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CONN CENSUS



CONNECTICUT COLLEGE

Vol 51, No. 16

New London, Connecticut, Tuesday, March 7, 1967

Price 10 cents

Gilbert, Lougee, Caruso Win Class Presidencies



Class Presidents: Carol Caruso, '68; Ellen Lougee, '69; Nancy Gilbert, '70.

Nancy Gilbert, Ellen Lougee, and Carol Caruso were elected presidents of the Classes of 1970, 1969, and 1968, respectively, at class elections last Thursday, March 2.

Frosh President

The freshman class president, Nancy Gilbert, said that, "our idealistic goal and main goal is to continue to be the enthusiastic class we have been and to be the spark for the entire student body."

"I feel that the class of 1970 has fantastic potential and I hope that the class realizes this."

Nancy emphasized that four officers do not make the class. She said that a spirit of cooperation and interest of the whole class is necessary to achieve any goals.

"We're going to carry on what we have been doing for the past four months."

T-Shirt Sale

This includes the sale of T-shirts to the sophomores and submarine sandwiches to the student body.

Nancy would like to see the class of 1970 initiate more concerts, plays, and lectures to liven up campus from Monday to Thursday.

Nancy also stated that she interpreted the fact that she ran unopposed as a vote of confidence not an indication of apathy.

Katharine Reynolds To Present Recital

Katharine Reynolds, '67, will present an organ recital Thursday, March 9, at 8 p.m. in Harkness Chapel.

The program, which is Katharine's advanced study of music, will consist of Samuel Scheidt's six variations on a choral "When Jesus on a Cross was Bound"; Bach's choral prelude "Oh Man Bewail Thy Grievous Sins"; Bach's "Toccata and Fugue in D Minor"; Mendelssohn's "Sonata No. 2 in C minor"; Bingham's "Four Preludes on Lowell Mason's Hymns."

All are invited to the concert which is sponsored by the Music Department. A reception will follow in the Chapel Library.

Kathy is a music major from Philadelphia.

Soph President

Ellen Lougee, president of the Class of 1969, said the most important thing the class could do was to keep the spirit they have had since freshman year and use it to help the incoming freshmen.

She hopes more class members will be committee chairman.

Ellen would also like to form a committee of girls who aren't House Juniors but would like to plan activities for the freshmen.

'69 Times

The Class of 1969 plans to continue the '69 Times newspaper, Frummage and freshman shoe shine.

Ellen said that she would like to see if her class could bring back the tradition of Mountain Day.

(Continued on Page 3, Col. 1)

FACULTY VOTES "YES" ON TRIAL PASS-FAIL SYSTEM

Approves 2-Year Gym Requirement

Connecticut College faculty members approved a Pass/Fail system of grading on a two-year trial basis for one course a semester at their last meeting Wed., March 1.

The Option is as follows:

In each semester of her junior and senior years, a student with a cumulative and current average of 2.00 or higher may elect one course in which she requests the Registrar to enter her final grade as either "Pass" or "Fail". The course she elects may not be chosen from the offerings and requirements of her major department, nor may it be used to fulfill her general graduation requirements.

Conditions of Pass/Fail

1. A course successfully completed under the Pass/Fail Option may be used as a prerequisite, but no course may be elected under the Option if its prerequisites have not been fulfilled.

2. Seminars may be taken under the Option only with the approval of the department offering the seminar. At each registration the Registrar will provide a list of seminars open to such election.

3. A student who elects to take the first semester of a full year-course under the Pass/Fail Option may elect regular enrollment for the second semester, but she may not change from regular enrollment in the first semester to the Pass/Fail Option in the second.

4. A grade of "Pass" or "Fail" will not be counted in computing a student's cumulative average, but

a grade of "Fail" will exclude her from the Dean's List for that semester.

The Faculty will evaluate this Option after two years of operation.

A proposal limiting the gym requirement to two years instead of three was also passed at the March 1 meeting. Details of this proposal have not yet been decided.

Comments

Commenting on the acceptance of these proposals, Margie Singer, Academic Committee chairman stated, "I am ecstatic, and I believe that it will enhance the intellectual enthusiasm here. I hope it's just a beginning."

Chairman-elect, Katy Montgomery said, "There seems to be a tendency toward the faculty becoming more progressive."

President Shain stated that he was very pleased with the passage of the proposal.

Mr. Lester J. Reiss, associate

professor of philosophy commented, "Those who supported the proposal did so enthusiastically. They were delighted to vote yes—and I do mean delighted."

At Other Colleges

Most of the new Pass/Fail programs initiated this year at colleges and universities across the country are limited to one or two elected courses.

Usually only juniors and seniors are qualified.

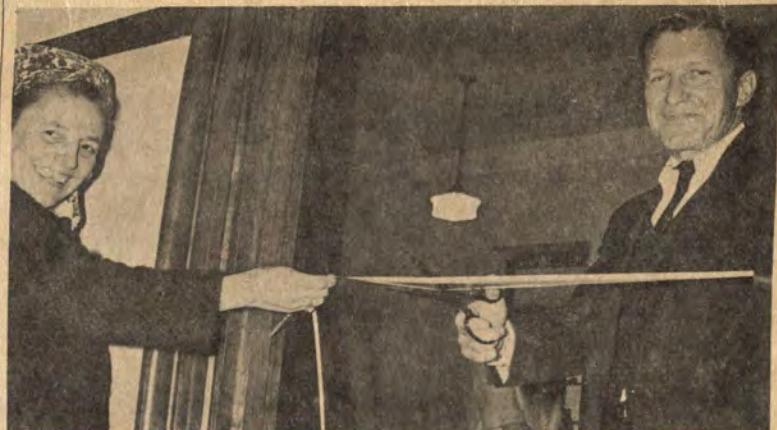
Princeton University, now in its third semester of a partial Pass/Fail system, has reported an easing of tension for some students, and "slothfulness" for others, according to Dean Gertrude Noyes.

California Institute of Technology has included an interesting variation in its Pass/Fail system.

Only freshmen are allowed to take a Pass/Fail course in order to reduce tension and competition.

Dartmouth College is now in (Continued on Page 6, Col. 2)

New Electronic Language Lab Installed on Fanning 4th Floor



Cutting the Ribbon—Pres. Shain and Miss Monaco formally open the language lab. (photo by dresser)

A new electronic language laboratory has been installed in Fanning Hall which will serve as the nucleus for a future electronic study center to be created as soon as space becomes available.

The equipment in the new laboratory can instantly feed, by remote control, any one of 64 pre-recorded lesson programs in six languages into the fifteen student listening stations.

In contrast, in the older laboratory an attendant is required to select the tape, activate the re-

corder and monitor reception.

James H. Williston, instructor in French, noted, "Pedagogically, one laboratory session gives a student more minutes of actually speaking a language than she would receive in a month or more of straight classroom instruction. Our new laboratory gives a student 30 minutes of speaking practice in one week, as compared with only about 180 minutes during an entire year in the old laboratory."

Need for an electronic study center is evidenced by the College's increasing enrollment in language courses (almost doubled this year over that of seven years ago when the first language laboratory was installed).

After studying present, as well as future requirements, in this instructional area, an interdepartmental language laboratory committee drafted the proposal leading to acquiring the new electronic facility.

Mr. Williston, the committee's chairman, noted that this equipment is capable of sending auxiliary lesson materials to classrooms and laboratories throughout the campus, if the College installs necessary communicative wiring.

The laboratory was officially opened Monday, Feb. 27, at a ceremony at which President Shain cut the ribbon.

Dr. Harvey of Indiana Law To Speak For African Club



William B. Harvey

Dr. William Harvey, dean of the School of Law, Indiana University, will speak on "The Ghana Revolutions: The Military and the Future" at a meeting of the African Club, Thursday, March 9, at 7:30 p.m. in the main lounge, Crozier Williams.

Former dean of law at the University of Ghana, Dr. Harvey was deported in 1964 for "subversive

activities prejudicial to the security of the state" as a part of Kwame Nkrumah's purge of the university. Besides his interest in the legal aspects of African development, Dr. Harvey is also actively concerned with legal philosophy and contract law.

A fellow of the African Studies Association in America, he is also vice-president and director of the African Law Association in America, and a member of the American Bar Association and the executive committee of the Association of American Law Schools.

Before teaching in Ghana, Dr. Harvey worked as an attorney in Washington, D.C., 1949-51 and taught at George Washington University and the University of Michigan. He has contributed numerous articles in legal journals and has published two books: *Contracts and Contract Remedies* and *Law and Social Change in Ghana*.

Dr. Harvey earned his B.A. at Wake Forest College in 1943. After serving in the navy he earned the title of Juris Doctor in 1949 at the University of Michigan. The University of Heidelberg named Dr. Harvey, a post-doctoral fellow in 1955-56.

Russian Club Will Hold Lecture on Delinquency

"Juvenile Delinquency in the USSR: A Search for Remedies" will be the subject of a lecture by Dr. Peter Juviler to be given Wed., March 8, at 7:30 p.m. in Bill Hall 106.

Dr. Juviler, associate professor of government at Barnard College, is an associate of the Russian Institute, Columbia University, where he received his Ph.D. in 1960. He has visited the USSR five times during a ten-year period, and has spent two semesters at Moscow University in 1958-59 researching Soviet law, and another semester in 1964.

The lecture is being sponsored by the Russian Club.

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Editorial...

A Crack In The Wall

In its relatively short existence, Connecticut College has achieved a position of respect and importance among eastern liberal arts institutions. The process has not been easy, for in the search for identity, Conn has suffered a multitude of growing pains.

Now, however, the College has emerged from its adolescence, from the natural insecurity of a young institution striving to establish itself, and is ready to assume the sophisticated responsibilities of adulthood.

This readiness is manifest in the faculty's recent acceptance of the Pass/Fail proposal. The concept of Pass/Fail embodies exciting academic potential, but it is a concept which is still untested by time. Consequently, its application admittedly involves a risk. The risk is necessary, however, if the potential is ever to be realized.

In one sense, the acceptance of Pass/Fail came almost as an exclamation point to augment the general fervor generated by this year's Student Government election. Now that the votes are counted, the results are in, and the elections have been won—or lost—it is time for a traditional editorial calling for unity, enthusiasm and fulfillment of campaign promises.

But this year the ordinary post-election sentiments are not enough, because this election was not ordinary. It was revolutionary—for Connecticut College.

Action previously unheard of, undreamed of, at Conn was initiated by a few who dared to try. Radical platforms, a Conn Census editorial endorsement, a successful write-in campaign are the facts of this election.

Initiative, ingenuity, courage—too long latent in many students here—have finally succeeded in cracking the wall of apathy. It is only a crack, but it is a beginning.

Perhaps the more conservative members of the student body are shocked by what has happened to "apathetic Conn College." We are not. Rather, we are convinced that the incidents of the past few weeks are simply emphatic affirmations of Connecticut's awakening, of a growing sense of self-awareness which seems to pervade the entire campus.

Through the attitudes demonstrated by their respective actions, both the faculty and students of Connecticut College have stated their willingness to experiment—to accept the risks, the possible consequences and the ultimate achievements of those actions.

N.R.F.

Letters to the Editor

ED. NOTE

(Ed. note: Deadline for all letters to the editor and news notes is 10 p.m. Wednesday.)

MATH MAJOR ON "MICHAEL"

To the Editor:

I do not want to argue with "michael" and his stand against a compiled Dean's List. A student comparison in such a manner is really meaningless, and I think, can often do much actual harm.

However, "michael's" insinuation that a math or science major is easier, less imaginative, etc., than one in the humanities is unfair and ridiculous. Math is not merely the study of mixture problems, geometrical constructions, or any of the other topics generally associated with high school mathematics. On an advanced level, the subject can be one of great imagination and challenge and should not be thought any less of or easier than a subject in the humanities.

In addition, it has recently been brought to my attention that a survey last year indicated the Math Department at Conn to be the lowest grading department.

Mary M. Clarkeson '68

Abolition of Oval

To the Editors:

Since the college insists upon acting in loco parentis, we ask that certain parental functions, which have been heretofore neglected, be performed.

An integral part of the home is the bathroom, and therefore we request that it be given as much attention as the bell desk. To this end we ask that the administration of Connecticut College provide round, fluffy rolls of toilet tissue to endow its students with a sense of security, comfort, and well-being.

The hygienic oval must go!!!

Julie Boone '69

Julie Whitwell '69

A MAN'S OPINION

by michael

The Yale Daily News plans to publish a T.V. supplement which it will distribute to its subscribers. I guess college students still watch the "tube".

Most of the programs available



in the New London area are terrible. Below are some of the better programs and opinions about them.

Star Trek (4,10, Thurs., 8:30) Science fiction program with imagination and excellent technical consultation. Often the most beautiful women currently on T.V. can be seen on this program in far out fashions that make today's fashion 20th Century.

Avengers (6,8,9, Fri., 10:00) Way out characters in classic cars.

Many of the plots based on classic books heavily disguised. Wish there were more of "the Diana Rigg type" on the "tube".

Children's Film Festival (3,5, Sun. 4:00) Some of the most poignant movies on T.V. not only for children, but also for sensitive adults. Great for Child Development majors.

The movies during the week are getting better; there is usually one good movie per week which is a nice change. Batman is still around and even seems to be getting better if that is possible.

At last—I received some fan mail. Unfortunately it was necessary to be extremely critical of the "Conn College Woman" before evoking a response. Seriously though, Miss Ives, I did not mean that every girl at Conn was unintelligent or irresponsible as you seem to imply. I doubt that very many are. All I was trying to do was encourage more women to give Graduate School a second thought for reasons that most likely would not be given by someone on campus giving advice to graduating seniors.

Maybe the problem is that you do not like the image I was creating of graduate school. If that is the case I suggest you "take a second, hard-look" at Graduate School Education in the United States. You may be surprised at what you find.

Topic of Candor

by Naomi Fatt

Any course taught at any school produces three separate grades for the individual.

The first is the grade the instructor records. The other two are unrecorded; one is the grade the student gives himself; and the other is the grade the student gives the teacher and the course material.

This first grade recorded by the teacher is, I believe, highly overrated.

No matter how just an instructor appears to be, that grade often represents a reward for organization over originality and studiousness or luck over intellectual curiosity.

The other two grades are more important. There is first of all the grade the student gives himself.

Every so often one hears of a student who cut a great number of classes in a course, did very little of the reading, crammed for the exam, and still received a good grade.

It is possible for such a thing to happen, with Lady Luck acting as she does and certain courses being what they are.

But I do not doubt the value of that grade. It will help that student get into graduate school or make Dean's List.

Chances are, however, that grade is actually worthless to the student.

Supposedly, a girl comes to Conn because she wants a liberal education. That is, she wants to reap the benefits of education for education's sake.

Thus, if she came in search of knowledge first and a career second, then that recorded grade is worthless.

Even if the student has produced what the teacher considers "A" quality work, she herself has received nothing.

On the other hand, a student may put "A" quality effort into a course and receive a "C". I maintain that the former grade is more important, for it is a true judgment of the value of a course to the student.

Finally, there is that grade that

the student gives the teacher. Every student either consciously or subconsciously grades the professor, the choice of books, and the exams in a course.

From some teachers an "A" is a great compliment, for it represents not only the grade the student deserves but also the grade the teacher has earned.

From other teachers it makes little difference to the student if the recorded grade is a "A" or an "F".

Some professors might be awarded an "F" by the student; therefore, it makes little difference what grade that student will receive from that professor.

All classes are an interaction between two parties: teacher and student and vice-versa. Student's personal efforts should also be considered.

It is only logical that these three grades should result. Unfortunately, the two unrecorded grades are not voiced.

NEWS NOTES

Eastern Connecticut Symphony, Victor Norman, conductor, will present a concert with Richard Syracuse, pianist, Sunday, March 12, at 8:30 p.m. in Palmer Auditorium.

• • •

The Reverend Gladstone M. Ntlati of Harvard University will speak on "Racism in South Africa" Wed., Mar. 8, at 7:30 p.m. in Hale. Rev. Ntlati recently fled from South Africa. He will be sponsored by the Civil Rights Committee and the Africa Club.

• • •

Mr. Cecil Schneer, University of New Hampshire, will speak on the "Interrelations of Science and History," Wed., Mar. 8, at 7 p.m. in the main lounge of Crozier. The lecture is sponsored by the Philosophy Club.

• • •

The Club will present James Tate, poet from the University of Iowa, reading his own works, Sun., Mar. 12 at 4 p.m. in the Library.

• • •

Yves will sponsor a talk by the Reverend Allan House O'Neill Thurs., Mar. 9, at 7 p.m. in the chapel library. Rev. O'Neill is pastor of St. Andrew's Episcopal Church in Meriden. He has hosted Cardinal Cushing and has been granted an audience with the Pope. A discussion and refreshments will follow the lecture.

• • •

Two conservation films on man's relationship to his environment, "Myths and Parallels," and "Down the Road," personally presented by Mr. Allan F. Kitchel, Jr., of Greenwich will be shown Thurs., Mar. 9, at 8 p.m. in Palmer Auditorium, sponsored by the Thames Science Center and the Connecticut Arboretum.

• • •

Mr. Stephen Wood, associate professor of government, has been named by Governor Dempsey to a special planning group responsible for a presidential study of law enforcement and administration.

• • •

The Connecticut College basketball team will meet UConn in a game to be held Thurs., Mar. 9, at Cro. All cheerers are welcome.

• • •

Each year the Connecticut College chapter of Phi Beta Kappa awards a small scholarship to a senior or alumna who is planning to do graduate study. Applicants need not be members of Phi Beta Kappa in order to be eligible. Interested seniors may obtain application blanks from Mr. Bradford in Thames 217. Competition for the award closes April 15.

UNIVERSITY BRIDGE

By Larry Cohen

Dlr: W North
Vul: EW ♠ J106
♥ J95
♦ KJ74
♣ Q42

West East
♠ A5 ♠ 843
♥ KQ863 ♥ 42
♦ 93 ♦ 10652
♣ AJ96 ♣ 10853

South
♠ KQ972
♥ A107
♦ AQ8
♣ K7

West North East South
1H Pass Pass Db1.
2C 2D Pass 2S
Pass 3S Pass 4S
Pass Pass Pass

Opening Lead: Heart King

Classes Elect Judges, Academic Committee Representatives Jr. Kickoff Banquet Will Be Held Wed.

ELECTIONS
(Continued from Page 1, Co. 2)
This would provide informal contact with the faculty.
"We would also like to bring



Freshman Officers: from left, Ginny Bergquist, Honor Court; Beth Milwid, Academic Committee; Chris Heilman, Honor Court. Missing: Patricia Salmons, Vice-President, and Paula Carroll, Academic Committee.
(photo by dresser)

our class parents into more of our activities."
Ellen said that the sophomore class will try to plan academic and social activities with sophomore classes from other schools.
Basis of Cooperation
"As seniors we have to plan our

personal lives, but we are unified in that we are all planning the same things and this should provide a basis of cooperation for the class."
This was the point that Carol Caruso, president of the Class of 1968, emphasized.
Carol said she was very excited about the coming year but it was important that contributions to the class be made as individuals.
"The most important things the president can do is to see that the year is organized and I intend to



Sophomore Officers: top row, Mary Saunders, left, Ginny Folwell, Honor Court; row 2, Susan Scharlotte, left, Academic Committee; Barbara Pite, Vice-President. Missing: Sandy Turner, Academic Committee.
(photo by dresser)

try to do this."
Boutique in Spring
Carol said the Boutique will be held in the spring before vacation instead of in the fall.
She also hopes the class will be able to sponsor a Senior Melodrama.



Junior Officers: top row, from left, Silvia Powell, Eileen Pond, Honor Court; Kathy Spendlove, Vice-President; row 2, Leslie Guyton, left, Chris Adler, Academic Committee.
(photo by dresser)

Carol stressed that because she believes seniors are responsible people, she would like to see them have an equal say in the decision as to who is the Commencement speaker.
The newly elected vice-presidents of the respective classes are Kathy Spendlove '68, Barbara Pite '69, and Patricia Salmons '70.

Other Officers
Other class-officers-elect are treasurers Susan Mabrey '68, Marilyn Weast '69, and Deborah Foster '70, and secretaries Katharine Hensler '68, Nancy Brush '69, and Cheryl Anderson '70.
Serving the Class of '68, are Eleanor May as Graduation Chair-

man, Joanne Dunleavy as Class Marshall, Joyce Todd as Class Historian, and Dorcas Hardy as Koine representative.
Social chairmans-elect of the respective classes are Ruth Cheris '68, Penny Wood '69, and Lyn Landis '70.

Honor Court
Newly elected Honor Court representatives are Eileen Pond and Sylvia Powell from the Class of '68, Virginia Folwell and Mary Saunders from the Class of '69, and Christine Heilman and Virginia Bergquist from the Class of '70.
Other newly elected class representatives are: Athletic Association representatives, Lisa Pearson '69, and Patricia Bernstein '70; library representatives, Linda Abel '69, Anita Poluga '70, and Judy Henderson '70; and Academic Committee, representatives Christine Adler '68, Lesley Gupton '68, Susan Scharlotte '69, Sandy Turner '69, Paula Carroll '70, and Elizabeth Milwid '70.
Serving as song leaders are Dickey Wilson '68, Wendy Rodgers '69, and Karen Nielsen '70. Compete play directors are Helen Epps '68, Nancy Schoenbrod '69,

Conference on New Morality Evokes Conflicting But Excited Responses

by Peggy Joy
Comments on "The New Morality: Panic or Prophecy?", held at Conn Feb. 24-26, ranged from "relevant . . . excellent . . . very appropriate . . ." to "incomprehensible."
Remarks centered on reactions to the Friday night session, Mr. Reiss' lecture "The Gospel According to Batman," and to the Saturday session, Mr. Clark's exposition of Fletcher's book *Situation Ethics*.
Talking about the Friday lecture, one sophomore stated, "Mr. Reiss' argument was beautifully structured. He developed his ideas and reviewed the development. When I'd finished listening, I'd been convinced and excited. Yet, I found it hard to define what I'd learned . . . he dealt with a multiplicity of issues pertinent for today. His intent was to provoke discussion and reflection."
Another sophomore said that she wished the presentation had been stated in "more of a layman's terminology." For those who haven't had philosophy, the speech was "hard to follow."
Speaking negatively a freshman stated, "I didn't enjoy Mr. Reiss' speech because I wasn't convinced

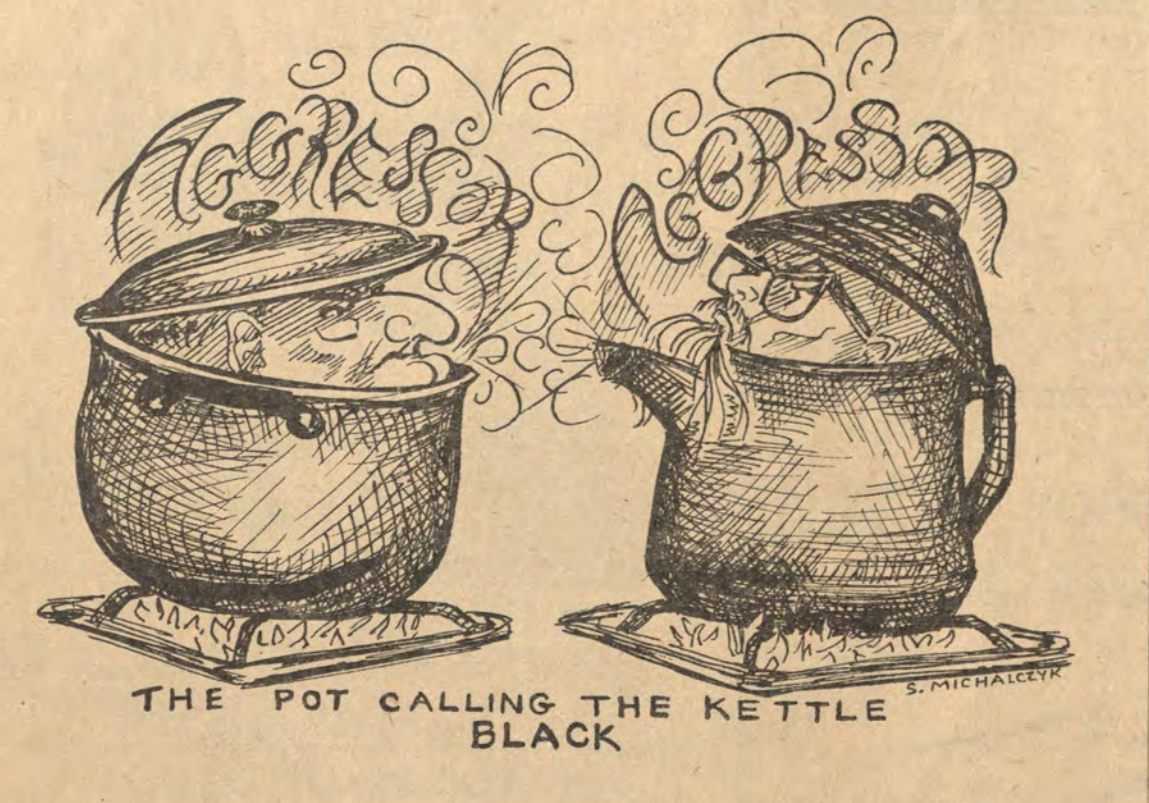
Office of Education Predicts Jump in College Enrollment

(CPS) — The college population of the United States will increase four times as fast as the national population during the coming decade, the U. S. Office of Education predicts.
The projected jump in college enrollment is 49 per cent. The Office of Education said that the steep gain in enrollment is expected to result from higher birth rates in the late 1940's and 1950's, together with the increasing proportion of students who go to college and then to graduate school.
Colleges and universities are expected to enroll about 9 million degree-seeking students in 1975-76, compared with 6.1 million enrolled in 1966-67.
In addition, about one-third of the college-age population (18 to 24) may be in higher education institutions 10 years from now.
The number of teachers in higher education is not expected to keep up with the increase in student enrollments. The Office of Education predicts that college and university teachers may number 640,000 in 1975, up only 36 per cent from this year's estimate of 470,000.

Texas Students Compile Honor Roll of Professors

—Lubbock, Texas—(I.P.)—The Student Senate at Texas Technological College has released an "honor roll of professors" derived from last spring's course and instructor evaluation survey.
Almost 7,000 survey forms were fed into the computer and the results from these forms were compiled for the list of professors who ranked highest in their respective departments; the top 5 per cent or the top ten, whichever came first.
Upon recommendation of the Interim Committee on Course and Instructor Evaluation, the Student Senate decided not to publish all results from the survey, but decided to publish the honor roll.
According to the report released by the interim committee, "this evaluation has been criticized because it does not provide a scientifically accurate sampling. Personal prejudice is allowed to enter and the survey is not objective."
"It must be recognized from the beginning that this evaluation will not and cannot be objective. It is designed . . . only to register feeling. This is a survey of opinion and opinion is not often objective, nor does it always conform to the standards required of pure scientific reasoning," the committee reported.
The report emphasized that students with low grades rated a professor highly just as often as did those with high grades. Though the honor roll is listed in categories, the categories were for sorting purposes and the division is not along departmental lines.

ANSWERS TO TIME QUIZ			
1. A	4. A		
2. A	5. D		
3. C	6. D		



Peace Corps Sends Alumnae To Underdeveloped Countries

Two years of Peace Corps service in underdeveloped areas has been the choice of more than 18 Connecticut College graduates in the past four years.

Their assignments have sent them to such places as Tanzania, Ghana, Iran, Colombia, Brazil, Thailand, Peru and Turkey. The girls have worked within the educational systems and urban and rural systems of these countries in programs geared to the development and improvement of existing conditions there.

One of our more recent graduates, Anne Taylor, '65, an English major, was trained to work as a volunteer in a Venezuelan University.

Part of her training included studies in the Spanish language, Venezuelan and U.S. history, and world affairs. In addition, Anne was given technical training in educational and teaching skills.

Another recent graduate, Mrs. Karen Stothert Stockman, '66, also an English major, is now working with her husband, Peter, in Bolivia. They were trained this summer in New Mexico to work in the Bolivian Universities.

12 Weeks' Training

The Peace Corps Training Program took about 12 weeks at the end of which these volunteers were sent to teach in universities in La Paz, Sucre, Santa Cruz, Oruro and Potusi.

Their training curriculum concentrated upon a strong background in the country in which they would work and knowledge of U.S. history and world affairs. Studies of the particular countries centered around education and community development.

Another graduate, Marilyn Hinkes, '60, after her training at the University of North Carolina, went on to Guatemala, in January 1965, to work at the University of San Carlos in the field of microbiology.

Her work was not just confined to the laboratory; mornings were spent helping to organize clubs for the mothers and children from the poorer sections of the city. She devoted the rest of her spare time to directing a fine arts program in a school for the mentally retarded.

In two years, Miss Hinkes completed her work in Bolivia and is presently in the graduate studies program at Connecticut.

Other Peace Corps Alumnae

Among the other graduates who have completed two years in the Peace Corps are: Martha Batchelder, '64, a sociology major who went to Bangkok, Thailand; Jeanette Cannon, '63, a history major who worked in an elementary school in the Philippines; Marguerite Dey, '62, an English major who spent two years in Katmandu, Nepal; Virginia Olds, '63, a religion major who spent two years in Ankara, Turkey, with Leilani Luis, '64, in secondary education; Francis Keutmann, '63, a history major who worked in urban community development in Santo Domingo; and Helen Lapham, '61, also a history major, who studied the educational system of Monrovia, Liberia.

There are many girls who have just recently gone overseas in the Peace Corps training program. Rebecca Smith, '64, Laura Hopper, '64, and Katharine Garcia, '65, are all working in Dar Es Salaam, Tanzania. Ann St. Germaine, '64, and Beryl Cochran, '64 are in the educational system in Bogota, Colombia, while Donna Vogt, '66, is in Rio de Janeiro working in their health program.

Julia Sternbavh, '64, is in Santiago, Chile, working in Urban Community while Sally Murrill, '65, is in Rabat, Morocco, working on a rural development program.

Arguments Against Pass-Fail Explained

Philadelphia, Pa.—(I.P.)—Ideally, a student must seek knowledge for itself rather than the grade he receives, Dr. Eleanore S. Isard, director of Temple University's Counseling Center, states. "However, a pass-fail system of grading is more idealistic than realistic," she adds.

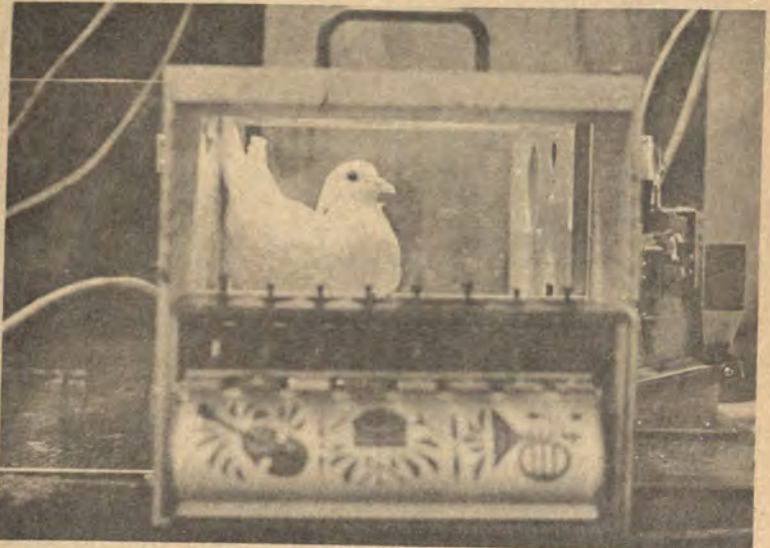
"Although a pass-fail system would relieve the pressure of striving for a reward like a grade, we are caught up in a total educational system which requires finer answers than a pass-fail system could provide," she says.

"We could not possibly use a pass-fail system at the University because we have such a heterogeneous population," Dr. Isard continued. "Perhaps a pass-fail system could be used in an honors program. However, it would be foolhardy to try to incorporate a pass-fail system overnight. First a formal study would be necessary, then students and faculty would have to be prepared to work under this system."

Commenting on the system which makes no provision for the student who excels with distinction, Dr. Emily Sherwood, a Counseling Center staff member said, "It is difficult to distinguish between a B and C student, but the difference is obvious between an A and C or C and F student. Excellence should be rewarded."

Both Dr. Isard and Dr. Sherwood agreed that a criterion for success has to be established before any correlation between high grades and success can be made.

Pigeon Performs Wiffenpoof Song On Psych's Xylophone



Ralph the Intelligent Pigeon (photo by dresser)

by Ellen Achin

How do you pigeon-hole a pigeon who plays the Wiffenpoof Song from memory on the xylophone? Very simply—according to Mrs. Carol Hetzel, instructor in Psychology—you don't.

Ralph, a one-year old white carneau pigeon from South Carolina who has this extraordinary ability, is representative of any pigeon subjected to conditioning, Mrs. Hetzel said.

Ralph is being used in the introductory psychology course to demonstrate principles of operant conditioning. Mrs. Hetzel explained that operant conditioning of a pigeon is similar to training a dog to obey commands.

The pigeon has mastered the Wiffenpoof Song in the short period of three days. David Liber-

man and Joseph Russotti, Yale graduates in Conn's psychology department, chose the song, for they felt it would be near and dear to the hearts of many Conn College students.

Ralph could be trained to play any song, said Mrs. Hetzel. He has been on campus for three months but has been used for demonstration purposes in only the last three weeks. After this experiment he will be used for individual projects for the rest of the semester.

No attempt has been made to measure the pigeon's I.Q., and Mrs. Hetzel said she knew of no way this could be done.

"If any girl wants to join the course," said Mrs. Hetzel, "she can learn to condition any living organism by the end of three weeks. Imagine the power she could have over her boyfriend, for example." So, you see, it's not all for the birds.



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Gold Baracuda Spells Dread Of Conn Campus—3 a.m. Drill



Fiery Fire Captain, Chris Matteson (photo by dresser)

by Chris Sanborn

Clang! Clang! Clang! She turns over. Clang! "No! Please, no!" Clang! Thud (feet on the floor). "Towel—coat . . . where is my coat?" Grabs bath robe. Slam.

Stumbling down the stairs, half awake, the girls' complaints resound through the dorm: "Why at 7 a.m.?" "How can they be so . . ." "These assinine drills . . ." "Someone must get pleasure out of this. But who?" "Nerve . . . real nerve."

Each fire drill follows the same general pattern, with one at 3 in the morning possibly raising the most clamor. Although these monthly drills cause inconvenience, loss of sleep, and annoyance, there are concrete reasons and laws backing them.

Chris Matteson, '69, campus fire captain, explained that it is a state law that every public housing building must have a fire drill once a month. The school policy, she added, is "to have one at 3 a.m. and 7 a.m."

Darts at Calendar

It is Chris's job to decide when D-Day is for fire drills; this she accomplishes, she said, by "throwing darts at her calendar." She then contacts each dorm captain, appointed at the beginning of the year.

With three faculty members of the Fire Prevention Department, Chris zooms around campus timing the drills. The three members are: Mrs. Sally Trippe, dean of student activities; Miss Ellanore Saunders, assistant in the Office of Admissions; and Mrs. Mac-

Donald Giles, supervisor of Dormitory Services.

Who lets the illustrious four into the dorms? None other than Mr. Churchill of the Maintenance Department, disguised as a mild-mannered man in a gold Baracuda.

Most drills occur between 11 p.m. and 12:30 a.m., Chris noted. However, the one at 3 a.m. does manage to slip into the schedule.

Chris said this drill tests how girls would react in an actual fire, for even the dorm fire captains are not warned in advance.

It is interesting, Chris further noted, to see just what people do first when they think there really is a fire. She related an instance last year in the complex when one girl ran out of her room with Head skis slung over her shoulder.

"More Humane"

Chris, appointed by last year's fire captain, changed the 6 a.m. drill to 7 a.m., thinking it "more humane." At least, "breakfast is waiting" at this time of the morning.

Another change in the procedure is that now in each dorm a sheet is posted by the fire extinguisher telling the girls what to do in case of fire. They are to call the switchboard operator who will in turn call the fire department.

Because the type of fire extinguishers in the old dorms must be checked each year for effectiveness, Chris said that it would be "much easier, though maybe more expensive" to replace these old ones with the kind in the complex.

Since the Fire Prevention Committee meets only once a year to discuss changes and has no say in the timing of drills, Chris thinks the Committee is "not really necessary." She suggested that changes could be just as easily submitted to the C-Book committee each spring.

So, girls, if you happen to glance out your window some night and see a gold Baracuda whizz by, you'll know it's approaching zero hour—time to grab your towel!!!

VESPERS

Dr. James D. Purvis, chairman of the Department of Religion in the College of Liberal Arts at Boston University, and former assistant professor of religion at Con-



Dr. James D. Purvis

necticut College, will be the speaker at Vespers Sunday, March 12, at 7 p.m. in Harkness Chapel.

Directed by Mrs. F. Edward Cranz, the Williams School Choir will provide music for the service.

Dr. Purvis spent three weeks during the summer of 1966 digging at Tel Gezer, in the Valley of Ayalon, about three miles from the border between Isreal and Jordan.

While in Isreal Dr. Purvis was able to observe life at Kibbutz Gezer which supplied food for the 60 diggers on the project. He believes the whole life and economy of the Israelites depends on this system of agriculture.

This ancient city was situated at the crossroads of two important Biblical trade routes. Gezer belonged first to the Canaanites and then the Philistines, and later was conquered by Egypt and given to King Solomon by the Pharaoh.

A native of the Midwest, Dr. Purvis received his B.S., M.A., and bachelor of divinity degrees from Drake University, Des Moines, Iowa. In 1963 Harvard University awarded him his Doctor of Theology degree.

Indian Professor Comments On U. S., Indian Education

"The basic difference of undergraduate education in India and the U. S. arises from the educational structures," commented Miss Dirga Pant, Conn's visiting professor from India who is currently observing U. S. teaching methods.

In India, courses, texts, and exams are set by a university which has jurisdiction over several colleges. Teachers are not free to choose course content and texts and do not administer their own exams. Rather than a two-way communication between students and teacher as in the U. S., Indian professors and students are responsible to a third party, the university.

Consequently, Indian students feel greater responsibility to the university-issued texts than to their teachers, as the students must prepare for the university's exam. Teachers refrain from interjecting too strong a personal opinion for fear of influencing a student and possibly handicapping his exam performance.

Most Indian textbooks are secondary, not original, sources and deal more in general concepts than with authors' individual opinions. Miss Pant thinks that more attention should be given to original texts because "they give a student more confidence and are more exciting to work with. Reading from original texts also gives students a chance to form their own opinions."

Miss Pant regrets that Indian students are not more encouraged to think for themselves, as are American students. "It's the fault of the system," she said. "Students are too busy memorizing for the exam and taking notes in class and from scarce textbooks to think about their material. Also, secondary sources do students' thinking for them." Exceptionally curious students overcome the system by reading original sources on their own. Teachers may recommend references to augment course

material.

Miss Pant commented that students in the U. S. read more, but she feels that we attempt to cover serious material too quickly. "Students need time to assimilate the material," she said.

Miss Pant is happy with the U. S. system of education because it gives the professor the opportunity to choose his own materials and to interpret course material in his own way. Greater freedom on the part of the professor entails greater responsibility on the part of professors and students as both become actively involved in their subject. Miss Pant thinks U. S. students are interested in course content and she is pleased that students may audit courses. "There is no such opportunity in India," she said. She enjoys working with students who are sincerely interested in their subject.

Course programs in India consist of honors, or major subjects and subsidiary, non-honors, courses which receive only a pass or fail grade. If a student does not care to concentrate in one field, he may study three courses, giving equal time to each. At the end of his three-year college program, a student take a university exam covering all courses taken in his major field, similar to comps in the U. S. Paper-writing is not emphasized so much in India as in the U. S.

Women's, men's, and co-ed colleges exist in India as in the U. S., although co-ed colleges are usually men's colleges that have accepted a few women students.

Indian students have no idea of what a mixer is, but rather meet during inter-collegiate debates, musical and theatrical performances, and sports events.

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Time Current Affairs Test

The Nation:

1. The year's grim trio of multiple murders forced the nation to reassess regulations on:

- A. Unrestricted sales of firearms
- B. Extradition procedures against bail-jumpers
- C. Trail by press
- D. Hollywood's morality code

2. Let income from commercial use of a communication satellite system help pay for a coast-to-coast educational TV network, boldly proposed:

- A. The Ford Foundation
- B. The Rockefeller Institute
- C. CATV Inc.
- D. Comsat

3. Tasteless, odorless and inexpensive, this hallucinogenic drug saw wide use in 1966, creating deep public concern because it can cause severe psychic damage. Its name:

- A. Insulin
- B. Vitamin B-12
- C. LSD
- D. Opium

4. In challenging the findings of the Warren report on John F. Kennedy's assassination, critics worldwide raised doubts about whether:

- A. Lee Harvey Oswald acted alone
- B. Two bullets struck Governor Connally
- C. Oswald used two rifles
- D. Jack Ruby is guilty

5. Looking to the 1968 presidential elections, political pundits pointed to all but one of the following possible combinations to head the G.O.P. ticket:

- A. Richard Nixon and Mark Hatfield
- B. George Romney and John Lindsay
- C. Ronald Reagan and Charles Percy
- D. Hubert Humphrey and Robert Kennedy

6. In boycotting supermarkets, housewives highlighted only one factor, causing higher food prices. Others include all but one of the following:

- A. Startling declines in U.S. farm surpluses
- B. New government policies against imported farm labor
- C. Wage rises at the retail level
- D. A sharp decline in home entertaining

(Answers on Page 3)

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Pass-Fail: Cross-Country

(Continued from Page 1, Col. 5)

its second semester of Pass/Fail; during which the administration is keeping detailed records and data on its progress.

Of 3,000 students, 500 took a Pass/Fail course first semester, 1,300 took one second semester; and 300 students took Pass/Fail both semesters.

At Lehigh University, juniors and seniors can take as many as four of their five courses on a Pass/Fail basis.

In the small, experimental Tussman Program at Berkley, all courses for all four years are on a Pass/Fail grading system.

According to Phillip Werdell of The World Journal Tribune, "Nationwide acceptance of Pass/Fail is no longer an impossibility, however."

"If colleges and universities continue to reform the old grading system students might be under less pressure to play the numbers game."

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