Mid-Semester Night's Dream
To Highlight Dads' Weekend

The theme of this year's Junior Show, "A Mid-Semester Night's Dream" is one which is all too familiar to everyone here. It concerns a girl who has done nothing all semester and is trying desperately to study for all her exams the night before she must take them. As is often the case, as soon as she opens each book she promptly falls asleep. The body of the show is made up of her dreams about each book, and is a collection of five parodies on various pieces of literature. The Canterbury Tales, Shakespeare's Eighteenth sonnet, Sophocles' Oedipus Rex, Dante's Inferno, and Milton's Paradise Lost.

Meredith, Sward
To Read for Club

Robert Sward, a regular contributor to the publications Epoch and Poetry, attended the Writer's Workshop at the University of Iowa. In 1958 he held the Robert Frost Fellowship in Poetry at the Bread Loaf Writers Conference. In 1960 he was awarded a Fulbright Fellowship, and with his wife, the former Diné Kalides, he went to the University of Bristol. Mr. Sward was an instructor in English at Connecticut College for the academic year 1958-59. Presently, he is teaching English at Mitchell College and will return to full-time teaching at Correlli in the fall. Mr. Sward's first book of poems will appear this spring in England under the imprint of Putnams.

Andover Chaplain To Speak Sunday

The Reverend Doctor A. Graham Baldwin, chaplain and instructor of religion at Phillips Andover Academy in Andover, Massachusetts, will be the guest preacher at the Sunday Vespers Service, May 13.

Reverend Baldwin, a native of Brooklyn and a graduate of Yale Divinity School, has been associated with Phillips Andover since 1950. He is the author of numerous articles and books, including The Drama of Our God and These Men Knew God.

Fellowships Given
To Birdsell, Honan
For Study Abroad

Two Connecticut College professors have received grants to study and teach in Europe next year. Richard Birdsell, assistant professor of history, has been awarded a Fulbright lecturership grant to the University of Helsinki, Finland, and Park Honan, assistant professor of English, has received a Guggenheim fellowship for study in England.

Mr. Birdsell's teaching assignment includes a lecture course in United States history and a seminar in the social history of this country. Ten such grants are awarded to American professors for teaching in Finland each year. The Guggenheim fellowship will afford Mr. Honan the opportunity to do research at the British Museum, studying the prose style of the English novel, 1890-1930.

Fathers to Attend Coeducation Forum

The Political Forum will sponsor its first debate, in conjunction with the to-be-formed Senior class, Sunday, May 20, at 2:30 p.m. in the Student Lounge at Crozier-Williams. The topic of debate will be: Resolved, "That Connecticut College should become a coeducational institution." All faculty, students, and fathers are cordially invited to attend.
Then and Now

The closing of the academic year brings with it not only nostalgia, but certain tangibilities that signal an end. Miss Park will depart and with her will go our very best wishes for every success in the future. The growth and activity of the College during her administration have been truly exciting, not only for those connected with the College, but for all concerned with women’s education. The black-robed class of ’62 will leave the College on June 10, but they will have enriched all aspects of our life here. Each of us certainly must have her own assurance that this year has been a very special one in our college careers. For those of us that will return in the fall, the promise of a new year is something to look forward to with the security of the years behind us.

It is difficult at this time to have kept perspective in examining the year that is nearing completion. Its beauty and uniqueness will become more evident as we draw further away from it, but there is still a beauty in the now that we should not overlook. With only one week of classes before the advent of Reading Week, we know that the time is almost up. When the last bluebook has been turned in, then perhaps we may be able to look back, not only with our eyes, but with our minds and hearts. The year has been full and rewarding. The more difficult spots, both academic and personal, will, in all likelihood, seem very small when viewed with after-exam insight.

Summer vacations will offer opportunities for pursuing those things that make up another segment of our lives. The diversity of these summer experiences will present each of us with something for ourselves, as well as a treasure to contribute to the whole next fall. To Miss Park and the class of ’62, our fondest hopes for good fortune and happiness in the paths that stretch before them.—L.J.L.

FLICK OUT

CAPITOL
Fri., May 11 thru Tues., May 15
Colossus of Rhodes
Public Affair

GARDE
Thru Sat., May 12
Experiment in Terror
Glenn Ford
Loss of Innocence

Stirling Sun, May 13
Day the Earth Caught Fire
Six Black Horses

Music Club Sets Recital
A lecture recital, “Music In Elizabethan England,” will be presented by the Music Club Friday, May 11, at 7:30 p.m. in Crozier-Williams Main Lounge. Immanuel Wilhelm of Hartt College will be assisted by Nancy Savin, soprano, Connecticut College ’59, and Joseph Payn, harpsichordist. All are invited to attend.

ConnCensus
Established 1916

Published by the students of Connecticut College every Thursday throughout the college year from September to June, except during mid-years and vacations. Second class entry authorized at New London, Connecticut.

This Week

This week is the last week or the first week or the middle week depending on one’s present station in life... the year is over and the good and had no longer matter, soon they will all be rolled into one and will be viewed in the light of time’s perspective... it’s been a year of changes or attempted ones always with an eye to the betterment of the College... what once seemed new is now an integral part of the campus—the four course systems, the new buildings, even the freshmen... the old traditions will stand firm though some have undergone renovations... the campus has gone through its yearly metamorphosis as have the students... those major crises, what were they anyway... will find a new force next year... and in a year of never ending events, falling back and forging ahead, one can still find time for farewells... President Park is leaving after many contributing years; she leaves us a benefitted Connecticut College and takes with her a little something from every student... to Dr. Warnshuis—there are those of us who will miss her... but next year brings a new president, new faces, a step ahead for all, and the future... so Conn Censuses adieu until her reissue comes next year... even so, there is always a next week... A.M.

FREE SPEECH

To the Editor:
The behavior of the student body at the April Amalgam was deplorable! The rudeness and juvenile reactions prevalent caused the meeting to assume a comical and farcical atmosphere, to descend to a level analogous to a childish squabble.

Amalgam was instituted to enable the entire college to assemble and discuss matters of school-wide importance—those pertinent to the students and their welfare—not to afford certain individuals an audience before whom they could vent their personal and often irrelevant opinions.

The most glaring defect in the present Amalgam seems to be the completely disorganized discussion, which precedes the actual voting on proposed legislation. This disorganization seems to stem from the voicing of spur-of-the-moment, partially developed opinions on the issues. Such spontaneity is necessitated by the short time allotted for consideration of the issues. It would be contrary to the purpose of Amalgam to eliminate these periods of discussion; however, there is a way to eliminate the disorder. Rather than have the proposed issue discussed immediately after presentation at Amalgam, perhaps the discussion could be carried on at house meetings. This extra time would enable the students to consider the issues more fully and to organize their thoughts. It would also afford each individual the opportunity to express her opinion in less ostentatious sur-

See “Free Speech”—Page 6

This Month

ConnCensus
Established 1916

ConnCensus is sweet and pure.

+}

MISQUOTE

Money is the root of all evil.
Therefore, ConnCensus is sweet and pure.
Students Originate Exchange With Negro Women's College

The Civil Rights Group of Connecticut College is proposing to sponsor an exchange program with Spelman College, a Negro women's college in Atlanta, Georgia. Spelman is one of six colleges that are included in the Atlantic University.

The program would be a direct exchange consisting of probably two students from Connecticut College attending Spelman for one semester, during which time two Spelman students would attend Connecticut College. The financial aspect would remain exactly as it is now for all students involved, and all school credits would be transferable.

Sophomores or Juniors would be the Connecticut College students. The students would be paired with Spelman students and would take classes at the other college.

The students who would participate in the exchange would be selected on the basis of a written application, recommendations, and a personal interview with the exchange committee.

A program such as the proposed exchange with Spelman College will serve many purposes, the main one being:

1. The students from Connecticut College who attend Spelman would, besides enriching their educational, social, and emotional experience, add a great deal to the Connecticut College campus in all ways and would hopefully introduce a greatly encouraging factor in influencing Negro students to apply to Connecticut College as regular degree candidates.

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All the above-said higher education opportunities will be subject to experimentation, entrance requirements included. Countless significant contributions to world civilization have been made by men and women who were "unwilling" or "unable" to yield to the social and academic status quo. Thus, the leaders of the new college will explore the potential of the "genuine original" or the "unsuccessful" individual, offering him the opportunity for realization. Therefore, students who are often not considered academically qualified, as well as students who are highly dissatisfied "good" students, drop-outs, and nonplussed students are also encouraged to apply.

The great interest shown by the students from Connecticut College who attend Spelman would greatly enhance their understanding of the present civil rights problems that have confronted and disrupted our nation, with particular emphasis on the vast educational problems of the deep South. They would share intimately in the life of the American Negro, thereby gaining a knowledge of sources of his stresses and desires.

The students from Spelman who attend Connecticut College would, beside enriching their educational, social, and emotional experience, add a great deal to the Connecticut College campus in all ways and would hopefully introduce a greatly encouraging factor in influencing Negro students to apply to Connecticut College as regular degree candidates.

One of the most positive things we can do as students to make our country stronger and our ideals a reality is to gain deeper insight into the essence and source of those obstacles that prevent true democracy. Certainly segregation is one of these obstacles, and its essence is contained in the nature of prejudice. It is the hope of all involved in the proposed exchange to establish contact with the problems and people involved in prejudice and segregation, that we will be better prepared through understanding to make manifest our ideals and strengthen our country.

The great interest shown by the administration has made the very initiation of this program possible, and the problem of its becoming a reality is now entirely in the hands of the students.

Carylle Bartholomew

Library Features

O'Neill Exhibition

Barbara and Arthur Gell, the authors, did extensive research in the Library in connection with the biography Miss Hazel Johnson, head librarian, for the help she gave them.

Helping O'Neill biographers is nothing new for the Library. Since March, 1952, when the Library had its first O'Neill exhibit, scholars have known about the O'Neill collection and have been interested in it. The Library now has first editions of all of the playwright's works in addition to many letters, clippings, playbills, and other memoranda.

On display this month is a collection of photographs of O'Neill's family and friends on occasion of the O'Neill Centennial throughout his life. Also displayed are magazine articles about his plays, especially Long Day's Journey Into Night, which was set in New London. The photographs of O'Neill as a child and the family groups at Monte Cristo Cottage on Fequot Avenue have particular local interest.

Featured as part of the exhibit is the Gell's biography and its reviews. The reviews are almost all favorable. Moss Hart expressed the prevailing opinion when he wrote, "To this book has the bravura, the power, and the grandeur of O'Neill's play... a memorable book."

Benjamin T. Marshall

Entries for the Benjamin T. Marshall Poetry Prize, a cash prize awarded annually for the best original poem by a student of Connecticut College, must be submitted to the Chairman of the English Department before noon on May 18, 1962.
D. Kornblau Leads; Seniors Take Cup
In '62's Third Win
As the last words of "Oh, What a Beautiful Morning" were brought to a precise end by Seniors, the mood of the class was jubilant. There was no doubt in the minds of the audience that the Class of '62's Third Win was well-deserved.

Mayor Willy Brandt immediately volunteered to address the students on West Berlin's interpretation of the lessons of The Wall. The administration of the Free University of Berlin were consulted. The use of the University's dormitories and arrange hospitality for the Forum visitors. It was suggested that visits and seminars in East Berlin could be arranged so that the students from the United States could hear the East Berlin Communist interpretation of The Wall at first hand, and debate the U.S.-Soviet views of co-existence.

The suggested time for the Forum is late August when many students will already be in Europe on vacation. It would last about four days. The cost to participants would be modest.

Such is the power of an idea and a dream.

There is as yet no formal organization to launch the Forum. Except for one unauthorized news report there has been no publicity. This is the first public discussion of the idea. It is taking place in this space for this reason: The volunteer group working on the Freedom Forum wants some advice from Saturday Review readers.

It is to the serious purposes of travel and to the stern teacher in Berlin, The Wall—that we call upon our readers, asking them for guidance on the final decision whether to stage the Freedom Forum. It was made possible another chapter in the discussion of the idea.

See "Saturday Review"—Page 8

Fulbright Grants: Opportunities Open To U. S. Graduates
More than 800 American students will have an opportunity to pursue graduate study or research in 46 countries in the academic year 1963-64 through scholarships awarded under the Fulbright-Hays Act of 1961, the Institute of International Education announced today. IIE administers the graduate student scholarship program for the Department of State.

Three types of grants are available. A full U. S. Government Grant provides round-trip transportation, maintenance, tuition and books. These awards are available for study in Argentina, Australia, Austria, Belgium-Luxembourg, Brazil, Burma, Ceylon, Chile, Colombia (Republic of), Denmark, Ecuador, Finland, France, Germany (Federal Republic of), Greece, Iceland, India, Iran, Ireland, Italy, Japan, Korea, Netherlands, New Zealand, Norway, Pakistan, Peru, Philippines, Portugal, Spain, Sweden, Turkey, United Arab Republic and the United Kingdom (including overseas territories).

A Joint U.S.—Other Government provides a travel award from the U.S. Government in conjunction with foreign government in the administration of an award from the U.S. Government in conjunction with foreign government grants which provide tuition and full or partial maintenance. These joint awards are available for study in Bolivia, Brazil, Chile, Colombia, Costa Rica, Ecuador, Guatemala, Haiti, Honduras, Mexico, Nicaragua, Panama, Rumania, Panama, Paraguay, Peru, and Venezuela.

The third type of award, Travel-Only Grants, supplements a scholarship received from a foreign government, university, or private donor. Travel-Only awards are available for study in Austria, Denmark, France, Germany, Israel, Italy, and the Netherlands.

General eligibility requirements for all types of grants are: 1) U.S. citizenship; 2) a Bachelor's degree or its equivalent before the beginning of the year; 3) a commitment to return to the U.S. after completing the specified period of study.

See "Fulbright"—Page 6

Artist's Life, Love Visible in Changes Of Portrait Styles
Last Monday night, at Lyman Allyn Museum, a lecture was given by Mr. John Richardson entitled "Picasso's Portraits." Mr. Richardson, who has lived near Picasso and has known him for ten years, is co-ordinator of the nine-gallery show in honor of Picasso's eightieth birthday now being presented in New York.

As the title indicates, the lecture concerned itself with portraits, an important and revealing aspect of Picasso's art. Picasso, who has long been known for his prolific and inventive portraits, does not accept commissions, but works according to personal choice. This element of personal choice is mirrored in the portraits themselves, since they chart the life and emotions of the artist.

The portraits fall into several groups, both in subject and style. The first group, a series of self-portraits, dates from the years 1890 to 1906, when Picasso was 15 to 25 years old, it represents the years when Picasso was searching for a style and depicts the artist in a variety of costumes and situations. Through these portraits, one can sense the romantic attitude Picasso assumed towards his life and circumstances. After 1906, when Picasso emerged as the "rebel leader of modern art," he uses allegory in the treatment of his own life and reserves portraits for his friends and his many, many loves.

In the years from 1906 to approximately 1917, Picasso experimented in all mediums and styles. There are realistic chalk drawings of his friends in Barcelo- lona and there is the famous portrait of Gertrude Stein, influenced by primitive Iberian sculpture. There are three cubic portraits of the creator of Pogo; to tour The Wall, Kelly, a man of wise and gentle wit, was deeply moved as he ranged the length of the barred and guarded barrier, noting the crude memorials erected where men and women had died trying to escape to freedom from East Berlin.

At the end of his tour Kelly discussed with General Clay his conviction that the American people should understand much more fully than they now do the great drama of modern politics being enacted in Berlin. To that end he suggested that a Freedom Forum be held in the West German city for perhaps 1,000 student leaders from college campuses throughout the United States.

Their very presence in masse in the city would demonstrate to both West and East Berlin our nation's commitment to maintain the security of West Berlin. The students would then carry the lessons of The Wall to their fellow undergraduate, friends, families, and neighbors in their communities with a stronger understanding of the significance of West Berlin to America's continued security in a troubled time of change and challenge.

The Wall is General Lucius D. Clay, the personal representative of President Kennedy in Berlin. It was through Clay that an unusual train of events was set in motion several weeks ago after he had arranged for Kelly.

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The sophomores, complete with white gloves, presented the spiritual "Poor Man Lazarus" in addition to the class song by Judy Wisbach. (The former was sung with more enthusiasm and finesse.) The freshmen choice of "Exodus" was a continuation of the sentimental tone set in the class song composed by this year's song leader, Charna Tanneman.

In America this is the age of the teaching machine. Yet the largest such device in the world is probably to be found in beleaguered Berlin.

It is about twenty-seven miles long, and strung with barbed wire. It teaches vivid, unforgettable lessons in the meaning of democracy and communism, of freedom and tyranny, of man's humanity and inhumanity. It is The Wall.

If seeing is believing, if experience is really the best teacher, then one of the most compelling exercises in education any American student of current affairs can take today is a trip to Berlin. The Wall instructs the observer with visceral clarity in the essential nature of the East-West crisis. It defines the stakes the U.S. has in the stern duel of wills and ideals now taking place in Berlin.

One man who has repeatedly observed the teaching power of The Wall is General Lucius D. Clay, the personal representative of President Kennedy in Berlin. It was through Clay that an unusual train of events was set in motion several weeks ago after he had arranged for Kelly.

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Modern Dance Group Offers Intelligent, Colorful Program

Modern Dance Group presented a varied and interesting program of dance on Friday night, April 27. The first part of the program, Studio Sketches, provided some indication of modern dance technique. The choreography was visually pleasing and demonstrated the appearance of a pure technique class. The technique displayed by the dancers, however, was less polished than the choreography. In spite of the narration, the dancers seemed to lack the “inner tension” which might have proved the point of the demonstration.

Rosemary Rabin’s and Wendy Fidio’s dances were pleasant to watch though neither seemed particularly suited to its narrated definition. Wendy Fidio was a more successful dance due to greater back control. She seemed to have more “inner tension” and stage presence than Drama, preceding her, “Cumulative Rhythm” was accurately performed, a feat in itself, but might have been enhanced by rhythm accomplishment.

Dialogues was an apt name for the next section of dances. Choreographed by Cecily Dell, and accompanied by two clarinets, the dancers reinforced the gaiety of the use, music, and choreography. If “Snobbery” illustrated an attitude of “Frenzy” a spirit then “Requiem” illustrated a cold consciousness of what it takes to be a good line. “Requiem” demonstrated to each dancer to put it itself across Hazel Sealfon, whose graceful control makes her a pleasure to watch, dominated the dance. Mar-

The section of the program called Rondo had an intelligence behind it which gave each dance a wholeness. The choreography for “Snobbery” and for “Requiem” was by Hazel Sealfon; that for “Frenzy” was by Carol Ann Zinkus.

“Snobbery” was illustrated by sustained motion with a change in floor patterns from the symmetrical to the asymmetrical. The music in a discordant minor key worked well with the choreography to present a finished production.

“Frenzy,” a memorable repeat from last year’s performance, again displayed spunk. The thorough enjoyment of the dance by the dancers reinforced the gaiety of the set, music, and choreogra-

Annual Art Show

Colorful!

If only one word of description were allotted for the exhibition of student art for Five Arts, it would have to be “colorful.” The show as a whole has a great deal of vitality and is most refreshing after the usual academic-interest museum fare. Everyone who submitted works to show is to be complimented, for the paintings to our eyes are much different individual. All classes and several media are represented; but as for the styles, their same-

At this same general vein, it seems appropriate to remark about the pervasiveness of professional influence on students’ work. This is an inevitable occur-

Gi 3-7395

The Guide You Carry With You

Pocket Guide to Europe

By Captain Michael Fielding

This new 1962 Rand McNally guide to 23 countries now includes the Soviet Union and Finland. In handy purse or pocket size, here is all the information you need about sightseeing and transportation, hotels, restaurants, and food specialties etc. Included are translations of off-

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Reading Machines
(Continued from Page Five)
tests on the content of material read.
No formal program for use of the reading machines has been established, although such a pro-
gram is being discussed. Students are free to use the machines whenever the Laboratory is open.
Mrs. Schaefer urges any student who has trouble in keeping up with reading assignments, or
who is interested in checking and improving her reading skills, to come and acquaint herself with
these reading aids.

Fulbright
(Continued from Page Four)
date of the grant; 3) language proficiency sufficient to carry out
the proposed study and to com-
municate with the people of the host
country; and 4) good health.
A good academic record and a
demonstrated capacity for inde-
pendent study are also necessary.
Preference is given to applicants
under 35 years of age who have
not previously lived or studied
abroad.
Applications for scholarships
for 1963-64 will be accepted until
November 1, 1962. Requests for
applications must be postmarked
by October 31. Students enrolled
at a college or university should
consult their campus Fulbright
Program Advisers. Others who
are interested may write to the
Information and Counseling Di-
vision, Institute of International
Education, 800 Second Avenue,
New York 17, New York, or to
any of IIE's regional offices.
Since the academic year 1948-
49, approximately 10,000 Ameri-
can graduate students have stud-
ied abroad under the programs
which are now covered by the
new Fulbright-Hays Act.
The Institute of International
Education, founded in 1919, seeks
to encourage international un-
derstanding and foster educational
development abroad through pro-
grams of international education.
It administers exchange pro-
grams which annually involve
over 5,000 students, teachers,
specialists and leaders between
the United States and more than
85 countries, and is an informa-
tion center on all aspects of in-
ternational education.

Pablo Picasso
(Continued from Page Four)
her relationship to the artist at
the moment. Because Picasso com-
pletely dissects and rearranges
his subject, the viewer is pre-
sent the most important as-
pects of both her appearance and
character.
Mr. Richardson wisely refrain-
ed from analysis of style and in-
dividual paintings. The wide
range of his subject matter would
have made this useless and su-
perfluous.

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College Sponsors
School of Dance
This summer, from July 9 to
August 19, Connecticut College
will sponsor the 15th session of
its School of Dance. This pro-
gram of modern dance was estab-
lished here in 1938 in order to
make available the working rela-
tions that are vital to an art
which is both a force in contem-
porary theater and a medium of
education.
The program offered by the
School of Dance makes possible
an integrated study of the whole
art, emphasizing active relation-
ships between technique and
composition, practice and per-
formance, and between dance and
the related arts.
Tuition for the six-week ses-
sion is $270. In addition, campus
room and board for the six weeks
is $190, making a total of $460 for
a resident student. A certificate
of study is granted to those who
complete satisfactorily the work
of the six-week session. Connect-
icut College offers scholarships to
worthy students.
Most classes meet daily, Mon-
day through Friday. Saturday
morning are used for composi-
tion workshops which the entire
school attends. Weekends are
free for recreation and relaxa-
tion. Classes are sectioned to fit
the skills of the group. The
School is open to students and
teachers of dance, professional
dancers, musicians, and to those
in related fields of art and educa-

Free Speech
(Continued from Page Two)
roundings, and would thereby
evoke more diversified opinions,
which would otherwise remain
unsaid. Preceding the vot-
ing at the next Amalg, a speci-
dified dorm member would present
the basic points of the house
discussion. This plan would elimi-
nate unnecessary confusion with-
out eliminating the discussion.
We hope this situation will be
remedied in the near future.
Further repetition of the behavior
at the April Amalg would be un-
necessary, unwelcome, and dis-
graceful.
Carol Davis '65
Barbara Slotnik '65
Rodna Pass '65

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Goldwater Attacks "Pacifism,"
Holds Co-existence Impossible

Barry Goldwater, on a five day visit to Yale, spoke at Woolsey Hall on Wednesday, April 18. By 8:00 p.m. the auditorium was jammed with students from Yale and Connecticut, and people from New Haven. A decidedly conservative audience stood up and applauded when Goldwater came on the stage.

The event was a meeting of the Yale Political Union and took the form of a debate. The Secretary first read the Resolution for the Day: Resolved that liberal foreign policy encourages Communist aggression. Senator Goldwater was then introduced and began his 45 minute speech.

The Senator stated that a dangerous trend, "the growth of unrealistic pacifist sentiment" must be checked. The pacifists believe it would be better to let the Communists have their way than risk a war by using our might. Mr. Goldwater said at the outset that pacifists are not Communists, but the Communists aren't unhappy about pacifism. Pacifists, he said, feel that perhaps the Communists will be appeased by our sacrificing of national interests, and that, anyway, nothing is worth dying for. Senator Goldwater asserted that if nothing is worth dying for, nothing is worth living for either, so we might as well have war. He added that the Reds are not pacifists. What they mean by peace can only come when they have destroyed the old order—democracy. When they think we're mostly pacifists and don't intend to fight is when they'll provoke war. Goldwater also stated that men entranced by power respect only counter-power.

The Senator attacked "passive resistance" as a method for fighting Communism. Ghandi was successful because he was dealing with a group of British men who believed in honor and justice. But the Reds are different; they've sworn they'll never co-exist. They're dedicated to abolishing the old order, and they'll never mellow. Goldwater got a big hand when he stated, "We will either be defeated or we will win (in the Cold War).

The first step must be to declare our intention of winning. The war doesn't require only arms, but we must not disarm since we can't count on the Communists to follow our way of thinking. We must also decide how to make our way of life look more attractive to those who think the Communist way looks better. For several seconds after Barry Goldwater finished speaking, the audience stood and applauded loudly.

The discussion was then turned over to eight Yale undergraduates. The four members of the Progressive (Liberal) Party and the four members of the Party of the Right debated Goldwater's argument, after which the Senator answered a few questions from the floor.

Ann Partlow

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Germaine Monteil
Dance
(Continued from Page Five)
crew's fault. Generally the choreography was intelligent, as was the planning of the music and sets. Congratulations to the Dance Group, especially on Rondo, Paean, and Naomi Grossman's and Cecily Dell's duet in Dialogues.

Assemblies
(Continued from Page One)
governmental institutions found in the city. A sampling of the past year's assemblies illustrates the broad range of interest which the program offered.

For the time being, however, the assembly programs will be discontinued, after the prize assembly. Whether or not this temporary action becomes permanent depends on the student body.

Saturday Review
(Continued from Page Four)
logue that must grow between the student leaders and other intellectuals of this country with their counterparts around the globe. Your responses, which will be forwarded to the people interested in organizing the Forum, could well be decisive.

William D. Patterson
Saturday Review
March 17, 1962

Art Show
(Continued from Page Five)
der abstract paintings included in the show, simply for its integrity and strength of concept. It is alone in this exhibition as an example of a unique and individualistic use of abstraction, and points out clearly the essential element which is lacking in so many of the other works here: originality.

Jean Cutinelle '62