as their summer home, and college students who think of Connecticut as their winter home, will have a chance to get together on April 5, when the Modern Dance Group sponsors a performance by one of the companies that appeared in the Connecticut College American Dance Festival this past summer.

Ruth Currier and her Trio Repertory Group, will perform in Palmer Auditorium at 8 p.m., Apr. 5. Miss Currier has been a soloist with the Jose Limon Company for many years, and has, since 1952, been known to dance audiences as a choreographer in her own right. She worked closely with the late Doris Humphrey, and was commissioned to complete one of Miss Humphrey's works when Miss Humphrey became ill. Miss Currier has been on the faculties of Juilliard, Bennington, Sarah Lawrence, and the Jose Limon Studio. She has her own studio in New York.

The other members of the Trio Repertory Group are Betty Jones and Juan-Carlos Bellini. Miss Jones is known throughout the world as a leading member of the Jose Limon Company, especially for her performance as Desdemona in Mr. Limon's classic, "The Moor's Pavane." Juan-Carlos Bellini, who has been in the United States only a year, performed in Europe and South America with leading dance figures of Europe. He now teaches in New York and

Philadelphia. The technical director for the performance will be Billie Ann Burrill, who acted as production assistant for the off-Broadway production, *Oh, Dad, Poor Dad...*

Two of the works to be presented by Miss Currier will have their premiere performance on our campus. One of these, "Diva Divested," is a solo by Betty Jones. The other, "A Triangle of Strangers," will include the whole company. Among the other works to be presented, "The Antagonists," danced by Miss Currier and Miss Jones, was performed and acclaimed at the 1962 American Dance Festival.

In the performance of Miss Currier and her Company, the New London audience will have an opportunity to see a contemporary artist who has had direct contact with the very beginnings of her medium, for Doris Humphrey was one of the originators of the art of modern dance. It is hoped that the "summer people" will find the winter climate at Connecticut College a receptive one.



Turay Ucal

Exchangee Views US, Turkish values

One of the spirited members of the exchange student group here this year is Turay Ucal, a chemistry student from Istanbul, Turkey, now living in Marshall House. Turay was graduated from American College for Girls in Istanbul and plans to return to Turkey after obtaining further degrees in the field of organic chemistry. She is hoping to do teaching on the university level while conducting individual research projects.

The most striking difference noted by Turay were related to the different systems of values in operation in Turkey and the U. S. She believes that the meaning of friendship in this country has become dwarfed by personal ambitions. Children are taught from an early age that they are in competition with all their classmates and that in order to succeed they must subordinate sympathies and consideration for others. People here have many acquaintances and superficial relationships but few deep friendships. In Turkey, friendship is of far more importance. Turay said without a hint of hesitancy, "I would die for my friends."

Relationships with other people are more important than one's private feelings. A Turk would readily sacrifice material possessions for another less fortunate. Turks are also more emotional than Americans. They consider Americans cold and reserved—not as ready to give of themselves.

The closeness of the family unit has also undergone a change in the U. S. The independence of the individual has been placed above blood ties. In Turkey there still remains a strong family loyalty. The authority of the parents goes unquestioned. Other members of the family will do anything in their power to help another member.

Connected to family unity is a fierce nationalistic spirit. In Turkey there is much work to be done in all fields to bring the country up to the economic, social, and educational levels of their Western allies. Young people are needed everywhere and students abroad are, for the most part, anxious to return and do what they can to help their homeland.

Our closer, more informal student-teacher relationships won Turay's strong approval. She believes that these ties tend to promote a more involved and active academic community.

Turay feels that our dating system definitely has an advantage over the one in operation in Turkey. There, people date only on a serious level. There are no casual relationships and there is

See "Ucal"—Page 5

opportunity should be pursued because it is right and not because of economic waste or foreign propaganda. It would be a far more laudable message had it included definite suggestions for legislation concerning housing and employment; however, the omission of these all important measures does not necessarily mean their defeat. Politics is a dispute, and since the winner must compromise to attain his ends, the President's message is an admirable compromise.

Civil Rights Issue Concerns Kennedy

by Susan Epstein

President Kennedy's civil rights message, delivered to Congress on February 28, asks for legislation to protect voting, educational and other rights of the individual. Specifically, the President asked for laws to protect voting rights and registration, promote school desegregation and strengthen the Civil Rights Commission. The most controversial of the President's requests was his plan to authorize referees, under the authority of the Federal Courts, who would make certain that qualified Negroes be permitted to register promptly and to vote in the current election. The referees would work in 200 Southern counties where fewer than 15% of the eligible number of voters are registered. Court appeals often take months, and are not settled until after the election in question. The referees would be empowered to obtain registration of eligible persons pending the outcome of lawsuits.

Civil rights legislation has been conspicuously missing from the President's legislative program. He has instead centered his efforts in executive action and litigation through the Justice Department. It appears, from the moderate proposals suggested, that the President is once more feeling the pressure of risking alienation of the South's support for other legislative programs. The measures he requested were mainly those that would fill the gaps in existing civil-rights law. The plan to use referees had been previously submitted and defeated in Congress. The President's urging of the end of different tests for different applicants seeking to register and vote, and his assertion that the completion of sixth grade is sufficient to constitute literacy are not new issues and do not provide definite solutions.

Nevertheless, the message shows that the President is deeply concerned about the realization of human equality. He stands ready to use his influence wherever it is possible to combat racial discrimination. He clearly enunciates that true equality of

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## Miss Holborn, Six Students Attend Holyoke Conference

February 22-23 a conference was held at Mt. Holyoke College discussing the "Functions, Formats and Forecasts of Foreign Aid." Miss Holborn and six students represented Connecticut. The Holyoke IRC should be commended for the objective quality of the conference and for its highly educational value for those attending as well, perhaps, as for some of the speakers. The conference aimed at viewing foreign aid from both American and European eyes, at seeing the hopes and goals of both the donor and the receiver of foreign aid, and at seeing the diplomat's approach to the aid problem as well as the educator's.

### Foreign Aid Objectives

American objectives and criteria in giving aid were discussed in the keynote address given by Dr. Hollis Chenery of the Agency for International Development. Dr. Chenery pointed out that we must continue to give aid to believe that "aid is the only sure way of improving the world." It was clear throughout the conference that the politics of foreign aid are not based on whether or not aid should be given, but rather on how to determine how much aid should be given and who should receive it.

Throughout Dr. Chenery's talk we were aware of the change that has come about in the concept of U. S. foreign aid. Aid was first given under the Marshall Plan with the purpose of restoring our devastated allies. This aid has developed into present day military and other non-emergency type aid. This is, of course, in addition to the subsistence and development aid we give now to the underdeveloped nations. Our aim in giving to these countries is to raise them to the level of "self-sustaining growth." The major question that foreign aid raises is that of our real objectives in giving it. Are our goals military, political, or purely humanitarian? It is difficult to isolate these objectives and to say at any point that our goals are purely humanitarian. In the final analysis we must see aid as the only way we can "develop a world in which we can all co-exist."

### Views from Abroad

The political nature of foreign aid became even more evident as Mr. Walter Bauemer, Economic Advisor to the German Embassy, explained Germany's goals and views of her development aid. Having said that aid is a basic part of German policy, Mr. Bauemer outlined the following as the major determinants in Germany's foreign aid program: 1) Humanitarianism, 2) Prospects for fruitful free enterprise, 3) Friendly relations, 4) Understanding and assistance, 5) Bringing about a stable world economy. Germany has approximately doubled her foreign aid spending since 1957.

Mr. Zdyislaw M. Rurmarz, Commercial Attaché to the Polish Embassy, presented the Communist view of foreign aid. Mr. Rurmarz cited the great difference in income per capita between Poland and other donor nations as a major problem in Polish aid giving. The Poles favor "Trade not aid." When giving aid, however, it is felt that each underdeveloped country must grow on a highly selective basis. Approximately

3 per cent of Polish foreign aid is given to non-socialist countries such as India, Ghana and Brazil.

Dr. A. K. Ghosh, from the Office of the Economic Minister of the Indian Embassy, stressed the need for the recipient nation to be able to determine what type of aid it should be given. Dr. Ghosh pointed out that development cannot be transplanted, but must be indigenous. The recipient nation must have a planned program of development so that foreign aid can be properly directed and properly used. His major objection to U. S. policy is our insistence on putting aid into specific projects rather than letting the recipients determine how the aid should be administered.

Mr. Barry Passett, a representative from the Alliance for Progress gave an informative analysis of the problems facing the Alliance and also gave some of the reasons why the Alliance seems to have failed. He stated that the two crucial words to keep in mind in thinking about the Alliance are

See "Mount Holyoke"—Page 6

## Kennedy, Congress Argue Distribution Of Summer Jobs

Press Service, via the Sophian of Smith College.

A Kennedy Administration program to entice top college students into government careers is turning into a political squabble in Washington.

The debate centers around the hiring of college students for government jobs in Washington during the summer. More than 7,000 students worked in the capital last summer, as engineers, stenographers, typists, congressional assistants, and many other jobs for various federal agencies.

Before last summer, it was entirely up to the federal agency involved to determine who would get these jobs. The students did, however, have to meet the standards set by the Civil Service Commission or the individual government agency.

This year, the White House has ordered federal agencies to submit detailed plans for the hiring of summer help. White House assistant Dorothy Davies said that the Administration intends merely to coordinate the summer student employment program.

Texas has introduced legislation to apportion summer government jobs in the nation's capital on a state population basis. Beckworth said this week that he is getting encouraging support from both parties on the Hill.

The Administration last summer inaugurated a series of seminars and meetings for the students working in the capital. Such speakers as Atty. Gen. Robert Kennedy and Stewart L. Udall, Secretary of the Interior, spoke to the students on the challenges and opportunities of a government career.

Mrs. Davies denied that the White House "coordination" would result in an increase in political patronage. She said that the new system would make sure

that "good kids don't get lost in the hiring shuffle—and that we end up with a representative group." Mrs. Davies said that she is seeking information on educational background, work experience, and legal residences of students applying for jobs this summer.

The Civil Service and the Budget Bureau have directed all agencies to submit estimates of the number of students they expect to employ during the summer. Mrs. Davies has requested copies of these estimates. She said that last summer the government only planned to hire 1,500 students for the vacation period—but by the middle of June 7,923 students were on government payrolls.

Mrs. Davies hopes to increase the geographic representation of the students employed this year—students from Washington area colleges have gotten the lion's share of the jobs in the past. But the Administration will oppose Rep. Beckwith's proposal to enforce geographic apportionment, on the grounds that it limits free choice of the best students.

### Ucal

(Continued from Page Four)

little opportunity to become acquainted with different people. Girls in Turkey marry men at least three years older than themselves, never the same age, and marry at about twenty-four.

Turay expressed the desire to clear up a few misconceptions which many hold about her country. Men in Turkey are permitted only one wife. Women in Turkey have complete political equality and hold many government positions.

## Lecture to Concern Role of Volunteer

Miss Constance Smith, director of the Radcliffe Institute for Independent Study, will speak March 19 at 7:30 p.m. in Crozier-Williams. Her topic will be "Volunteers in a Democratic Society."

After receiving her A.M. and Ph.D. degrees from Radcliffe, Miss Smith studied abroad and was a participant in several foreign seminars on American studies and international affairs. She has taught government and political science at Wheaton and Douglass Colleges, and served as Director of Research and Programs at the Eagleton Institute of Politics at Rutgers University from 1957 to 1959.

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**ITALY**—From June 24 to August 2 in Florence at Torre di Bellosguardo, 16th Century Villa. Courses taught in English and centered on the Italian Renaissance—art, literature, music and Florence under the Medici. Beginning and advanced Italian is also offered.

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The competition is open to all current undergraduates of accredited colleges and universities in the United States. It will run from March 15 through May 1.

The review of no more than 500 words must be based on one of twenty-four Universal Library paperbacks specified by the publisher. Books by James Baldwin, Joyce Cary and others promise the student that his time will be spent fruitfully even if he has no current course in which one of the twenty-four titles is used.

There will be twenty-five second prizes of twenty-five Universal Library titles each and twenty-five third prizes of ten Universal Library titles each.

The winner of the grand prize will be a regular member of the Grosset & Dunlap editorial staff for nine weeks, from July 1 to August 31, 1963. He will participate in conferences with others of the Editorial Department, sit in on sessions with authors, agents, artists, book production specialists—in short, he will be in a working laboratory of the book publishing field and be paid a salary of \$100 per week.

Columbia University is co-operating in the project by agreeing to house the student in one of its dormitories. The Columbia authorities have given their support in the belief that the competition

has a worthwhile educational objective.

Rules and information about the competition are available at the college book store and local book stores. For the list of books write Box 1451.

## Mount Holyoke

(Continued from Page Five)

Time and Momentum. He pointed out that little could be known about the Alliance as yet because it was planned that certain goals be achieved over a period of ten years. One of the major problems of the Alliance is that of informing the Latin Americans of what is being done. The good aspects of the Alliance are often taken for granted by local officials, while the Alliance's failures are blamed on the United States. Mr. Passett said that aid is "the grain of sand in the oyster of Latin America"; it comes out either as a pearl or an irritant.

### Specific Aid Best

Dr. Lucian Pye of the Center for International Studies at M.I.T. spoke from the educator's view on the general problems of foreign aid. His talk united many of the major questions which had been discussed all week end. In discussing the nature of American aid Dr. Pye pointed out that Americans feel that "progress is our business," and it is for this reason that we prefer to give specific aid.

Miss Gwendolen Carter closed the Conference on Saturday night with a talk on the specific problems of Foreign Aid to Africa. Africa is one of the last areas to

receive U. S. aid. Most of the African countries receive aid from their former mother countries. France, therefore, has been the giver of most aid to African countries. Miss Carter stated that the need in Africa is for specialized aid, primarily in the field of education. Miss Carter's speech bore out a point made by Mr. Passett: in looking for the way in which a country may best be benefited by our aid we must try to find a "key" to the country. In Brazil, for example, the "key" is to try to pull together the two very different parts of the country. Above all we must seek to give aid to countries who are prepared to develop their own resources rather than picking up countries and making them completely dependent on us, for all the emerging African nations share the desire to be completely independent of both the United States and the Soviet Union.

Those attending the Holyoke Conference were: Kathleen Barnett '65, Virginia Chambers '65, Laura Hopper '64, Carol Jaffin '65, Jill Landefeld '64, and Susan Peck '65.

## Cartoons

Harken Doodler's Anonymous . . . If you are one of the select who fill the margins of your notebooks with clever caricatures and daring doodles capable of softening the hearts of the coldest on-lookers—read on. Conn Census is providing you an opportunity for due recognition of all your creative efforts. We are sponsoring a cartoon contest and will begin accepting entries immediately.

The next class you attend may be your crowning achievement. Our directions are simple. Enter the classroom and choose a back row seat, preferably one near a window with a lovely view. Let your mind wander. Make sure that you have a sharpened pencil, an open notebook and cannot be observed by your professor. Start by making squiggly lines which will slowly develop into first-class cartoons. When the bell rings run to your dorm, grab scissors, cut the doodles from the margins, and send to Box 1451.

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ulated punishments for major offenses. No court has stipulated punishments available to all . . . especially for the purpose of "evaluating the consequences of an act before determining the action." This action, we believe, would only distort the law . . . would encourage the act if the individual is willing to accept the consequences published on the Student Government bulletin board. The range of sentences for any one act is by no means "indeterminate." The student who has come in late will certainly not receive the same punishment as one who has had an illegal car on campus. Court's decision is largely directed by precedents, and the penalty imposed is in line with penalties imposed on similar cases in the past.

### Recommendations

In cases of suspension or expulsion, Honor Court presents a recommendation to the Administration. If the Administration does not go along with the decision, they present a recommendation, and explain the reasons why they differ from the court. In no case is the court obligated to accept the recommendation of the Administration, but rather, a compromise is made. The Administration, with a long range of experience in handling serious cases, often offers new perspectives and aspects of the consequences which Honor Court has not recognized, and this direction is appreciated. There are few, if any, student courts which are allowed to make a final decision of suspension or expulsion without the support of the Administration.

The statement that "we have an honor system in which there is a masked accuser and a group of unspecified judges passing out seemingly arbitrary sentences" is hardly justifiable in the light of what we have explained. Can the judges be labeled "unspecified" while class elections have been held even within this past week? In addition, it is not true that girls must appear before the court to testify in their own cases; this is their right . . . whether or not they choose to do so is a voluntary decision. The editor's statement that "Honor is a before-the-fact concept, independent of justice and punishment, which are the after-the-fact concepts," is both a clever and a sound idea.

### Value of Criticism

We believe that the procedures of our judicial system are in harmony with the American system. The facts are presented and discussed objectively; it is the student's right and own decision to appear before the court; the final decision rests not only on immediate facts, but also on precedents, and appeals can be made. The editor's comment that the necessary revision between the rules of honor and responsibility is "not nearly adequate" is true. We recognize this, and make no claim to perfection. Now we are in the process of examining judicial systems in other colleges in an attempt to find new, appropriate penalties for social infractions, in addition to revising the old penalties. The chance to express any desired revisions—minor or major—is provided three times a week in the Student Government Room, and once a month in Amalga. It's up to each individual to justify her criticism and to offer constructive alternatives.

Honor Court 1962-'63

Ed. Note: By "unspecified judges" we mean that it is not specified who are the final judges—Honor Court or Administration.



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