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Connecticut College

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Conn to Offer Summer School To Incoming Freshman Class

The President's Office has announced that Connecticut College will invite 30 top members of next year's freshman class to begin their academic careers early by attending pre-freshman honors summer school on campus.

A small, highly qualified group will be selected from an anticipated entering class of approximately 400 and will study courses firmly attached to the college's first-year, two-semester program as taught by regular members of the faculty.

During the six-week experimental session from July 8 to August 17, the accelerating freshmen will do honors-level work in two of the three academic fields offered (English, philosophy, and Russian) and will earn two course credits toward graduation.

In announcing the new program this week to 500 secondary school principals and guidance

counselors, President Charles E. Shain noted that, "with two semester courses completed before college opens, a student might wish to accelerate her program toward a B.A. (or higher degree), a considerable advantage to those who plan to study beyond college and to enter professional fields in which advanced study is required."

An additional benefit to participating students is the opportunity to complete required courses early so that the regular academic program may be enriched by more electives at an advanced level than would otherwise be possible.

Total fee for the pre-freshman honors summer school will be \$550 to cover tuition, room, board, and the comprehensive fee. A limited number of modest scholarships will be available.

Dean Gertrude E. Noyes stated that she considers the new program "a very significant step forward," and that she hopes that "it will lead to the development of an interesting summer program on campus within the next two or three years." Commenting on the presence of two summer schools on campus, she added that dancers are "the most devoted people in the world" and suggested that "observation of the dedication of an artist should be an interesting experience for the freshmen."

Alice E. Johnson, Dean of Freshmen, observed that the summer program would be a way of encouraging eager students starting college to begin independent reading and studies. Miss Johnson remarked that the program is "a natural outgrowth of the Advanced Placement program in the high schools."

Miss Ramona Soto, Indian Title Holder To Speak Tonight

"The American Indian Today: An Aspect of Race Relations" will be the topic discussed Friday at 7:00 p.m. in the student lounge of Crozier-Williams. The speaker for the evening, sponsored by the Civil Rights Club, will be Miss Ramona Soto of Klamath Falls, Oregon.

In August, 1962, Miss Soto, a Klamath Indian, was chosen Miss Indian America at the All American Indian Days in Sheridan, Wyoming. A non-profit organization, All American Indian Days holds an annual celebration which has drawn as many as 4,000 Indians from all parts of the United States for three days of tribal dancing, games, ceremonials, and the annual Miss Indian America Contest. Miss Soto was selected for the national title on the basis of poise, Indian characteristics, scholastic ability, and dedication for her own people. The holder of the title must be well informed on modern Indian problems.

Miss Soto represents one of the most controversial issues before the Indian people today, that of termination. She represents intelligent adjustment to the white world, without loss of pride in her Indian heritage.

A graduate of Klamath High School, the nineteen year old Miss Indian America is presently a scholarship student at Sheridan College. In 1961 she won first place in ballet at the La Grande Indian Arts Festival and for the past three years she has been official hostess for the festival. Her art work (painting, pottery, and commercial design) has been exhibited at scholastic art shows in Oregon.



Miss McKeon

College Appoints Miss M. G. McKeon Sophomores' Dean

Miss M. Gertrude McKeon, assistant professor of chemistry, will become Dean of Sophomores at Connecticut College with the opening of the 1963-64 academic year next September.

Announcement of her appointment was made on April 15 at a meeting of the 415 freshmen who will become the first sophomore class to be advised by Miss McKeon. She was presented to the class of 1966 by Miss Elizabeth Babbott, present dean of sophomores, who leaves this summer to accept a three-year appointment as visiting lecturer in zoology at the main branch of the University of Nigeria in Nsukka, Nigeria.

Miss McKeon, who advances to the rank of associate professor next September, has been a member of the Connecticut College faculty since 1952. Her field of specialization concerns electro-analytic chemistry in which she did research at Harvard in 1959-60 on a faculty science fellowship of the National Science Foundation. The results of her findings appeared in two articles published last year by the Journal of Electro-Analytical Chemistry.

A graduate of Albertus Magnus College, Miss McKeon was awarded both her M.S. and Ph.D. degrees by Yale University where she served as a research technician in the School of Medicine and later as a laboratory assistant in the department of chemistry. She has also worked in the analytical research division of the naval powder factory at Indian Head, Md., during the summers of 1954 through 1957.

Tonight and Tomorrow
W and C
The Reluctant Debutante

Student Radio Station WCNI To Go on Air

The first broadcast of station WCNI, 620 on the AM dial, the Connecticut College broadcasting station, will be on the air Monday, April 22 from 6:45 to 9 p.m. Monday's program will present both jazz and folk music.

The station which had been in operation until last year was reorganized this semester under the leadership of Flora Barth. WCNI will be operating with a staff of twenty girls who will select, produce, and present the programs. Members of the staff function as both technicians and announcers and put in approximately five hours a week.

WCNI plans to be on the air five nights a week for the rest of this semester. A tentative weekly schedule has been compiled featuring varied musical programs: Monday, jazz and folk music; Tuesday and Thursday, classical; Wednesday, opera; and Friday, show music and dramatic readings. In addition, the station plans to have discussion programs, guest speakers, and special student presentations. The first guest speaker will be Mr. Peter J. Seng of the English Department who will review Betty Friedan's book *The Feminine Mystique*.

A weekly program guide will be available to those who request one. For further information write box 985.

Seniors Make Gift Of "Interactions"

"Interactions," a water color by Miss Marguerite Hanson, Associate Professor of Art, has been selected as the Junior Class gift from the Class of 1963 and is now hanging in the living room of Rosemary Park House. Since its painting in July, 1960, "Interactions" has been on exhibit in Mystic, Conn., at the 1960 New England Exhibition and a two-man show in August, 1960, Wadsworth Atheneum in Hartford, Converse Art Gallery in Norwich, Conn., Fanning Hall, and the Faculty Club living room. In July, 1961 it won a prize in the Fifteenth Annual July Show sponsored by the Essex Art Association.

Dancer Alvin Ailey to Present Review of American Culture

Alvin Ailey, the dancer-choreographer-actor, will perform with his company in Palmer Auditorium, Friday, May 3, at 8 p.m.

He has performed on the East and West coasts, and returned last February from a highly successful tour of Southeast Asia and Australia, under the auspices of the State Department and the U. S. Cultural Exchange Program.

The *New York Times* said that Ailey's company offers "some of the most exciting dancing our country has to offer..." The *Sydney Morning Herald* said their performance "...made not merely an impact; it created a veritable explosion!"

He taught at Connecticut College School of the Dance this past summer. At the end of the summer he performed for the Bolshoi Ballet in the Shakespearean Theatre in Central Park in New York. The Bolshoi was so impressed that an encore of Mr. Ailey's "Rock-a-my-Soul" from his dance "Revelations" was demanded. Mr. Ailey is presently teaching at the Clarke Center for Performing Arts in New York and is being offered numerous parts in dramatic productions.

When asked to comment on his Dance Theater, Mr. Ailey explained, "We continue our own plained, 'We continue our own dance forms with instrumental music, song, and acting technique to express various dramatic themes or moods. This is what we mean by 'Dance Theatre.' Such a fusion of the performing arts is

a growing trend in the United States."

In his choreography, Mr. Ailey conveys his interpretation of the sources of American culture. His programs represent such influences as folk music, Negro spirituals, Jazz, Blues, and the music of Latin America. His program in New London will present such well-known works as "Gillespie's Blues," "Roots of the Blues," and "Revelations." In addition to this repertoire are two highly individual works: "Cinco Latinos," a colorful suite of stylized Latin American materials, and "Been Here and Gone," a suite based on American Folk themes.

Alvin Ailey received his basic training in dance at the Lester Horton Dance Theater of his native Los Angeles. After a year of study he joined Horton's dance company, playing minor roles in repertory performances at the company's theater. After a year of this work, he moved to San Francisco to study Romance languages at the University of California, but soon returned to his career with the Horton Dancers.

Late in 1953, after the death of Horton, Ailey became choreographer for the company. He brought it to the east the next summer for the Jacob's Pillow Dance Festival in Massachusetts, where two of his ballets were performed.

At this time Ailey also appeared in two motion pictures, *Lydia Bailey* and *Carmen Jones*. He

See "Alvin Ailey"—Page 4

Dr. Douglas Steere, Quaker, To Deliver Vespers Sermon

One of the leading theologians in the Society of Friends and a member of the World Council of

Churches' Commission on Christian Responsibility for Prevention of War in the Atomic Age Dr. Douglas V. Steere will be guest speaker at the Sunday evening vespers services at Connecticut College.

Concert to Feature Bach Organ Music

Professor Arthur W. Quimby will present a concert of organ music of Johann Sebastian Bach, Tuesday, April 23 at 8:30 p.m. in Harkness Chapel. This program not only culminates a series of 12 concerts of Bach organ music but completes Professor Quimby's residence of 21 years at Connecticut College.

PROGRAM XII
Chorale Preludes
Komm, heiliger Geist, Herre Gott
(Come, Holy Spirit, O Lord God)
Nun danket Alle Gott
(Now thank we all our God)
Wachet auf ruft uns die Stimme
(Sleepers awake)
Trio Sonata No. 6 in G. Major
Vivace
Lento
Allegro
Chorale Preludes
Herr Jesu Christ, dich zu uns wend'
(Lord Jesus Christ, turn Thou to us)
Wenn wir in höchsten Nothen sein
(In our hour of deepest need)
Passacaglia and Fugue in C Minor

Dr. Steere, professor of philosophy at Haverford College, will talk on "The Man Who Came Back" at 7 p.m. in Harkness Memorial Chapel, this Sunday, April 21.

Dr. Steere has written a number of books on personal religion which are widely known and discussed by readers of many denominations. Among them are *On Beginning from Within*, *Door Into Life*, and *Time to Spare*. His two most recent publications appeared in 1957: *Work and Contemplation* and *The Decline of Materialism*.

In addition to his academic interests, Dr. Steere works actively with the American Friends Service Committee of which he is a senior member. He organized the Quaker relief in Finland and conducted the first investigations of the committee's work in Poland.

Dr. Steere is a graduate of the University of Michigan, took his M.A. and Ph.D. degrees at Harvard, and studied at Oxford University as a Rhodes scholar.

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Editorial Is Anybody There

EDITOR'S NOTE: In the future, letters to the editor will be printed anonymously upon request so long as students names are made known to CONN CENSUS.

Over the last few months this paper has been presenting a series of editorials espousing a policy of reform and liberalization on campus. To our surprise, we appear to be the only ones concerned. Yet this does not seem an accurate statement when one takes into consideration the plethora of rules which are constantly being skirted.

There is a quiet in the air which is all too evident in the letters to the editors we have not received. There is an attitude of disregard indicating individuals' feelings that they are not affected and not concerned, that they have no responsibility to the community in which they live. In years past we would have been tempted to apply the word apathy to such a phenomenon but in light of the high level of activity on campus this seems grossly unfair. We shall simply say that the public is misdirected and has been led astray. The fundamental fact that a student is responsible in the shaping of the community in which she lives has been forgotten. We have forgotten that freedom from regulation is not freedom from responsibility and that, in fact, we can not achieve the former without the latter.

As evidence of the growing lack of concern for the community, Cabinet has selected as the next topic for President's Council "The Mutual Responsibility of a Student and Her College." The question under discussion is not that of a school's responsibility toward liberality and reform. It is the question of the student's responsibility to her school. It is a problem for which we have great sympathy, about which we have many opinions.

We are not of the opinion that all students should attend Student Government meetings at which little is accomplished, nor do we think that more candidates running for office guarantees a more capable winner. We do not think that it is everyone's obligation to sit in on every Honor Court meeting; we wish it did not meet. We do think, however, that it is a student's obligation to be aware and to voice opinions concerning her community.

There seems to be a lack of distinction in the minds of most students between meetings and progress, titles and ability. We hope that the lack of response to issues which affect every girl on campus is a result of this confusion rather than from lack of opinion. It is frightening to think that people do not care that our present system allowed seven girls to be suspended most unceremoniously, that people do not feel the restriction to their own freedom, the insult to their integrity which is inherent to various aspects of our governing regulations.

It is those students who wish to be free from restriction, who wish to withdraw from many of the social obligations imposed upon them—who must voice their opinions in order to institute change. It is these students who must actively demand the right to be passive. Ignoring bothersome restrictions is not a real answer. We are capable of making changes and should utilize this power. It is our opinion that it is each girl's responsibility to speak up, to criticize or support her community.

It has been stated that rules on campus do not infringe upon students' activities, that most students would not act differently if the regulations were not present. To make such a statement, however, is to miss the point under discussion. To our mind it is not the specifics which are as unbearable as the implications. To tell an individual that she must act in a specified manner deprives her of the freedom of choice and deprives her of the need to think in making that choice.

It is our opinion that those who enjoy such "guidance" deserve it. It is our hope that those who do not, will say so. —J.T.M.

Article on Morality Generalizes Much, Concludes Little

The problem of where the private life ends and the public begins, in relation to the college student, was the topic of a recent *New York Times Magazine* article by those astute commentators on the teenager, the Hechingers. It would seem that after all those probes into "What Makes the Ivy-League Run?" and "Campus Morality," that these journalists would try and avoid bunching all college students into one homogeneous and undifferentiated group. In this study, we learn that sex is no longer held in the traditional realm of regulated social behavior, that we have lost our Victorian fear of this biological function, and that it has become a standard topic of conversation. This of course all leads to deep conflict with existing college traditions and mores. Thus we learn that rebellion against collegiate moral codes is a recent phenomenon, coupled with a changing moral tradition in society in general. In fact the headline boldly asserts, "College Morals Mirror Our Society."

The Hechingers draw upon numerous instances of rebellion and reaction on several college campuses. They refer to measures taken by campus authorities in curbing this rash of immorality. Of course, Miss Blanding of Vassar is quoted. It is getting a little tiresome to read about the effects of car-privacy, men-in-the-rooms and similar situations and to be told that the only really effective way of achieving any standard of morality is for the college authority to assume the role of parent in preparing and conditioning their brood "for the mature responsibility that is the greater part of freedom."

Has no critic of the college student ever appealed directly to the student? Why do we find articles written invariably as sociological studies with no orientation towards the specimens, but rather as descriptive analyses helpful for all those looking on? Is the college campus really some vast proving ground for animal relationships, or can't it be considered as a temporary home for men and women, eager to find out about life, be it academically or socially? Articles of this sort are written, it is assumed, for a purpose. What is the purpose of the Hechingers' article? Lack of morality is not a new phenomenon on the college campus, nor is it a generally controversial issue. The student, residing in a college community, is hopefully kept conscious of her dual nature. She resides as a member of a public, mutual community and as a private individual. She is learning in her life on a campus to understand and develop that private person in her, and she is able to best facilitate this through a communal and directed existence, that allows her contacts with other striving and questioning individuals. The critics of college campuses would effect a far greater significance if they wrote for these private individuals living on campuses rather than for the outsider, who incompetently draws conclusions on what this generation is coming to and where it is going. S.E.

Press Office Needs Senior Information

SENIORS: ONCE AGAIN, AND WITH EMPHASIS: Forty-six seniors are still holding out on the Office of Press Relations. WHERE are your senior questionnaires??

Three Smiths, two Jones, two Johnsons and two Levys are in—but three A's, four C's, some D's are distinguished by their absence. The H's have a poor showing. The hold-out record goes to six B's and six P's, who will have a persecution complex if the Press Office must continue to write them.

Verbal Battle of Sexes Rages Over Romantic Modern Male

Last week, a battle of the sexes took place at Harkness Hall, Yale University. The issue was "Resolved: Modern Man Is Not Romantic," and the lines were drawn on a purely biased basis with the Connecticut College Debate Club taking the affirmative stand while the Calhoun College Debate Team argued for the negative.

Carol Jaffin, Gay Justin, and Barbara Morse upheld the feminine standard for Connecticut while Yalies Jim Carney, Larry Novak and Dave Roth took the opposite side to defend the masculine prowess.

Approaches Revealed

As the burden of proof lay with the affirmative, the girls based their argument on the results of a survey which they had personally conducted. The survey which was directed at discovering the current Romantic approaches revealed the following types: the materialistic, the chivalric, the modern (divided into three sub-species of the Aristocrat, the Bourgeois, and the Left Wing Radical) and finally the Abstract. These four approaches, the affirmative concluded, were not romantic and they proceeded to point out the technical weaknesses and structural anachronisms of each.

Gay Justin presented the first speech for the affirmative. She indicated that the location of Conn—somewhere between Yale, Wesleyan and Brown—established the speakers' qualifications and she disclosed the fact that some of the sources for the study she saw in the audience. After revealing several of their literary authorities—Buber, Kierkegaard, Simone de Beauvoir, Stendhal—she

presented and explained the four romantic approaches and finally ended with the definition of Romance which the affirmative would use.

Categories Criticized

Barbara Morse gave the second speech for the affirmative. She elaborated on the categories and pointed out specifically why these were not in fact Romantic. She explained that the materialistic approach which offered mundane goods for an essentially emotional response failed to win the attentions of any perceptive young woman. The Chivalric approach she condemned as being similar to conditioned response. The modern approach in which women become sounding boards for men's stupendous revelations was primitive and furthermore wasted valuable masculine energy. Finally, the abstract approach treated women as an inexhaustible fund of material which men could shape into works of art by simply reorganizing their modes of being. Miss Morse objected to this on the grounds that men lose sight of the initial woman and begin to see only their interpretation of her.

Carol Jaffin gave the third affirmative speech in which she presented several suggestions whereby men could become more romantic. Among them she stressed communication, co-ordination, affiliation, and understanding.

Between each of these affirmative speeches the negative team advanced their case. Jim Carney, head of Calhoun's debate team, presented the initial negative stand: Women are nothing to get romantic about. He quoted Plato and Nietzsche and offered some ideas for substitutes. He concluded that women's dress, attitude, and intellectual orientation prevent them from being the proper object of romance.

Puns Employed

The second speaker, Larry Novak, did not advance as quotable a position as his colleague. Through the use of numerous puns and other less subtle allusions, he showed how, in fact, men were romantic. He quoted several letters and called attention to the more romantic aspects of a college weekend.

The third member of the negative side offered the formal rebuttal. He held that times had changed and so had romantic approaches. He said he did not believe that his opponents could classify his approach, and he concluded by cautioning the women in the audience not to ask what the men can do for them but what they can do for the men.

Following this, Gay Justin gave a short rebuttal for the affirmative side. She explained that she could not take "Yalie" criticism sitting down. She challenged the idea that women were not the proper objects of romance by indicating that Plato and Nietzsche were exceptions and that one could look to Aristophanes, Euripides, and D. H. Lawrence for more experienced authorities. She also objected to the nature of the second negative which in itself was not very romantic. She ended by saying that although the burden of proof lay with the affirmative in the debate, the actual facts favored the men.

The decision went to the negative and the girls conceded the persuasiveness of their opponents' presentation. The debate was purely for fun, and the arguments advanced were consistent and educational.

New Theatre Group To Experiment With Different Techniques

The organization meeting of the Experimental Theatre was held Monday, April 15, conducted by Marlene Cohen. The group plans to experiment with the possibilities of difficult techniques and their effects, using as material original scripts, one act plays, scenes from contemporary plays, and also poetry and dialogues. They suggest that anyone, within or without the College, who is now writing plays, contact the group if she is interested in having her work produced. After each production, an informal discussion will be held to criticize the presentation and interpretation of the work.

The administration of the Experimental Theatre consists of a central committee comprised of six members serving on a rotating senatorial basis, and a reading committee. Presentations of the group will be member-directed.

The group will make full use of costumes and props. Scenery, except for the barest essentials, will be left to the imagination. In their productions, the Experimental Theatre hopes to use the services of members of the dance group and of the music department.

The Experimental Theatre has set the third week in October as the date for their first production. The play and director will be chosen by the central committee this semester. Anyone interested in working for Experimental Theatre should contact Box 1404.

Class Officers 1966

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Vice President	Anne Wood
Honor Court	Antoinette Carter, Anne Yellott
Secretary	Deborah Nichols
Treasurer	Judith Oliphant
Social Chairman	Ann Langdon
Song Leader	Eleanor MacNeale
Compet Play	Patricia Dale
Athletic Association Rep.	Lucie Arbuthnot
Library Representatives	Cheryl Hermanson, Takako Tanaka



Professor John Kent, Sylvia Jones, Sandra Herndon, and Norma Jenkins.

Howard Girls Describe Visit, Stress "Personal Experience"

Three students from Howard University, a largely Negro co-ed university in Washington, D. C., have been on campus this week visiting classes and observing student activities. Sylvia Jones, Sandra Herndon and Norma Jenkins are participating in the second part of an exchange program between Howard and Connecticut. The program is unique in that it allows the visiting students a week of unstructured time on an unknown campus. Sylvia, Sandy and Norma have thus spent the week attending the courses which had the greatest appeal to them, exploring the library and the campus and, most important, talking to students.

The girls speak of their experience at Connecticut as "a personal one." They stress that this program is, in fact, an exchange of students not of campuses. What they have gained from their "trip abroad" is a series of varied personal impressions about this College, its students and their interests.

Without the effects of the male presence, classes are more relaxed. Women students feel less reluctant to step outside accepted paths of thought, and to venture ideas which might be considered "off beat." In addition, they find co-ed classes more competitive.

The girls feel that the great difference between Howard and Connecticut is the distinction between a large partly residential university and a small wholly residential college. Our sheltered campus allows for the development of a "collectivized" fad culture which is peculiarly Connecticut's. We speak of the same books, the same art exhibitions, the same madras shifts and the same weekends at the few accepted men's colleges. The girls think that part of the problem here lies in the fact that the campus is not in the midst of an especially cosmopolitan city as is Howard, and that Connecticut has not the interaction between resi-

See "Howard"—Page 4

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Wisconsin Scholar, Historian, Discusses Higher Education

"The Rest of Your Lives," a discussion of higher education for women was the topic of Dr. Fred Harvey Harrington, President of the University of Wisconsin, at the President's Assembly, at 4:20 Wednesday, in Palmer Auditorium.

Mr. Harrington began his discussion by stating that while women are often superior in such academic fields as history, they may be denied the opportunity to earn a Ph.D. because of their sex. To attain the goals which this country has set for itself both man-power and woman-power must be recognized and developed to the fullest.

America has entrusted her future to education; therefore, everyone must become aware of the need for new institutions both on the primary and secondary levels, and on the university level. Within the next ten or fifteen years the student population of the United States will double and if America is to keep pace in this "intellectual world," we must encourage prospective teachers, and plan to expand our educational facilities.

Mr. Harrington sees educational television, now in a beginning stage, as one great possibility for expansion. He also pointed out that there is a need to develop more programs for the housewife interested in returning to the academic world.

Dr. Harrington, a member of the Wisconsin faculty for 25 years, is distinguished as an educator and historian. He is currently director of the Carnegie Study of the Role of the University in Adult Education, and is a member of the Secretary of State's Advisory Committee on Foreign Relations. He has been visiting lecturer in summer American Studies Seminars at Oxford University and the University of Kyoto, Japan, and a member of the Board of Directors of the Salzburg Seminar in American Studies in Salzburg, Austria.

A specialist in American diplomatic history and the Civil War period, Dr. Harrington is the author of *God, Mammon and the Japanese*, and *Hanging Judge*, the biography of Isaac C. Parker. He collaborated with other historians on the two-volume *An American History*, and *History of American Civilization*.

Dr. Harrington's daughter, Hillary is a sophomore at the College.

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Double Role of Female World: Writer Questions Independence

Ascent of Woman by Elisabeth Mann Borgese 247pp. New York: George Braziller, Inc. \$5.00.

The changing role of women in today's society is becoming a factor of increasing concern. Within the last decade thinkers and writers have begun to probe into the causes and effects of modern woman's assertion of her independence and total equality. As an author of some standing and as a mother, Elisabeth Mann Borgese has felt the need to conduct a broad study of the evolution or perhaps revolution of woman for her "own justification and for that of all liberal, progressive, and optimistic men and women alike, who hold that men and women are born with equal rights and equal possibilities." Her generalizations are thought-provoking, although not always based on established facts, and she draws some shocking conclusions as to the culmination of current trends.

Mrs. Borgese's hypothesis is that throughout history, in biology, psychology, religion and language, there has been displayed a definite linkage between the woman and the collective. Women have been seen to survive better in a collective society than have men. Collectivity has increased the importance of women wherever it has appeared. Consequently, today's socialistic move-

ments have a direct effect on the woman's position.

In carrying out her study Mrs. Borgese has gone to extremes in applying her basic premise. In art she sees a feminine character in the faces of every crowd portrayed by artists throughout history. In psychology she compares group-force theories to women's behavior paralleling each trait. Her generalization of feminine writing is going far out on a limb. She feels that men are more concise and women are afraid to get to the essence of life, using the language and the manner of the masses.

After presenting what she considers to be conclusive proof of the woman-collective identification, she points at the relative roles of women in Italy, the United States, India, China, and Russia and connects their position with the collectivist tendencies in operation there. Her argument here is based on copious data and has a convincing note.

Howard
(Continued from Page Three)
dential and nonresidential students.

Norma, Sandy and Sylvia are science majors. When they graduate, they will be prepared (or will be on the road toward preparation) for a specialized career. Because the economic level at Howard is lower than at Connecticut, more Howard students feel a need to become self-supporting immediately after college. In addition, the girls recognize that they must be "super" prepared for any occupation because of the prejudice they will meet.

The girls note some of the superior educational facilities here. The library and the labs are well equipped; classes are small to allow for discussion. The girls feel that such an exchange program will indicate to high schools who are unfamiliar with Connecticut that the College is willing to accept all qualified students for enrollment. They leave Connecticut with a personal understanding of the complexities of a women's college.

B.G.

Alvin Ailey

(Continued from Page One)
danced with and choreographed for the Horton Dancers in night clubs as well as on television programs, "Party at Ciro's" and "The Red Skelton Show." In May of 1954 he staged dances for the Jack Benny TV show, and later that year he and Carmen de Lavallade (then the leading female dancer of the Horton company) left the group to appear as lead dancers in the musical, *House of Flowers*.

Since then he has studied dance with Martha Graham, Hanya Holm, Charles Weidman, and Karel Shook, and studied acting with Milton Katselas and Stella Adler. He has appeared in concerts with the companies of Anna

Sokolow, Sophie Maslow and Donald McKayle in the Phoenix Theater production of *The Care-free Tree*, on tour as featured dancer in Harry Belafonte's *Sing, Man, Sing*, and lead dancer on Broadway in the Lena Horne musical, *Jamaica*.

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