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CONN CENSUS



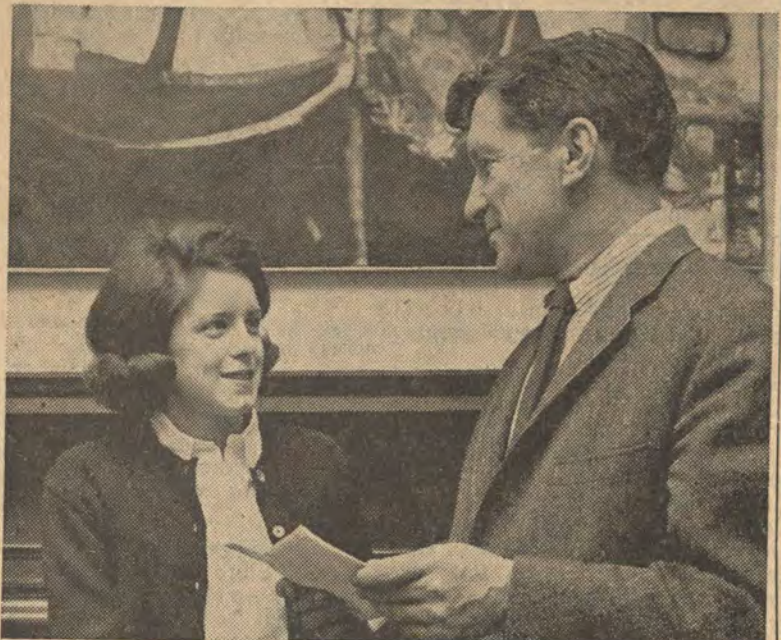
CONNECTICUT COLLEGE

Vol. 50—No. 17

New London, Connecticut, Thursday, March 11, 1965

Price 10 cents

Jean Torsen '65 Distinguished As Woodrow Wilson Scholar



'46 and '65 Woodrow Wilson Fellows Charles E. Shain and Jean Torsen.

Jean Torsen, a senior at Connecticut College, has been awarded a Woodrow Wilson National Fellowship to support her first year of graduate study. She plans to do graduate study leading to the Ph.D. and to enter a career in college teaching. The Ford Foundation's first grant in 1958 dramatically enlarged the program.

Over 11,000 faculty-nominated college seniors in the United States and Canada competed for the grants, and Miss Torsen was one of the 1,395 chosen. She is a classics major and is conducting an independent reading program in Virgil.

Winning a Woodrow Wilson Fellowship is one of the most prized academic distinctions given to college seniors. The program began in 1945 on a small scale at Princeton University. In 1946, Mr. Charles Shain became a member of the fellowship program. Three other college presidents have won the award.

In addition to receiving full tuition and fees for the first year of study at the graduate school

of his choice, a Woodrow Wilson Fellow also is awarded a stipend of \$1,800 plus dependency allowances.

Honorable mention for this award have been accorded four Connecticut College seniors, including Cecilia Holland, Elizabeth Parsons, Sarah Tehan and Diane Willen. They were among the 1,242 selected, the majority of whom are expected to receive alternate awards from other sources. Cecilia Holland, a History major, is pursuing an honors study entitled "Absolutism," which involves case studies of five countries and the construction of a "pure type" model. Diane Willen, also a History major, is conducting an Honors study on "Bismarck, the Liberals and the Prussian Constitutional Conflict, 1862-1855." Sarah Tehan, a psychology major, has completed an independent study of "The Effects of Race on Academic Achievement." She is currently finishing a study on verbal learning. Beth Parsons is conducting a study on "The Operas of Joseph Haydn." She is a music history major.

Humanities Bill Offers Grants, Loans in Arts

by Susan Scranton

Senator Claiborne Pell (D. Rhode Island), Chairman of the Senate Special Subcommittee on Arts and Humanities, has proposed a bill to establish a National Humanities Foundation. This commission is designed to "develop and promote a broadly conceived policy of support for the humanities and the arts."

A Conn Census reporter asked Mr. Livingston Biddle, Special Assistant to Senator Pell, if it would be possible, under The Pell Bill, to receive assistance in order to build a Music and Arts Building, such as the one presently proposed by Connecticut College. Mr. Biddle replied, "Not under the present bill, as it stands, going into committee, but perhaps it would be possible by the time the bill comes out of committee." Subcommittees of both the Senate and the House of Representatives scheduled hearings on the bill during the period February 23-26.

Mr. Biddle added further that the point of the bill as far as colleges were concerned was to "establish a program of grants to institutions of learning." The bill, he said, would "stimulate private giving to the arts." The foundation would be "similar to the New York State Council on the Arts," which stimulated private donation to the arts there.

The foundation, in accordance with The Pell Bill, will establish a Board comprising twenty members to be appointed by the President; in addition, the United States Commissioner of Education, the Librarian of Congress, the Secretary of the Smithsonian, and the Chairman of the National Council of the Arts will serve on the Board.

The functions of the foundation as presently proposed in The Pell Bill, are broad, and the foundation could be expanded to include many fields connected with the humanities. The foundation will "establish a national policy of the promotion of scholarship, education, research, and the creative work, and performance, in the humanities and arts."

The foundation could be of assistance to scholars and teachers of a small liberal arts college such as Connecticut. The proposal will "award scholarships and graduate fellowships, including—See "Pell"—Page 7

Civil Rights Club

In Selma, Alabama, Americans were driven from the polls by tear gas, clubs, beatings, and gunfire. In Selma, Alabama, Americans who tried to exercise their "guaranteed" rights are today lying in hospital beds suffering from the brutality of law enforcement there. But in Selma, too, Americans are continuing, in the face of brutality, to demonstrate for their rights as Americans and they are being joined by clergymen, wives of congressmen, doctors, civil rights leaders, and other concerned Americans from all regions of this country.

The Connecticut College Civil Rights Club supports the activities Civil Rights organizations in Selma, Alabama, and will demonstrate its support in a march to the United States Post Office in New London. If you, too, would like to express your concern for those suffering the terror, violence, and brutality of justice in Alabama, won't you join us in our march at 4:00 today at Fanning?

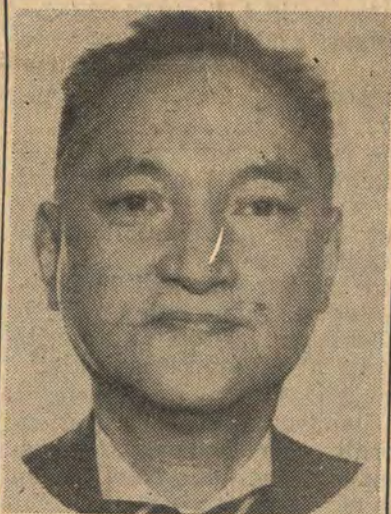
IRC Conference Opens Today, Authorities on Law to Speak

"The Relevancy of Irrelevancy of International Law in Contemporary World Politics" is the topic of the College's annual conference on world affairs to be held here this weekend.

Four distinguished speakers will participate in the conference sponsored by the International Relations club and scheduled for the main lounge of Crozier-Williams.

The conference will give specific attention to particular doctrines or rules of international law in relation to the changes in international politics from the period before World War II to the post war period. Consideration will be given such topics as the legal implications of American policy in Cuba, Berlin, and Viet Nam.

Professor Quincy Wright, well-known author and authority on international law, will speak on "International Law and International Conflicts" Friday evening at 8 o'clock. Mr. Abram Chaynes will examine the importance of international law today, on Saturday at 10:30 a.m. Dr. Edgar von Schmidt-Pauli, Consul General of the Federal Republic of Germany, will discuss contemporary German foreign policy in the Middle



Robert T. Huang

East at 4 o'clock Friday afternoon.

Professor Wright has distinguished himself both in public affairs and in the academic field. He has assisted the United States government in legal matters in various capacities, including that of technical adviser to the American members of the Nuremberg Military Tribunal in 1945.

He has lectured at universities in Europe, India and Africa, and is currently professor of public affairs at the University of Virginia and professor emeritus in the field of international relations at the University of Chicago.

Of his many publications, three of the best known are *A Study of War, International Law and the United Nations and Contemporary International Law*.

Mr. Chaynes, the second featured speaker, will speak Satur-



Abram Chaynes

day on "International Law—The View from the Common Lawyer." The former legal adviser to the Department of State, Mr. Chaynes holds degrees from Harvard university, where he was student editor of the *Harvard Law Review* and later professor of law. He has worked in a legal capacity with Chester Bowles, former governor of Connecticut, and with the late Supreme Court Justice Felix Frankfurter.

Dr. von Schmidt-Pauli will discuss contemporary foreign policy in the Middle East in an informal session with interested persons Friday afternoon in the main lounge.

He was formerly director of the executive office of the State Secretary in the German foreign office, the chief career official in the German diplomatic service. Prior to holding that position, he was a member of the legal division of the Foreign Office.

A panel discussion on Saturday afternoon at 1:30 will complete the weekend conference. Participating will be Professors Wright and Chaynes, along with Dr. von Schmidt-Pauli and Mr. Robert T. Huang of the Republic of China.

Mr. Huang was Senior Professional Officer for his country at the United Nations from 1946 to 1962.

All interested persons are invited to attend the conference, the fifth in a series of annual conferences sponsored by the I.R.C.



Dr. Edgar von Schmidt-Pauli

Kanter, Schein, Lane Elected Class Presidents for '65-'66



Santee Kanter, Britta Jo Schein, and Kay Lane, presidents of the classes of '66, '67, and '68.

Santee Kanter, Britta Schein and Kay Lane were elected presidents of the classes of '66, '67 and '68 respectively in campus elections held last week.

Santee, an economics major from Beverly, Mass., will work with Sandy Jones as vice president, Toni Gold as secretary and

Karen Schoepfer, treasurer. She succeeds Judy Stickel, recently elected president of the student government.

Other '66 officers chosen were: A.A. representative, Linda Lawton; song leader, Linda Johnson; social chairman, Sue Mikklesen; See "Class Presidents"—Page 6

INTERNATIONAL LAW WEEKEND

Schedule of Events

- | | |
|--------------------------------|---|
| 4:00 p.m., Friday, March 12 | Dr. Edgar Von Schmidt-Pauli Lecture and Question session on German Foreign Policy |
| 8:00 p.m., Friday, March 12 | Professor Quincy Wright "International Law and International Conflict" |
| 10:30 a.m., Saturday, March 13 | Mr. Abram Chaynes "International Law—The View of the Common Lawyer" |
| 1:30 p.m., Saturday, March 13 | Panel Discussion (Main speakers plus Mr. Robert T. Huang) |

Conn Censu

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Editorial ...

No Exit

On a crisp Friday during next year's football season a platform of Connecticut College girls will be waiting for the New Haven railroad. And they will continue to wait. The New Haven will have ceased to exist.

For years we have been saying, "Some day the New Haven will stop." But we never believed it. The time has come to consider the issue seriously.

The bankrupt line has been losing money steadily under its trusteeship management; it has requested the ICC to allow it to abandon a third of its service to New York City. Clearly, the New Haven will gradually be forced to eliminate all passenger service, unless something is done.

In Hartford and Washington hearings are open and numerous proposals are being presented. The alternative solutions must not disregard the New Haven's service value to the whole northeast corner of the country.

Not only New York and Connecticut, but Rhode Island and Massachusetts—and Maine and New Jersey—are concerned with the flow of goods and people which the New Haven provides. These vital streams of travel and commerce must not be allowed to dry up.

The long-term solution of the New Haven Railroad and the long-term health of New England and New York rest on the cooperation of the states served by the railroad. The authority should be a supra-state agency, semi-public, with power to own and operate the railroad and sell bonds to the public. These bonds would finance the purchase and improvements of the New Haven, and would be underwritten by Federal funds. The states and Washington should underwrite operating deficits for a temporary transition period only.

The cooperative authority could undertake the expensive program of modernization and improvement which will enable the railroad to compete with other methods of transportation. With imaginative management, the New Haven could again become a profitable organization.

This combination of temporary subsidy plus long term planning is the course which our officials in Hartford and Washington must take if they are to rescue the New Haven Railroad.—L.W.

Off Key

Last week's list of Phi Beta Kappa awards was impressive; it also had a secondary significance. Of the two largest departments on campus, one was heavily represented, the other was not represented at all.

This is certainly not to say that this very large department has no students worthy of academic honors. Indeed, that is the very problem.

Phi Beta Kappa is determined to a great extent, by the outward evidence of the students' academic work, i.e., grades. But many of our professors insist that "grades have no meaning." One of the professors in the department so conspicuously absent said recently, "Oh, I know what an A is, and I'm usually sure of the D's, and F's. But the B's could be C's and the C's could be B's." With such uncertainty, many professors choose to give the C.

And it is the C grade, the one given casually, to the student who has gotten A's and B's at other schools in equivalent courses, or even more significant, those who have gotten honors grades in advanced courses in other fields, at Connecticut College, that keeps these students out of honor programs, out of honorary societies, out of graduate schools.

Is it fair that any department do this to its own students? Are our faculty that unsure of their teaching that they dare not say a student's work is of "A" quality?

At Yale earlier this year a study was done of grading discrepancies between departments: At Connecticut College a record of all grades in all courses is kept. Granted, it is difficult to evaluate grading differences, but when the results show so blatantly, it is time to look closely.—A.K.T.

Ministry of Disturbance

by Bunny Bertolette

If I should die before I'm home Please have this carved on my tombstone:

Her heavenly journey was begun In the wild stampede for the 4:41. She ran the race but died in vain. Her epitaph—"I missed the train."

There is nothing like a battle to the death to make one really appreciate those twelve sweet days of spring vacation. For many of us, there is a good chance that we might begin relaxing en route—strapped to a stretcher in the back of an ambulance. Nail polish will fix a run in a stocking, but it won't do much for a run in the leg!

This pre-vacation madness is reminiscent of the the good ol' days at the stockyards in Chicago. We're kept here until 3:50 on Friday and then it's "head 'em up and move 'em out." I should risk my life for three credits? If we must have calendar days, then the

least that the college could do is issue helmets and combat boots. So you miss the boat to Bermuda. Better that than have your battered little body shipped home in a crate!

The sad thing about the whole situation is that those who manage to avoid the last-minute scramble are no better off than their mangled friends. Reduced to blithering idiocy by three hourlies and a paper, on top of packing and making travel reservations, they're lucky if they can pick up the phone to call a cab. You'll see them Thursday walking around campus: glassy-eyed, suitcase in one hand and both feet going in opposite directions. And babbling to themselves—babbling away, happy as pigs in a puddle. Probably never make it off the hill, poor souls. Not without roller skates and a good swift kick.

Spring Vacation, Sure is a nice idea, wasn't it?

Letters to the Editor

To the Editor:

The conversation on campus regarding narcotics has been colored by a tone of shock. That a girl at Connecticut College should resort to such a stupid experiment and blight the name of our campus is the primary concern of many. Those expressing the hope that the experiment is individual, however, are completely ignoring the real issue, the underlying cause of the individual act. As college students, we should be aware that drug addiction, like alcoholism, is a sickness, and that underlying the continual need for narcotics is an insecurity or emotional disorder.

The college student today is under considerable pressure which causes him extreme tension and anxiety. For those of us who are lucky enough to be emotionally secure because we are supported by family and friends, and for those of us who find meaning and conviction in our work, there is no need to seek anti-social outlets. Some students, however, are lacking stability and a sense of identity; some are not supported by family and friends. If serious, their insecurities might result in a nervous breakdown, alcoholism, or addiction.

The fact that the girl who experimented with marijuana went to the infirmary may denote "sense" on her part, but more important it reminds us that narcotic addiction is not a crime but a sickness. Does the college "rise above" mono or Asian flu?

As young adults, we should be aware that progressive narcotics legislation is desperately needed. Not the weak addicts, but the pushers, those who make narcotics available, are the criminals. Our attitudes are important. Addiction can be raised to the level of alcoholism—i.e., regarded not as a crime but as a disease—only if public opinion is favorable. We must react neither with shock nor with ideas of morality but must look for the cause of the problem. Only then can we recognize our responsibility.

Hilary H. Harrington '65

Editor's note:

You have confused two issues here, that of a girl who is experimenting with marijuana, as in the campus case) and that of the habitual drug addict, who needs the drugs perhaps for the reasons you state. We were not talking about narcotics addicts in our editorial, we were talking of a girl led to experiment "by those who make narcotics available."

In a recent interview, Dr. Hall, the campus physician, pointed out that not all medical doctors are convinced that addiction, or alcoholism, for that matter, starts as a medical problem. Dr. Hall said, "They become medical problems, but the question is, initially, is their addiction an illness, or is it caused by social, legislative, and moral inadequacies?"

Dr. Hall continued that marijuana is "technically not addictive." Marijuana is a habituating drug, one that creates a psychological dependence; there are usually no withdrawal symptoms with habituating drugs. On the other hand, she said, the addicting

drugs cause physiological dependence, including withdrawal symptoms.

Here, she stressed, we are talking about an experimenter, a "daredevil" attempt; and "experimentation and addiction are two completely different issues." Yes, involvement with drugs can be a sickness, Dr. Hall said, but "it happens to be a crime as well. We may not think that is fair, or right, or reasonable, but it is a crime."

Certainly, Miss Harrington, we must look for the "cause of the problem," even when the case is, as in this one, a matter of experimentation. It is fine to say that "we must react neither with shock nor with ideas of morality" when we are discussing addiction, when we are talking about a person who physiologically needs a drug. But here we are talking about a "daredevil" attempt, a defiance of law.

"Suppose the cause of the problem lies within the field of morality," Dr. Hall said. "Then you'd better look at morality. I don't think we should be afraid to mention morals."

Granted, the problem of narcotics needs wider understanding. But the first step to understanding the problem is separating the issues. You make a fine plea for the narcotics addict and the alcoholic, but we weren't talking about either of them. We were concerned with an experimenter on the college campus, a girl who defied law and common sense, and then dropped her experiment.

The breaking of law is a moral problem, Miss Harrington, especially when common sense backs up the law.

By dropping the experiment the girl showed that her own sense triumphed, and by triumphing, helped the administration of the law; for her testimony will certainly help to convict the real criminals, the pushers. And for that you should be happy.

A.K.T.

To the Editor:

We have established our objective criterion for evaluating a teacher, effectiveness. But what we forget is that students are a whole mass of subjective entities. While a teacher may not be effective for some students, he or she is effective for others. The word "effectiveness" becomes only a relative term. Therefore, I think we ought to leave the teachers alone. If teachers were able to be manipulated, and I don't think the majority are this way, we might end up disappointed by our own tampering.

Cynthia Fuller '66

To the Editor:

In reply to the controversy currently raging over the quality of teaching and the student's part in determining this nebulous quality:

There is no doubt that student opinion cannot be taken as the only criterion for judging effectively the success of a professor. Under the tradition of academic independence, however, the student is the only person in direct contact with a professor in his role in the classroom. I do not dispute the advisability, in fact the

necessity, of faculty and administrative opinion in judging scholarship. But scholarship, I believe, should not be the sole aim of our professors; and hopefully it is not. Rather, the college professor should be an integrated being composed of both scholarship and effective teaching. To discover the degree of success on a professor's part, obviously other scholars in his field, as well as his students, must be questioned.

To this latter end, I offer a suggestion: professors could be required to distribute, as does Mr. Holden among others, a comprehensive questionnaire evaluating quality and quantity of both the work and the teacher. Although the tabulated results could only be submitted to the administration on a voluntary basis, I believe the suggestions and commendations would be invaluable to the individual professors. Naturally, some comments would reflect little thinking by the student, but the professor should be able to distinguish between inane and serious criticism. It is my opinion that a required critique of each course would be an effective initial step towards a more representative view of the effective professor. For whether or not an individual professor volunteered his results to the administration, he himself would learn his strengths and weaknesses in the classroom role.

Ellen Glascock '67

To the Editor:

Needless to say, I shall be delighted that our numbers will be decreased next year; I should only hope that the rejects be those who fail to understand that Connecticut College is not a cistern timidly set out to catch those who fall from the "Heavenly Seven." It is time that this college has become one of the top prestige academic schools in the country, but this fact should not be used to stimulate a picky, competitive sensitivity with those schools which have long been in the limelight. The aim of Connecticut College should be at all times the internal perfection of its excellence as an academic institution, not the beautification of a product dropped on the college market.

I cannot help but feel that although the editors of our paper may in fact be "Heavenly Seven" rejects, the greater number of our student body is not. Since Connecticut was the first choice not only for myself but also for many of my colleagues, some of whom were accepted by more than one of the "Seven Sisters" I feel grossly misrepresented. It is not unusual that those who have once breathed the air of heavenly greatness should acquire an inferiority complex that spreads not only throughout their own lives but even to the college with which they associate, but is unfair to assume that all the students of Connecticut College suffer the same delusion. Speaking on behalf of the students who were intelligent enough to choose Connecticut out of sincere admiration for the school, I am thoroughly disgusted with the college inferiority complex that has been foisted on us all. I would not have applied here had I thought it were a second rate institution. Last week's editorial was an insult to the ability of all students presently enrolled here.

On the question of "more selective" standards, I would submit that the best student bodies are obtained not through exclusivist, rigid scales of achievement, but rather through a judicial balancing of the record, the interview, and the references of the applicant. A great academic institution must begin with talented faculty, but at the same time it must acquire a group of promising and curious students. The way to do this is not through quantitative competition of high school achievement, but rather through a more perceptive appraisal of individual undeveloped potential. I must agree with the editors on one point, however, that the standards of admission at Connecticut in the past have been weak. Surely, if girls attend here who consider Connecticut a second rate, "safe" school, the col-

Berkeley Stimulates Interest Focus: Impending Resignations

by Leslie White

The Berkeley campus of the University of California continues to be the scene of widespread interest. The free speech controversy which disrupted the campus last fall is at its lowest point this semester. Attention is now focused upon the impending resignations of Clark Kerr, president of the University and Martin Meyerson, acting Chancellor of Berkeley.

Student agitation, some observers feel, may have had a part in the resignation decisions. The Student demonstrations were directed against administrative attempts to place restrictions on campus political activities.

The controversy which began last semester reached a peak in December when 800 students staged a sit-in demonstration in the main administration building. Governor Edmund Brown ordered police authorities to remove the students.

This incident exercised significant influence not only on Berkeley students and faculty. Responses came from colleges and universities throughout the country. Twenty-seven Connecticut College faculty members contributed their support.

In a telegram sent in December to the Board of Regents of the University of California, the twenty-seven confirmed the propositions introduced by the Committee on Academic Freedom of the Berkeley Division of the Academic Senate.

The Academic Senate, composed of faculty, deans, and directors, endorsed the propositions "in order to end the . . . crisis . . . and to create a campus environment that encourages students to exercise free and responsible citizenship in the University and in the community at large . . ."

The Senate proposed that disciplinary measures in the area of political activity be determined by a committee of the Academic Senate. This important move would transfer jurisdiction from the administration to the faculty who held this power until 1921.

The Senate also declared that the University should not attempt to regulate the content of political speech or political advocacy on campus. A third proposal called

for reasonable regulation of the time, place and manner of conducting political activity on the campus. Finally it stated that no disciplinary measures be used against members of the University community for activities prior to December 8.

The telegram was sent in response to informational material received by Dr. Gordon Christiansen, Chairman of the Chemistry department. In addition to a complete report of the Berkeley issue, Dr. Christiansen received a letter from a Berkeley professor requesting that supporters of the faculty's solution send a telegram stating this approval.

Dr. Christiansen and Dr. Philip Goldberg, Assistant Professor of Psychology, contacted those faculty whom they felt would be interested. Despite the two-day time limit, they were able to reach twenty-seven people. They received no refusals. Others would have signed, Dr. Christiansen said, if the two had been able to reach them.

The telegram was sent to Mr. Edward W. Carter, Chairman of the Board of Regents.

THE UNDERSIGNED MEMBERS OF THE FACULTY OF CONNECTICUT COLLEGE JOIN THEIR COLLEAGUES OF THE BERKELEY DIVISION OF THE UNIVERSITY OF CALIFORNIA IN URGING THAT THE BOARD OF REGENTS ACCEPT THE SOLUTION TO THE FREE SPEECH CONTROVERSY OFFERED BY THE ACADEMIC SENATE: ACADEMIC FREEDOM, INCLUDING THE FREEDOM TO SPEAK ON POLITICAL ISSUES, FOR STUDENTS AS WELL AS FACULTY IS OF PARAMOUNT IMPORTANCE TO THE WELL BEING OF THE AMERICAN EDUCATIONAL SYSTEM.

Gordon Christiansen, Paul Garrett, Pierre DeGuise, Lloyd Eastman, John Kent, Bernard Murstein, James Purvis, Lester Reiss, Trudy Smith, Peter Seng, Richard Wiles, James Williston, Otello Desiderato, Philip Goldberg, Konrad Bieber, Sheldon Ebenholtz, Alice Johnson, Richard Lowitt, Nelly Murstein, Mason Record, Dorothy Richardson, Ernest Schlesinger, Jane Torrey, Bernice Wheeler, George Willauer, Dan Bechter, Philip Jordan.

Plans For New French Hall Progressing at Rapid Pace

The formulation of plans for a new French-speaking corridor on the first floor of Knowlton house is progressing at a rapid pace as campus interest in the revitalized project heightens.

Fourteen students will live in the corridor, which features a stepped-up effort at improving the language skills of the members through every day French conversation.

Mr. James Williston of the French faculty is organizing the new corridor and spearheading efforts to interest girls who will work together in making the project a success. Mr. Williston spoke enthusiastically of the progress that has been made so far in a recent interview.

The prominent feature of the new corridor will be the residency of a French student who will serve as a hostess and as a friend to the members of the corridor. Tentative arrangements have been made to engage Miss Francoise Deflassieux of Paris who is presently finishing a license at the Sorbonne. Miss Deflassieux will be able to converse frequently with the girls and help them to increase their fluency. She will also arrange French dinners and teas for the members and interested outsiders.

French-speaking people from the New London area will be invited to attend dinners with the members, along with other French students who wish to participate in these affairs. Mr. Williston stated that he would like to see the arrangement of frequent teas open to all students who wish to

converse in French and improve their skills.

The physical arrangement of Grace Smith has been a considerable hindrance to the project, said Mr. Williston. While Grace Smith students have not been sufficiently separated from the English-speaking students in the dormitory, the arrangement of the Knowlton first floor will allow for a convenient concentration of the French students in one area.

Eight of the girls who have already signed up are members of the class of 1968, while three are members of the class of 1967. It is hoped that the size of the group and the physical arrangement of the dormitory will aid in establishing the "esprit de corps" essential to the success of such an undertaking.

The eleven girls who have already signed up are Deane Hancock, Lia Hadjiyannakis, Mary King, Sherry Bauman, Stephanie Barrett, Leslie Guyton, JoAnna Berkman and Wendy Peter, 1968; Elizabeth Deane, Pat Wyatt and Joan Lacouture, 1967.

Three places in the dorm are still open, said Mr. Williston, who pointed out that the prospective member does not have to be either fluent or a French major, but should be able to express herself to a certain extent.

"It takes a lot of good will to make this a success," he said, adding that the members will have some say in the formation of final arrangements for the day-to-day functioning of the project.

Interested students are welcome to contact Mr. Williston for any further information.

Dr. David T. Rice Emphasizes Humanism of Byzantine Art

by Sharon Myers

Dr. David Talbot Rice, of the University of Edinburgh, began his first public lecture in the United States, "I'm alarmed at my reported capabilities; I have no recollection of having published that many books!" He smiled at the audience and put on his glasses.

"I've conquered my first alarm—at speaking at dinner tonight, but I still have to speak now."

In spite of his warnings, Dr. Rice far exceeded the high expectations of the wide-spread audience of faculty, students from Connecticut, Yale, and Wesleyan, and townspeople. He sought to prove that Byzantine art did not end with the sack of the Franks

in 1204, but in fact only began then.

His emphasis was on the element of humanism in the art of Byzantium—the intimacy, the vividness—in contrast to the monumental, austere works of earlier periods. He supplemented his points by showing the subtleties of color and highlights, the blended tones and clear lines of this period's art in slides; each individual slide was shown with others to show contrasts and delicate differences in periods.

Although the lecture on religious fresco and mosaic work was aimed, primarily, at art students, Dr. Rice as a speaker and scholar certainly filled and exceeded the expectations for a Phi Beta Kappa convocation lecturer.

J. Griffins, Author of 'Black Like Me' Relates His Crossing of Color Barrier

by Carolyn French

"Don't even bother, you can never know what it is like to be a Negro."

John Howard Griffin received this answer from many Negro leaders when trying to investigate the rising rate of suicidal tendencies among Southern Negroes. But Griffin refused to accept this answer. He decided to cross the barrier, the wall, the single factor—skin pigment—which divides humanity into two groups, colored and white.

The powerful story which Griffin told in *Black Like Me* was further explained by the author last Saturday at St. Bernard's high school. He related an experience which only a white man could make another white man believe or even begin to understand. Griffin emphasized that it was only his skin pigment which he altered. His "hybrid" accent, his clothes, his personal history remained the same as the "white" John Howard Griffin.

Yet the "black" John Howard Griffin told of the frustration, con-

fusion, and hate of a hostile world that the "white" man thought he knew and understood. He told of returning to the doorstep of a church in which he had once been very hospitably received. He was driven away with shouts of "Animal, Filth . . ." by the same man who had once welcomed him. He told of the humiliation of applying for jobs over the telephone, jobs which he was very well qualified to fill, only to arrive and find that the position had suddenly "been filled." He told of having to search until 8:30 one night to find breakfast.

Griffin did not give any solution because the problem which he discussed was not a Negro problem but a human problem. However he made each person in the audience dramatically aware of how little he really understood.

Griffin compared America today to Nazi Germany, where evil almost triumphed while good people remained silent. He reminded us that we in the North cannot disown the South, nor can we perpetuate the stereotype of the "mysterious" Southern Negro.

Curriculum to See Changes; Departments Revise Courses

The news that Connecticut will return next year to a smaller freshman class is welcome news to many students, who feel that the college expansion caused by over-acceptance has been accompanied by a decrease in effectiveness.

It is even more gratifying to learn that despite the decreased enrollment, the curriculum has been expanded. The new catalogue indicates many new courses as well as deeper studies of already existing courses.

The departments which have been most strongly involved in the change are English, Government, and History. However, almost every department has a "new look."

In the Art Department many students will be happy to learn that the "Introduction to Art History," now a semester course, will be extended to two semesters. The first semester will cover the prehistoric period up to the Middle Ages, including the Orient. The second semester will treat the Renaissance up to the present time. Both semesters may be elected separately. The format of the course will also be different; there will be two lectures weekly, plus one discussion section weekly. The requirement for Studio Art majors has been increased from one semester of Art History to two.

The Child Development Department will now offer an Individual Study program both semesters. In addition, the 201-202 course will have a new title, another lecture hour will be added per week, and a full year's credit will now be given.

The English Department is expanding its program in American Literature. First semester, a course will be offered in "Studies in American Poetry." The second semester, will have a new

course in "Studies in American Fiction." Both of these courses will concentrate on four or five writers, and will be open to juniors or seniors, with the current American Literature course as prerequisite or parallel.

Beginning French students will find themselves spending four hours rather than a mere three in the classroom each week. The second year course, 103-104, has been dropped. The French Study Seminar topics for next year will be "Contemporary Literature," and the "Age of Enlightenment."

In the Italian Department elementary students will have four hours of classes a week. Italian majors will also be taking some extra courses, for a requirement has now been added: two semester courses must be taken outside the department from a choice including specific courses in art, classics, Latin, French, history, and philosophy.

The requirement of four hours of class per week for elementary language students will hold for the German Department also. The course in Advanced Conversation will now be offered only one semester, but full credit will be granted for this semester.

The Government Department has dropped two courses, "Political Development in Central Africa," and "Politics of International Integration." However, a new course has been added, "Comparative Government: Politics of Developing Areas." "Constitutional Law" will be given annually, and Advanced Study Seminars will be introduced. The topics for next year will be "Comparative Government and Politics," and "Political Theory: Hegel and Marx." A further change has been made, requiring the introductory course in American government as a prerequisite for the introductory comparative government course.

Well, it'll soon be that great day again—St. Patrick's Day.

And I'm sure going to celebrate. I'm going to wear a green hat and drink whiskey until I absolutely wretch and pass out.

Then I'll drink Irish coffee to revive myself. And I'll eat borsht and turn green.

And I'll even wave the American flag. All this and I'm not even Catholic.

But it just shows how broad-minded and how willing to accept foreign customs I am.

What I don't understand is why isn't everyone else so tolerant?

I'm always stoned out of town and burned in effigy, when, at the time of the vernal equinox, I burn

bad's fingers, rat intestines, mushroom curd, cat sperm, and beer, in honor of the Magna Mater.

Bunch of pagans, the whole lot of them.

SDF

This does not include juniors or seniors taking the latter course as an elective.

The History Department has dropped its course on "French History from the Renaissance to 1715," but to satisfy all historians they will now offer a semester course on the "Evolution of European Absolutism, 1500-1715," which focuses on Spain, France, and Germany, as well as a course on the "Diplomatic History of the United States." Changes have been made in the Advanced Study Seminars, mostly concerning the years offered. However, a new seminar topic has been introduced for the second semester of next year, "Studies in Modern China and Japan."

Philosophy students will find "Continental Rationalism" dropped from the course listings. A new course will be substituted entitled "American Philosophy." The seminar topic for next year will be "Ordinary Language Philosophy."

The Psychology department has added a new course to its program, "Perceptual Processes."

In the Russian Department the "Advanced Conversation and Composition" course (211,212) will be offered for both semesters and will meet five hours weekly.

Finally, the Sociology Department will omit for next year its course on "Primitive Cultures" in order to offer a special course, "India: Social Institutions and Problems." This will only be offered first semester, and will be open to all juniors and seniors. It will be taught by Dr. Fatima Shujaat, who will come to Connecticut College next year as the visiting lecturer from India.

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Lack of Originality Main Flaw Of Art Exhibit in Lyman Allyn

by Susan Gemeinhardt

A traveling art exhibition from the city of Berlin will be at the Lyman Allyn Museum until March 29.

The failure of the artists exhibiting in *The Spirit of New Berlin* show, lies in the fact that they have few original ideas. They are slick, overworked, second generation Abstract Expressionists. Abstract Expressionism had meaning for the post World War II generation and the '50's, but it is no longer meaningful in the art world of the '60's.

Fred Thieler, Kurt Bartel, and Hann Trier, contemporary German artists, from Berlin are examples of the *Tachisme* or *couleur active* movement which is, in essence, a European version of American Abstract Expressionism. By definition, the *tachiste* reduces the process of painting to its most fundamental components, the raw materials themselves and the imprints of the artist's own expressionistic devices. Thieler's *Tryptoon 63* is a real action painting, created in the medium of collage in reds and whites, and very reminiscent of an early Pollock. Hann Trier's work has been somewhat questionably compared to Monet's late water color studies. His *Vortex 1962* and *Swimming* have little of the original spontaneity of Monet, nor do they have as much of his sensitivity to color relationships. Kurk Bartel is possibly the most interesting of the three. His *Ametric Bodies* and *Knots of Light III* are composed of light, oriental-like spots and patches which give an almost impressionistic effect.

Hans Jaenisch is probably the slickest painter in the show. At first glance, his technique of using ink washes on crumpled paper is interesting, but it is ultimately little more than a gimmick.

The other painters, Bachmann, Bergmann, Bluth, and Stohrer are all derivatives of members of the New York School or with someone associated with the school. Hermann Bachmann's oils seem to be a more delicate, lyrical version of a combination of Mark Rothko and Franz Kline. In his best work the grays and whites have an almost ethereal quality, while in his worst painting the colors look muddy and scrubbed. Gerhart Bergmann is the most un-

interesting member of the group. His juxtaposition of large areas of primary color produces an effect not unlike that achieved by the American, James Brooks. The landscapes and figure studies done by Manfred Bluth retain the surrealistic atmosphere acquired from his studies with Max Ernst. His *Arid Landscape* has a very romantic, dream-like quality. The most violent colorist in the show is Walter Stohrer. *Negress IV* and *April* are impulsively emotional and painted with extremely coarse yellows and reds. However, a number of his structural devices are borrowed quite directly from Hans Hoffmann.

The work of the sculptors associated with the *New Berlin* show is much more difficult to assess. The sculpture has a sense of vitality and aesthetic sensitivity which the painting lacks. The sculptors are quite conservative in their methods, however, and are also derived in a converted sense from action painting. Bernard Heiliger and Karl-Heinz Droste have done the most interesting pieces. Heiliger's bronze *Phoenix II* seems to turn its organic mass into energy through the thrust of its antennae-like projections. Droste's reliefs, also in bronze, have interestingly textured surfaces, all of which appear to have direct references to nature. Hartung, Baumann, Sax, and Szmanek all impart a sense of vitality and organic unity in space. Their appeal stems from the fact that they are pleasantly conservative, but they contain none of the interest attributed to the great experimentation in materials which characterizes the '60's.

Taken individually, many of the paintings have an intrinsic quality of capability and purpose, but they ultimately can not be judged out of context. Taken in context they are definitely not original and not completely meaningful to the art world of the '60's. As stated before, it is more difficult to assess the meaningfulness of the sculpture in relation to the most contemporary sculptors, but it appears that without the sculpture, the show would be little more than a slick, polished presentation of an old tradition. It seems unfortunate that the *New Spirit of Art* in Berlin is about the same as the *Old Spirit of Art* in New York.

Jean Anouilh's 'Antigone' Next Connecticut, Yale Presentation

After a short recess during which *Compet* plays were produced, Robert Cohen and company are back on the stage, working toward the opening night of *Antigone*, by Jean Anouilh.

"Rhythm, articulation, and passion" is the watchword as the ambitious cast of Yale and Connecticut students embarks on a new theatrical presentation. Helen Epps as Antigone and Mike Detmold as Creon head the cast of the one act play. Also included in the cast list are: Roger Shoemaker, as the First Guard; Dave Armstrong, as the Second Guard; Bob Speil, as the Third Guard; Henry Weil, as the Chorus; Bill Hannay, as Haemon; Judith Wile, as the Messenger; Pamela Gjet-

tam, as the Page; Dody Cross, as Eurydice; Carla Meyer as Ismene; and Susie Endel, as the Nurse. The stage manager is Kay Rothgeb and her assistant Andria Luria. Mr. Cohen has designed the scenery, Mia Braden, the costumes.

Antigone is a play of words; it is through description that the observer experiences the climactic action. With only two weeks to go before the opening performance the talented cast must meet the challenge of expressing the intensity of the drama so basic to the play. Anouilh's modern interpretation of the classic Greek drama will be given in Palmer Auditorium on April 9 and 10 under the auspices of Wig and Candle.

Class Presidents

(Continued from Page One)

competitive play director, Lynn Kastner.

Jane Brown and Joan Bucciarrelli will represent the senior class on the Honor Court.

Britta Jo Schein, American history major of Pittsburgh, Pa., will succeed Jo Ann Hess as president of the class of 1967. Carol Friedman was elected vice president, Anne Holbrook, secretary; Sue Cohn, treasurer.

The class elected Dana Freedman and Heather Woods as its Honor Court justices.

Other officers chosen were: Social chairman, Lillian Balboni; song leader, Rosemary Koury; A.A. representative, Carolyn Anderson; librarians, Rae Downes

and Liz Martin; *compet* play director, Marcia Soast.

Kay Lane of Verona, New Jersey will serve as president of the class of 1968, with the aid of newly elected Vice President Ann Warner. She succeeds Jade Schappals. Annabelle Morgan and Karen Young were elected Honor Court justices.

Carol Caruso was chosen secretary and Sue Gehrig, treasurer in elections held Wednesday afternoon.

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Agent 000 Investigates Case

by Pat Altobello

It was a new case for Lepre Conn, Special Agent 000, feared by international crime rings and currently associated with your own Campus Weekly. Suavely attired in his Kelly green Brooks suit, Lepre slipped into his turbine Stutz Bearcat and headed for the Land of the Yalermen. It seemed as though a group of questionables in that city were planning to capitalize on the plight of a certain New London transportation service.

With the coming of Spring Vacation, the dependence of colleges (our fair Connecticut among them) in the area on that trans-

portation would be on the upsurge. The unscrupulous mob was relentlessly going to take advantage of the sad state of our students who were growing more bemuddled by the day under the pressures of pre-recess midterms and papers. Learning of past experiences with strike rumors on Campus, the group decided to initiate such a tale and to offer car service to dejected students for a nominal fee. Of course, this prepaid sum and the cars would never be seen by the downtrodden scholars again.

Lepre, however, could not help but break up the evil plot—the See "Lepre"—Page 8

Can They Improve Education By Firing Our Able Teachers?

by Jeff Greenfield

Collegiate Press Service

There is a story, familiar to many academicians, about a one-time colleague of theirs, named Jesus of Nazareth. He roamed through small communities, engaging in an earnest effort to create a dialogue between himself and his students. He inspired, he excited, he stimulated. But he did not publish; so they crucified him.

More words have been written about the "publish or perish" controversy than about any other campus topic save sex and riots—two issues which are explored not for their importance to education, but because they titillate the outside world. I do not propose any weighty analysis or sophisticated probe of the issue. I wish to state what is perhaps the obvious, and leave it to those who run our academic fortresses to explain why they do not recognize the obvious.

The single greatest fault of the American educational experience is its failure to provide a medium for excitement of the mind. Paul Goodman says it; Clark Kerr, a victim of his own prophecies, has said it; James Conant has said it; and every educational observer takes this premise as his point of reference.

Yet within this diseased environment there are pockets of hope. They are the small minority of men who honor the profession of teaching. They do not accept the givens of the world; they do not manipulate the stale premises of society; they do not teach because they are forced to; they teach because they love it.

These men challenge the givens; they formulate concepts which outrage and dare an open mind; they explore the conclusions—however absurd or shocking or dangerous—of a new idea. They are the saviors of the very institutions which do not recognize them, because they teach people how to think.

These men are to be cherished. They are not to be made over, they are not to be molded, they are not to be taught to think like the rest. They are to be let alone; and, short of molesting children or robbing poor-boxes, they are to

be protected from the political pygmies who seek to exploit non-conformity with all the glee of a cretinous child squashing a butterfly.

Whether these men publish volumes or not a word must, in a sane society, be absolutely irrelevant. Some of them are prolific; others write not at all. For a university to establish a system which overlooks these men, and superimposes a mechanical criterion in judging the effectiveness of these extraordinary men, is for that university to slit its own throat.

Tenure—the shield of the academic—is meaningless if it does not go to those who teach well. And as I write these words a small group of students in New Haven are engaged in an all-night vigil protesting the failure to grant tenure to a man named Richard Bernstein. He is a 32 year-old philosophy teacher at Yale who has won the admiration and respect of his students. He is being fired.

It is obvious—trivial—patently clear—that good teachers and great teachers make a great university. It is obvious—foolishly, childishly simple—that a man who kindles the spark of curiosity in his students is worth 50 scholarly articles on Phallic Math in the *Later Work* of Henry James and a dozen books on Immanuel Kant and the War of 1812. It is obvious—nearly tautologous—that the good and great teachers should be desired by colleges and universities.

You will not improve American education by firing your good teachers. You will not make an educated citizenry a reality by imposing a foolish and wrongheaded standard which does not reflect the precious individuality of those who impart knowledge to others. You will not make a great country by killing your great teachers. And the lingering, nagging question is: why are you doing it?

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Civil Rights Group Tutors New London High School Pupils

Judy Greenberg

Eradication of poverty is one of the major goals of both the Civil Rights movement and the Johnson Administration.

The Civil Rights group on campus realizes that deprivation takes its effect not only on the physical well-being of a person, but also on his emotional and intellectual stability. It is the latter effect of poverty, the lack of intellectual stimulation, that the Connecticut College Tutorial Projects under the Civil Rights Club is attempting to counteract.

The Tutorial Project enlists members of all classes to devote one hour per week to the tutoring of New London High School students in an academic subject. Eligible for such tutoring are high school students who, in their subject, received a grade below C; their college counterpart must be on point.

The tutoring sessions are held in the late afternoon in space provided by the YWCA. The most frequently studied subjects are English, mathematics, and French.

The program, now in its third year, has a dual purpose. First is that of benefitting the high school student, who, uninterested in his classwork, might respond better to the attention and enthusiasm of a contemporary. Second is the experience and opportunity provided for the Connecticut student who possesses an interest in teaching and sharing her knowledge and interest.

The philosophy behind the program is that a student will often respond better to one who is nearer his age and is interested in him as an individual. The emphasis on the one-to-one relationship helps to fill a gap made by overcrowded classes in which the teacher cannot personally communicate with each of his students.

The results are often not striking. Some students will maintain an unreachable attitude and will not improve. Yet, any improvement, even in one student, will make the program worthwhile.

Places are going quickly on the BOAC flights to London and Paris!

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Smoking Problem Ignites Prevention

The college fire prevention committee met Tuesday afternoon to discuss the problem of smoking.

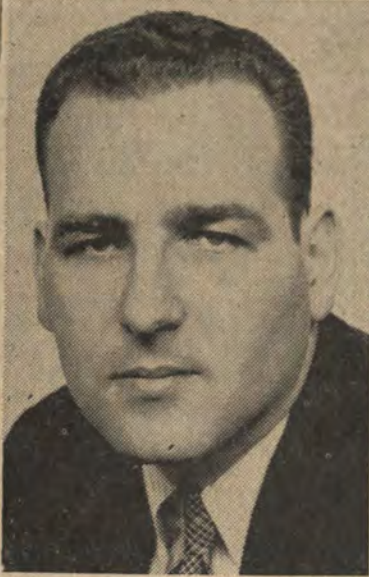
According to "C" Book regulation, smoking is prohibited in classrooms with the exception of evening seminars and classes that meet in faculty offices. Every student has the responsibility to obey "C" Book regulations concerning fire prevention measures. The faculty also has been asked to comply with student smoking rules. It was stated that faculty members have neither the right nor the privilege to smoke in classrooms or to extend this freedom to their students.

Connecticut College is not immune to fire or the possibility of fire damage. Last year the stage and curtains of Palmer Auditorium were badly damaged by a sudden blaze during the rehearsal for a theatrical production. Also, small fires have occurred in dormitories because of student neglect.

Ashtrays were removed from Thames because of the fire hazard caused by the use of turpentine and other flammable materials. Despite this preventive action, students continued to smoke and littered the building with ashes and butts.

The problem of cleanliness also exists in Fanning, Bill, and New London Halls. Classrooms, stairwells, and lavatories are made unsightly with discarded butts. Students use these buildings for study purposes during evening

Dr. Albert Zuckerman of Yale Drama School to Speak Here



Albert J. Zuckerman

Mr. Albert Zuckerman of the Yale Drama School will speak on the topic, "Russian Influences on the American Theatre" Wednesday evening, March 17, at 7:30 in the student lounge.

His talk will include three as-hours after the janitors have cleaned and set the rooms in order.

It is hoped that present conditions resulting from smoking will improve with future student and faculty compliance with college regulations.

pects of Russian influence. He will discuss the influence that Russian theater has had on such major theatrical figures as Elia Kazan, Joshua Logan, Harold Clurman, and Lee Strasberg and the influence of Chekhov's plays on American playwrights such as Clifford Odets and Arthur Miller. The founding of the Moscow Art Theater, its visit to the United States in 1923, and the great effect it has on the techniques of the American theater will also be discussed.

Mr. Zuckerman, who describes his own plays as "realistic social dramas in the tradition of Ibsen and Miller," teaches playwriting and dramatic literature at Yale Drama School. He received his B.A. degree from Princeton University and his MFA and DFA from Yale University.

His plays have been produced by Yale Drama School and performed off Broadway in New York, in Washington, D. C., and in Danville, Kentucky. One of his plays was published in *Best Short Plays of 1958-9*. He has recently finished a three act play, *To Become a Man*, and the first draft of a fantasy-comedy. Having written half a dozen book reviews for the *Sunday New York Times Book Review* section, he plans to write a book from his dissertation, "Shakespeare's Parody Techniques."

Presently executive director of the Connecticut Commission on the Arts, Mr. Zuckerman has also been employed as a high school teacher, a newspaper columnist, a naval officer, and a foreign officer. His current position is with a committee of citizens whose task it is to survey the cultural resources of the state and to make recommendations to enhance the cultural climate of the state.

Pell

(Continued from Page One)
ing post-doctoral fellowships and grants for research."

The Pell Bill also proposes to "assist by institutional grants, loans, and other means of assistance, public and other non-profit organizations, concerned with encouraging and developing scholars and teachers in the humanities and the arts, and artists, in order to enable each institution to develop its own program of research and instruction in the humanities and the arts; and to initiate and promote by contracts or other arrangements, including grants, loans, and other forms of assistance, programs for improvement of teaching in the humanities and arts."

The foundation will not be of profound consequence immediately. The budget operating in the fiscal year ending June 30, 1966, would appropriate ten million dollars to the foundation. The next year the appropriation would be twenty million dollars. However, after June, 1967, the appropriation remains as yet unfixed.

VESPERS

Dr. Herbert Gesork, president of Andover Newton Theological school, will speak at Vespers in Harkness chapel Sunday at 7 p.m.

Dr. Gesork, who spoke at the college in November of 1963, is a member of the Board of Preachers at Harvard University and a fellow of the American Academy of Arts and Sciences. He is also a member of the Department of International Relations of the National Council of Churches. In March 1956, he was one of a delegation of American churchmen who visited Soviet Russia.

Prior to becoming president of Andover Newton Theological School in 1950, Dr. Gesork was professor of social ethics at the Theological School at Wellesley College.

Dr. Gesork was born and educated in Germany, where he was General Secretary of the German Baptist Youth Movement until its dissolution by the Hitler regime, which he opposed. Two books which he wrote in German were banned by the Nazis.

Dr. Gesork holds honorary degrees from Bucknell University, Colgate University, Colby College and Emerson College.

Stevie Pierson '67 Badminton Champ In Ladies' Singles

Stevie Pierson, the recently elected Speaker of the House of Representatives, won the Connecticut State "C" Ladies' Singles Badminton Tournament last week end.

"Stevie was "seeded number one" in the tournament, according to Miss Brett, a process which insures the tournament of having its best players in the finals.

Stevie won the Ladies' Singles event 12-10, 11-8, against Jane Farr, of Newton, Connecticut, a graduate of Southern Connecticut State Teachers College. She was joined by Robin Richmond, class of 1966, in the semi-finals of the doubles, losing only to the winners of the event.

The trophy for the Ladies' Singles was won last year by Debby Willard, a senior at Connecticut College, who presented it to the 1965 winner.

Of the fifty-five entrants in the tournament, seven were from Connecticut College; besides Stevie and Robin, Betsy Rawson '67, Cathy Maddock '67, Debby Gammans '68, Kathy Bohmfalk '68 and Karla Lefren '68 entered.

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Bellow, Roethke Win National Awards

Saul Bellow, Louis Fisher, Eleanor Clark, Dr. Norbert Wiener, and Theodore Roethke received National Book Awards Tuesday as writers of "the most distinguished books written by Americans and published in the United States in 1964."

William Meredith of Connecticut College was among the eight authors nominated for the poetry award. His book that was judged is *The Wreck of the Thresher*.

Herzog brings to Saul Bellow his second National Book Award. The awards to Dr. Norbert Wiener and Theodore Roethke are based on works published posthumously.

David Jackson, Instructor of Creative Writing here, laments that these awards are so much a matter of timing. He feels that posthumous awards are often

made out of a sense of duty. Writers still living are under much stiffer competition and judges hesitate to honor them.

Mr. Jackson, who received the O. Henry Award in 1962 for his short story "The English Gardens," also feels that these awards are artificial and tend towards a commercial venture on the part of publishers. Too often a good author will get an award based on a poor book, as in the case of James Baldwin. Again, a superior author will not get it because a poor book is being judged.

The list is conservative, Mr. Jackson finds, because none of the books included were written to bring the author quick fame or money. The books all have lasting quality.

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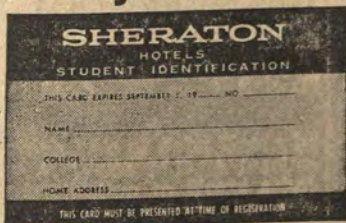
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Letters

(Continued from Page Two)

lege itself is not realizing its greatest chances in acquiring a dynamic and sincere student body.

Emily Tischler '67

To the Editor:

"I dreamed my notebooks were being apathetically pawed as I stood remotely by the library door in my Maidenform bra stuffed with twenty pages snipped from the N.E.D." Although Maidenform bra artistry usually takes place in dream sequences, concealment of material slashed from library books and periodicals is ridiculously easy under the present police system. An argument for the searchers is that they serve indirectly as a psychological conscience pinching device; this theory was disproved with the defacement of several economics journals earlier in the year. The searchers are totally in-

effective. One possible alternative is to instigate a system of frisking and purse perusal. A search warrant could be obtained from the New London police department. Another alternative is to abolish the searchers. This act would be in keeping with the college's desire to economize wherever possible.

A more constructive approach to the problem of book defacement might be to revamp the college law which says that honor court may suspend or expel a student for such activity. If the student were subjected to automatic suspension and/or if this particular rule were emphasized during freshman orientation, an attitude might be instilled in the student which would last through her college years. At any rate, the searchers are useless and I would like to see them expunged from the college community.

Cynthia Fuller '66

Lepre

(Continued from Page Six)

coming dates being what they are. His Irish intuition is strongest around St. Patrick's Day (a reminder for those who only have a crazy calendar that gives phoney holidays to celebrate any time) which is this Wednesday, March 17! What's more, the first mistake of the conspirators was to choose March 15 as the day to put the plan into action. Lepre, being an intelligent man of letters, immediately recognized the Ides of March as a traditional date for diabolical schemes.

So as Lepre Conn left the Conn Census office with *shillalah* in green-gloved hand for Spring Vacation in Ireland (not having to worry about Calendar days), he wished everyone a Happy St. Pat's Day and disclosed the horrible New Haven plotters—a jealous group of Yalies who were not invited to the fabulous Mid-Winter Weekend and were seeking revenge, seeing no future hope for Wing-Ding invitations.

Second semester tryouts for the Modern Dance Group will be held Thursday, March 18, at 7 o'clock in the Dance Studio. New members of the group will participate in the Five Arts Weekend performance.

Students to Begin Howard Exchange

Three Connecticut students have been chosen to participate in the spring vacation exchange to Howard University.

Philippa Carrington '66, Jane Silver '68, and Toby Sambol '68, will live in the main quadrangle on the northwest Washington campus. Each girl, accompanied by her "hostess," will have the opportunity to participate in the academic and social life of the campus, as well as frequent trips about the capital city.

This spring exchange has met with more enthusiasm than ever before on the Connecticut campus. Any girl interested in acting as a "hostess" to Howard students, who will complete the exchange by visiting this campus April 12-20, should contact Karin Kunstler or Naomi Silverstone.

Now is also the time to consider participation in the exchange program for next semester. Howard, Fisk in Nashville, or Spellman are all possibilities. Any girl interested in a change of pace as well as a fascinating experience should contact her dean NOW.

Student Representatives Hold Mock Legislature in Hartford

The Connecticut Intercollegiate Student Legislature is convening in Hartford this week.

Students will use the chambers of the Senate and the House of Representatives in the capitol building. Delegates from eighteen Connecticut universities and colleges, including twenty girls from Connecticut College, are attending

the meeting of the legislature, which began yesterday and will continue until Saturday noon.

Several bills are assigned to each delegation. The members of the delegations, known as "bill proponents," make a motion to act on the bills which pass through the actual legislative process.

The bills assigned to the Con-

necticut College delegation are an amendment to the Motor Vehicle Act and a proposal for teaching communism in public schools.

Committee meetings held Thursday afternoon were followed by a banquet, caucus meetings and the election of the presiding officers. Legislature meetings are planned for Friday and Saturday.

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Europe is so familiar to me now, that I can open many an exciting door for the girls who go with me. Independence of action is stressed, within the framework of the trip.

Pertinent statistics: Depart July 1st on the favorite Italian line ship, the Cristoforo Colombo; return by TWA jet August 24th. Price \$2390 inclusive from N. Y. This covers everything, including tips. I will be glad to send you all details, girls' names from previous tours and interview all who are interested.

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