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Connecticut College

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# CONN CENSUS



CONNECTICUT COLLEGE

Vol. 48—No. 22

New London, Connecticut, Thursday, May 16, 1963

Price 10 Cents

## House Discusses Proposals For Improving Academic Life

For the past two weeks House of Rep has been engaged in interesting and productive discussions concerning possible methods of improving the academic life of the college. The topics of discussion seemed to fall into two main categories: first, methods of improving the student's appreciation of each of her courses, and second, methods of improving the curriculum as a whole.

On the second point many girls thought that more leniency in waiving prerequisites or requirements would give students a greater opportunity to take advanced courses, and cut down on the overlap of material that occurs between various required courses. This is felt to be especially important with the four-course program, under which one has little opportunity to take courses outside her major field. It was also felt that some of the requirements are too broad in scope.

In discussing enhancement of the individual's appreciation of a course, several points and suggestions were made concerning, (a) increasing awareness of the content and focus of a course before finally signing up for it, and (b) providing opportunities for the evaluation of courses or possibilities for suggesting improvements in them. On the first point there were two or three suggestions: extension of the period during which course changes could be made; devotion of the first class period of each semester to an outline of the course, giving a listing of the books to be used, the type of material to be covered, and the point of view from which it is to be approached; or compilation of a syllabus for each course giving essentially the information suggested in the second proposal. In speaking of course evaluation it was suggested that standardized evaluated sheets be distributed for each course at the end of each semester. These would be filled out, anonymously, by the students in the course, and, hopefully, would provide the professors with useful suggestions for the following year.

The topics discussed at House of Rep are questions of vital concern to any academic institution. It is hoped and intended that they will be pursued and acted upon in the fall.

## Graduates Choose Diverse Positions

While the data in the personnel department is not as yet complete, the fall plans of the class of 1963 vary greatly. Graduate schools will be enrolling a large section of the class as many will commence work on the M.A.T. at Trinity, Johns Hopkins, Harvard, Yale, and Columbia, while others will enter other graduate fields at Georgetown, Bryn Mawr, Brandeis and Lexington School for the Deaf. In addition, there will be Connecticut College graduates studying under Woodrow Wilson fellowships and a Fulbright grant in Italy. A large number of seniors will be taking teaching positions in such nearby places as Darien and as far away as Germany.

Some of the miscellaneous fields that seniors will be entering include: contract writers for John Hancock Insurance, training programs with the McGraw Hill and Doubleday publishing companies, and administration assistant at Yale University. Three seniors will be entering the Peace Corps.

## Jrs. Will Feature Kickline in Capitol Senators' Society

This year, Junior Show will leave the campus and concern itself with the politics and intrigues of Washington. "Red White and Who?", the class of 1964's contribution to the Father's Weekend activities, promises to be the most unusual of the annual Junior Shows. "Red White and Who?" represents the combined talents of the class. The show was written by Allison McGrath, directed by Ellen Green-span and composed and orchestrated by Betsy Kady, Jeanette Gross and Joyce Humphrey.

"Red White and Who?" discusses the plight of six girls, Kathy Hudson, Sue Lates, Gay Rosenberg, Betsy Kimball and Holly Turner, who are bored with the "life academic" and decide to try their luck in Washington. They meet the President, Sandy Banister, who tells them they must go out on their own and discover what Washington is really like. The girls visit the Peace Corps, the Armed Forces, Congress, and finally the State Department where they are (mistakenly) captured "red handed" as those famous spies from Smirsh. Thus they also experience the rigors of a Washington jail. But, of course, everything turns out well for the heroines and they discover that their youth is their asset: "We are the Up and Coming Generation!"

The show features a glamorous Washington party where senators, officials, Kennedys, artists and the usual Washingtonians intermingle. There will also be a most precise kickline.

Carylle Bartholomew, Karen Cornell and Joanne Vlecidis directed the choreography. Anne Worcester is business manager for the show.



Mr. Stewart Udall

## Secretary S. Udall To Speak in June

Stewart Lee Udall, United States secretary of the interior since 1961, will speak at the June 8 commencement exercises here. Mr. Udall had been a member of the House of Representatives for six years before his appointment. It was in this capacity that he worked with Kennedy in promoting liberal legislation such as the 1959 labor-reform measure.

Born into a Mormon family in St. Johns, Arizona, Mr. Udall was graduated from the University of Arizona law school and was admitted to the Arizona bar in 1948. At forty he is one of the youngest men in history to hold a cabinet position.

## Class of 1965 Sponsors Last China Seminar

On Monday night, May 13, Dr. Peter Schran of the Yale Economics Department addressed a group of sophomores on the economic developments in Communist China and the way in which these developments are affecting the modern world. This was the last of a series of five sophomore seminars on China.

These seminars, which have their origin in the faculty-sophomore dinners of previous years, were instituted this year in hopes that a group of lectures on a specific subject would give the sophomores a unifying intellectual interest. China was chosen to be the topic as it is an area in which there is much current interest yet about which few courses are offered.

On various Monday nights throughout the year the members of the class of 1965 were invited to hear lectures delivered by experts in different aspects of Chinese culture. The sophomores were supplied with lists of background reading prior to the seminars and given the opportunity to discuss the subject further with the speaker at the conclusion of his talk.

Dr. Arthur Wright of the Department of Far Eastern Studies at Yale collaborated with Miss Babbott to arrange the programs and engage the lecturers.

Dr. James Cahill, curator of Chinese art at the Freer Gallery, part of the Smithsonian Institution, launched the series of seminars on October 22. He discussed the ways in which some kinds of Chinese painting are particularly relevant to modern Western art. At the next seminar, held in November, Dr. Lloyd Eastman, Instructor of History at Connecticut College, spoke on the Revolution of 1946. Dr. Eastman, who has lived in the Orient, explained some of the factors which attributed to the Communist take-over in China.

Dr. Kwang-chih Chang of the Department of Anthropology at Yale was the speaker at the third sophomore seminar, in January. His topic was Prehistoric China and he presented a view of China during the Paleolithic Age. The fourth lecturer was Dr. Hans Frankel of the Department of Indic and Far Eastern Languages and Literature at Yale. He dealt with the concrete and universal in Chinese poetry.

## Show Will Reveal Equestrienne Skill

This year the annual Connecticut College Horse Show will be held on Saturday, May 18 from 9:30 to 12:30.

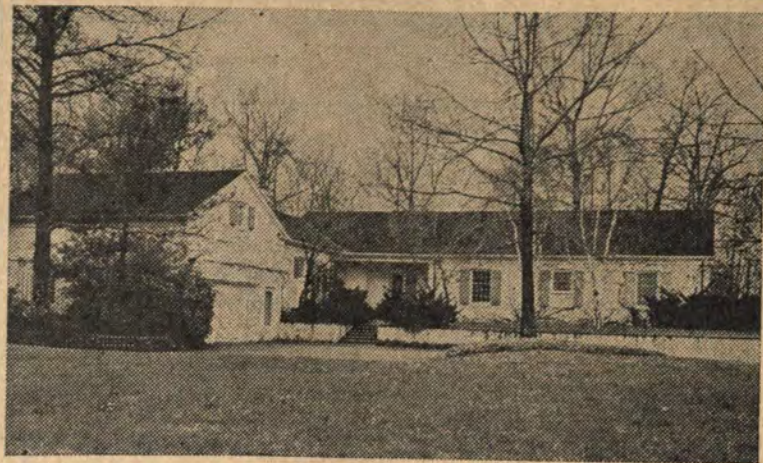
Classes will include beginner, intermediate, and advanced horsemanship, horsemanship over fences, pair class, and bareback horsemanship.

Saber and Spur will also feature a precision drill team.

All those who are not taking riding this quarter and who wish to ride in the show must ride for two hours during the week preceding the show. Arrangements for the rides can be made with Mr. Porter.

If you do not care to sit in the saddle come sit on the side lines, and bring your dads to help spur on the C.C. riders.

ARRANGE FLOWERS  
Friday 2-5 p.m.  
Harris Refectory



The Irving Castle Estate

## Castles Give Home As Cultural Center

A Norwich home has been offered to Connecticut College for use as a cultural center. It was donated to the college by Mr. and Mrs. Irving Castle of New London, formerly of Norwich. Mrs. Castle is a 1939 graduate of Connecticut College.

The gift, announced Monday by the New London Day, was confirmed by President Shain. He said: "Arrangements are being worked out to accept the very generous gift by Irving Castle of his home on Reynolds Road, Norwich. The trustees of Connecticut College expressed their appreciation at their last meeting in New London May 8 and expressed the hope that the uses to which the house will be put will be beneficial both to the college and to the community."

The estate, built about 1951, has 11 rooms and is made of brick. Designed by Architect James Neelan, it is located near Mohegan Park.

Plans for the house are not complete, but the College tentatively may use the estate as a conference center and for meetings of interest to students and faculty.

## Psych Department To Buy Equipment With NSF Award

The Connecticut College psychology department has received a matching grant from the Undergraduate Equipment Program of the National Science Foundation. Under the terms of the grant the Foundation has allowed \$4,020, which must be equally matched by Connecticut College. These funds will be used toward the purchase of equipment which will provide actual experimental projects at the undergraduate level and additional independent study among the more able students.

In awarding the grant, the NSF's objective is "to assist colleges and universities in the crucial task of meeting the nation's requirements for competent scientists and engineers." Equipment which will be purchased under the matching funds grant will include apparatus for visual, auditory, olfactory, and motor skills, and operant conditional testing.

In applying for the grant, Dr. Otello L. Desiderato, professor and chairman of the psychology department, emphasized that enrollment in psychology courses has increased consistently over the past ten years. At present, there are seventeen candidates for the Master's Degree in the graduate program, five of whom will receive their degrees in June.

Dr. Desiderato stressed that several improvements in instruction in psychology will be possible with the aid from the Foundation. In the first place, the one-year introductory laboratory course will give undergraduates a sounder understanding of the nature of the scientific research in psychology by increasing the quality of laboratory demonstrations to the level of actual experimental projects. In many instances, laboratory units have had to be constructed around the existing, and often obsolete and inadequate, equipment stock. The

course will also be strengthened by providing opportunities for the duplication of some of the simpler and more valuable studies in the current research literature as part of the student's laboratory experiences.

The department's emphasis on individual student research activity, as part of the experimental psychology course and in the form of independent and honors study courses, will be considerably strengthened. The availability of well-constructed, standard items of apparatus will complement present faculty resources in the stimulation and encouragement of able undergraduates. The equipment will also improve the facilities available in support of NSF Undergraduate Research Participation programs.

Finally, the department is interested in eventually offering an undergraduate course in perception. The equipment will improve the department's facilities for giving this course which will heighten interest not only in the scientific investigation of perception but also in general experimental psychology.

## CONNECTICUT COLLEGE Fathers' Day, May 18, 1963 Program

FRIDAY, MAY 17  
Synchronized Swim Exhibition  
Pool Crozier-Williams 8:30 p.m.  
Junior Show—  
"Red, White and Who"  
Palmer Auditorium 9:30 p.m.  
"Gallery 65" open for parents of Sophomores  
Plant House 10:30-12 midnight  
SATURDAY, MAY 18  
Registration for Fathers  
Crozier-Williams 8:00-12 noon  
Horse Show—Riding Ring  
Williams Street 9:30 a.m.  
Coffee Break  
Crozier-Williams 10-11:30 a.m.  
ConnChords and Shifts  
Crozier-Williams 10-11:30 a.m.  
Luncheon for Fathers  
Harris Refectory 12:30 p.m.  
The President, Faculty and Staff will meet Parents and Daughters  
Crozier-Williams 2:30-4 p.m.  
Recreational Activities  
Junior Show—  
"Red, White and Who"  
Palmer Auditorium 9:00 p.m.  
Pop Hop  
Orchestra and Refreshments  
Crozier-Williams 11:00 p.m.  
SUNDAY, MAY 19  
Chapel Service, Arranged by the Junior Class  
Harkness Chapel 11:00 a.m.  
Speaker: Dr. George Haines, IV  
Charles J. MacCurdy Professor of American History



# ConnCensus

Established 1916

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## Try Again

The end of a school year is a time seen by most students very much the same way birthdays and New Years Eve are seen by the rest of the world. It is a time when one looks to the past, plans for the future. It is a time of sentimental introspection and farewells.

We of *ConnCensus* feel that there is much to look back upon. We have seen the four academic seasons (avid enthusiasm, not-so-avid enthusiasm, apathy, and anxiety), pass with their usual speed. We have watched the student body immerse itself in its many diversified academic interests, have seen a collective four million twenty-two thousand bridge hands come to a close and have heard innumerable smiling singing groups from neighboring men's colleges perform in Crozier-Williams. We have seen students panic beyond proportion over anticipated atomic war and have watched these same students dance around the May-pole at ungodly morning hours on May first. We have watched members of this community not get excited over what we think are issues worthy of genuine concern and have seen petitions being circulated with diligence so that Good Humor men might be allowed to solicit on campus. We have seen the usual influx of male guests which perennially accompanies spring and have seen the awakening of the Pinkerton men which somehow occurs simultaneously. We have watched the Sophomore class with what approaches disbelief as it went into business with Gallery '65 and put itself in the black for years to come. We watched candidates for student office discuss lack of communication on campus and assume that they communicated since at least one girl was elected to fill each office. We have watched the formation of many new clubs and wish them luck. We have watched the reorganization of WCNI, and wish them listeners. Alvin Ailey has come, and gone.

Looking into the future we see the continuation of Amalgam many years to come and the easing of regulations making slow but steady progress. We see the increasing numbers of our graduates marching on to graduate school, and countless undergraduates marching to Yale. We see a ten page *ConnCensus*. We see the school enlarging as the moving flux of students each spends four years at our Connecticut College in the sky. We see this year's Senior class moving into the world to take their place among the real grown-ups. We see EIMI be.

We wish the best to those students and faculty who will not be returning. For the rest of us, we see next year at Connecticut College.—JTM

## In the Looking Glass

Just as the last week of summer usually makes us regret our many procrastinations and our lack of originality and curiosity in choosing how best to entertain ourselves, the last week of classes suddenly makes us seem fools for not having taken advantage of getting familiar with the ideas and people available to us during the academic year. While we may be just as glad that no one class is at last meeting for the last time, we are not so glad that our teachers' ideas will no longer be constantly before us, nor that we have not been able to talk with members of the faculty out of classes as well as in them.

At the beginning of the year we had it all planned. Informal history seminars and free-flowing philosophical ideas would be weekly occurrences over Wednesday afternoon tea and Tuesday and Thursday after-dinner coffee. But it was somehow not worth it to put on a skirt for tea or to get the right number of interested people together for dinner. Certain faculty members would agree that it was a pity that we could "never find time to get together," others seemed disinterested or unapproachable.

Yet we may optimistically surmise that neither we nor our faculty are as unapproachable, busy, or disinterested as we may appear. Those of us who have broken certain barriers of communication have found that this barrier is a small one. Breaking it demands only a good question, an obvious interest, a good sense of timing and an intense frown or even . . . a smile.

One of the greatest benefits of a residential college is the physical closeness provided between the students and the faculty. Presumably if the faculty members are living so close to the college and thus are making their constant presence as much a part of "the college community" as the library or the students themselves their interest is for the most part not to isolate the classroom from any other aspect of college life. A college is a community of students and their teachers, not a community of students and visiting lecturers.

There are many fortunate Connecticut College students who

## Peace Corps Plans Promise Idealists Horizons at Home

On April 12, 1963 a Bill was introduced to the Congress which cannot go unnoticed by the American college student. I refer to the President's proposal to establish a Domestic Peace Corps. A study of this Bill would seem to indicate that while no one could suffer from its success, many will feel its positive impact both directly and indirectly, whether immediately connected with the program or merely interested in the welfare of the United States.

The Bill proposes that 150-300 Corpsmen would start work (immediately upon the Bill's enactment) in slums, depressed areas, on Indian reservations and among the migratory workers, as well as among the mentally depressed and juvenile delinquents. The Corpsmen will receive living, travel and leave allowance and a salary not to exceed \$75 a month. The Corps will be made of men and women of all ages. Its initial cost, considered to be surprisingly low, will be \$5,000,000. After the initial force of 150-300 Corpsmen go to work it will expand to 1,000 within its first fiscal year and to a maximum of 5,000 at the end of about three years.

The President will appoint a Director of the Corps and an executive board of 25 men to be known as the National Service Corps Advisory Council. Captain William R. Anderson, formerly of Mystic, and captain of the *Nautilus* is expected to become the Corps' first Director if and when the Bill gets through Congress. The Advisory board members will be experts in fields aided by the Corps, such as labor, farming, education and welfare agencies.

### Answer to Paradox

In introducing the Bill to Congress the President said, "poverty in the midst of plenty is a paradox that must not go unchallenged in this country." This paradox, it seems, extends far beyond the contrast in our country. It extends to the irony of having a functional Peace Corps helping underdeveloped nations abroad overcome problems which at times are comparable to problems we have not yet settled at home. Helping ourselves in the manner that the Domestic Peace Corps suggests would help us answer many questions asked by foreigners who cannot understand how we can spend so freely abroad considering our domestic problems, or how we can criticize the domestic problems of other nations.

It has been said that the Domestic Peace Corps proposal has all the idealism of the foreign Peace Corps but lacks the glamour involved with traveling and working in a foreign country. Thus the program is seen as being purely idealistic. This should be seen as an advantage of the new proposal rather than as a disadvantage. For many the Peace Corps presents a serious problem of physical accommodation which a domestic Peace Corps would not necessarily offer, also.

See "Domestic Peace"—Page 3

have built faculty friendships as lasting and important to their college life as their student friendships. There are also certainly many students as well as faculty members who do not personally see the need to press student-faculty relationships. There are, however, more who have sensed the completeness such relationships give a college education.

It is for us to approach our teachers and not for them to be expected to approach us. We greatly outnumber them and thus we may pick with whom we wish to talk. We know their interests and may question them in their fields. They have little idea of what our interests are. With these ideas in mind we can hope in the future to make our late season discoveries early. It is too good an opportunity to pass by.

V.J.C.

## Acceleration Gains Popularity; Administration Comments Given

### Students Better Prepared

The recent increase in the number of students going through college in three years has led us to investigate the effects of acceleration on the individual student in Connecticut College as well as its effects on certain aspects of American college life. In talking to members of the administration, many of the immediate and far-reaching problems of acceleration became evident. As Dean Johnson pointed out, the remarkable increase in Advanced Placement work at the high school level in the past few years as well as the increase in college and pre-college summer study, makes it inevitable that more students will be planning to go through college in three years. Many students, in fact, arrive at college prepared to do second-semester-freshmen or sophomore work. President Shain pointed out that many students are now even taking summer preparatory courses between their junior and senior years in high school. Assorted faculty, student, and administrative opinions have indicated that, while a three-year program is advantageous for certain students, most students need the benefits of the full four years.

A student who chooses to take advantage of the three-year plan should have definite reasons for doing so in order to gain the most from her education. For some girls, marriage is perhaps a primary reason; others may simply be in a hurry to get through college. Still others go through in three years because the program greatly alleviates financial difficulties. This is more prevalent at state colleges. The majority of students interested in the three year program are, however those who plan to go on to graduate and advanced study. And, as Mr. Shain said, there are advantages and disadvantages, depending upon the individual and the type of graduate work planned. For instance, a talented and interested science or pre-med major might be encouraged to get his or her B.A. in three years, thus opening up opportunities for specializing more quickly. But perhaps in some other field of work, it would be more worthwhile to continue for all four years.

Boys seem to be more anxious to get through college and into advanced work than do girls, especially considering the number of years it takes to go through law or medical school. Nevertheless, there is a greater number of girls going on to graduate school and a growing demand for higher education. Therefore, Connecticut College will be faced with an increasing problem of acceleration. The administration cannot prevent any interested student from adopting a three-year plan, for it is up to the individual to decide, but she must know what her education means to her and be willing to take her responsibilities.

She must be able to keep up the grade average necessary to over-point, and in addition, must probably go to summer school in order to fulfill the number of credits required for graduation.

Miss Johnson emphasized the advantages of graduating with both a B.A. and an M.A. after four years of such study at Connecticut College. If a student is interested enough, after taking courses under the three-year program, to continue for one more year, she may graduate with the two degrees and then go on to specialize or to a career. Miss Johnson pointed out that Harvard University has recently instituted a program by which a boy who has had three A.P. courses in high school and received good grades, is automatically given credit for the rest of his first year and enters as a sophomore. In Great Britain, students entering college have had in high school what American students cover in the first two years of college, and are, therefore, ready to begin specializing immediately. Because we are a developing nation, we need more educated people and because of the increasing demand for higher education, our secondary schools are offering A.P. courses and summer school courses in many college-credit areas. Thus, it appears inevitable that this plan of going through college in three years will be introduced to more and more colleges, and adopted by more and more interested students.

D.N.N.

### Miss Royer Comments

According to Miss Royer, a member of the English Department, the value of the program depends to a great extent on the participant herself. She feels that the student should be intellectually as well as emotionally advanced in order to realize the full depth of the courses offered both in her major field and in the general requirements. Only if the student has had adequate secondary school training and should she be placed in advanced courses; acceleration should not be based solely on high scores on the College Entrance Examination Boards. Miss Royer feels that these tests do not give an adequate representation of the student's abilities for they cannot investigate an entire field thoroughly. For example, the Writing Sample indicates a student's abilities in the area of expository writing, but does not show how well a girl can criticize an essay or analyze a poem. The academic bases for acceleration, then, vary with the individual and her training in secondary school.

Miss Royer also believes that the student must have reached a certain emotional maturity in order to realize the full benefit of her courses. Even with advanced credits, the student who plans to complete her college career in

See "Three Year"—Page 3

## Athletic Asides

The annual AA Banquet was held last night in the dining room of Wright. The highlight of the evening, besides a good meal, was the announcement of the awards. The winner of the Charlotte Pyle Memorial Trophy, a prize equivalent to those given at the Honors Assembly, was Cynthia Hahn. Cynthia Hahn was chosen by the physical education department as the senior who has contributed the most to AA during her four years at the college. The Charlotte Pyle Trophy for the best athlete of the year was given to Cathy Layne.

The other awards were presented to one girl in the freshman, sophomore, and junior classes for their outstanding work throughout the year. Respectively they are: Judy Stichel, Debbie Willard, and Nan Lindstrom. These girls are most deserving for their efforts in AA activities but, there are many who have been of great help and have offered their services. To these, the unnamed, go the thanks of the AA Council.

The activity of the year will be the faculty-student softball game. It will be held Wednesday during Reading Week in the field in front of the chapel. The time is right before the All-College picnic at 4:30. Come and root for the right team.

## INSIGHT

Bookshop

Fathers Weekend



### Three Year

(Continued from Page Two)

three years must compress a great number of courses into a shorter period of time than is available to the girl who spends four years at college. Miss Royer fears that many girls then take only the required number of semesters work in their major field, and thus do not have as broad a background as is possible, either in their major or in the general requirements. They concentrate on too narrow a field, and that concentration is not great enough to give real insight into the area of study. As an English instructor however, Miss Royer feels that English is a good major for a three-year student, as it is "the most liberal of the liberal arts." That is, the study of English encompasses so much that one is able to develop a general background for many specialties, even though one is concentrating on a certain field. Miss Royer believes that there are two major pitfalls in the three-year program, both of which depend on the individual student. She must be adequately prepared in her secondary school, a difficult thing to judge, and she must be mature enough to comprehend in depth both the general requirements and courses in her major field.

K.C.

#### Class System Changes

In commenting on the growth of the three-year college study, President Shain said that, "The patterns of American college life are changing." The acceleration planned by many liberal arts college students is but one reflection of an apparent liberalization of the traditional concept of the American college student. It involves breaking down the four class system. A three-year student is briefly a member of her freshman class and then some time in her sophomore year becomes a member of the junior class. If she has time for extra-curricular activities they must be geared to this change. The dissolution of the freshman house system helps to minimize this problem of class identification.

While Miss Royer, for example, accepts the idea of a three-year English major, there are among the liberal arts majors areas of study in which the student needs the extra year of experience in her field before hoping to get a truly comprehensive picture of her studies. An exceptionally bright government or history major, for example, might bypass a three-year program in order to read more widely in her field before completing her college educa-

tion. This would not seem to apply as much in a science major, however, where time is exceedingly important to the individual who does not want to waste any of her potential, and whose advanced study is less independent of her undergraduate work than is advanced study in one of the liberal arts fields. President Shain stressed the loss suffered by a hurried program in a limited field. He said that these four years give us a very precious time, a time for vast reading and thinking about all areas that a liberal education touches upon. The chemistry as well as the history scholar would probably suffer from the loss of the extra year during which she could have broadened her background in the classics, history, English, science and languages.

In our rush to "beat the Russians," or "get the most students into the best colleges," our colleges and high schools are being tempted to sacrifice many of the beauties of a liberal arts education. President Shain spoke of the special conditions at Connecticut College and at other liberal arts colleges which exist to make student life complete for penetrating study. Rapid acceleration cannot help but detract from many of the unique benefits a liberal arts college provides. Many articles have appeared recently pointing to the trend among college students to get themselves through college as quickly as possible. As an article by David Boroff in the *New York Times Sunday Magazine* showed, many American students now prefer to attend classes in large cities where their college life is not as dominated as it is at the residential college. Mr. Boroff made the distinction between the "American College Girl" and the "young woman attending classes." The growing popularity of a three-year program, then, could detract from many of the benefits of a four-year college, as the three-year student becomes a "young woman attending classes" in a residential college at which many academic and social benefits depend on that woman being a part of the college community.

The American college student is becoming an individual. The freshman arriving at college now often has very specific graduate and career plans. Such individualism should not be thwarted, but it also should not be the cause of an ill-founded epidemic of individualism, pressing any college to promote three-year programs which would often be detracting from the fullness of a four-year education.

The future trends in American

### Pirandello Creates Theatre of Fantasy In "Six Characters"

The Martinique Theatre's production of Luigi Pirandello's *Six Characters in Search of an Author* is an admirable production that captures, through excellent acting and staging, the mood and message intended by the author. It is unfortunate, however, that the script-writer found it necessary to update and alter the dialogue. There is for example, no mention among the actors in the opening scenes that they are rehearsing a play by Pirandello, "where nobody understands anything, and where the author plays the fool with us all." Instead, the production attempts to give the scene a current pertinence, and the actors and actresses could be doing just what they probably had to do to put on the production—rehearsing, in an off-Broadway theatre, some new and rather unintelligible play. Even while this insertion is disturbing to those who enjoy seeing revivals performed as the author intended them to be, nevertheless the comedy of the opening scenes, the rhetoric of the "Director," the obtuse dialogue and the pretensions of the actors, make the opening delightful and set the scene for

See "Six Characters"—Page 4

college education depend largely on how each college administration handles such problems as that of acceleration. As pointed out, the administration can not and should not prevent a qualified student from moving on with her advanced study plans. The administration can, however, put built-in academic checks on students who are rushing themselves, and who may be allowing themselves to lose many of the built-in gifts a four-year liberal arts education gives.

V.J.C.

### Domestic Peace

(Continued from Page Two)

though the Domestic Corpsmen will be living in the same depressed conditions as the people with whom they are working. Many Peace Corps admirers hesitate to leave their country for very far-off and strange places. While for many this is one of its major appeals, for others who admire the foreign Peace Corps from afar, the Domestic Peace Corps will open a new channel for expression of their idealism. The challenge of communicating the ideals of American democracy to members of our own country should in many ways be as stimulating as communicating them to foreigners who will probably never understand their real meaning anyway.

#### Sen. Lausche Opposes Bill

A chief opponent of the President's proposal is Senator Frank Lausche of Ohio. Senator Lausche feels that we have in America already a "peace corps." By this he is referring to our priests, rabbis, teachers and social workers. While Senator Lausche is justified in pointing to the large area of welfare and social work carried on by public and private American citizens, it seems that he is overlooking many of the finer achievements that the Domestic Peace Corps can hope to bring about. His objection does not take into account the great benefits that the Corpsmen themselves will receive from their work. Large channels of communication between the "haves" and the "have nots" in America can hopefully be opened by the work of citizens from one area of the country with citizens of another area and another way of life. The facility of joining the Corps to do the kind of work you want under a directed program will be opened to many who have not had the proper access to social welfare work and to many who would otherwise not ever

think of working in such a field. The major problem the plan does seem to present is that of local resentment. It is more than probable that many citizens in depressed areas will feel resentment against the influx of the Corpsmen, who will appear to have had a lot more than the recipients of their work. The Corps, for example, is expected to receive particular opposition in the South. This is, however, not a serious problem. The Peace Corps certainly has more of a chance of being met with such resentment, and yet it has been widely accepted and praised, and has grown beyond the hopes of its strongest supporters.

Just as all Peace Corps projects must be requested by the local authorities, the projects of the Domestic Peace Corps will be planned and requested on the local level. No village, reservation or institution will, then, have anything forced on them that they did not request to have themselves. All projects may be stopped at the request of the local authorities as well. The goal of a Domestic Peace Corps group will be to move in and start the area on the road of development it wishes to follow. As soon as the area seems able to take over the project itself the Corps will move out.

It is hoped that the Domestic Peace Corps Act will be passed by the Congress this summer so that the Corps may start to form in the early fall. The financial demands of the Corps are not great; the idealism of the Corps proposal is. Considering the recent passage of the President's Youth Conservation Corps Bill, which has many more liberal connotations than the Peace Corps proposal, it is probable that the Domestic Peace Corps will be affirmed by the Congress. If it is not, it will be a tragedy for American idealism.

V.J.C.

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### Six Characters

(Continued from Page Three)

the introduction of the mysterious "Characters." An interesting sidelight to the production was the appearance of Margery Shaw, a 1962 Connecticut College graduate, who plays one of those involved in putting on the production and who registers the proper disbelief and ridicule at the appearance of the "Characters."

#### Dramatizes Author's Dilemma

In this play, Pirandello dramatizes an "Author's" refusal to write a drama about people who would not be ignored, and who consequently seek "life" in a theatrical company. Pirandello found it enigmatic to explain why characters are born in an author's fantasy. His characters are presented to the audience just as a characterization might come into the author's conscience. They are presented to the theatrical company as six ghostly figures, each with his secret torment and all bound together by one common origin and mutual entanglement of their affairs. Pirandello takes these characters and presents them to the world of the theater, —the world of art. He then constructs from their persons and their complex passions a drama which they act out themselves before the watching audience of actors and paying visitors. The most enlightening and comic scene is when the watching actors attempt to perform what they have just seen presented by the "Characters." They fall miserably. Each brings to the part they are assigned a peculiar mannerism, cliché or stereotype. Thus Pirandello makes a point on the difficulty of ever capturing in a performance the true spirit of an author's character. Similarly, one learns that a character, like an individual, brings a past to his presentation in a drama. The moment dramatized is entirely dependent on the history of the characters involved. Pirandello and the New York production both expertly make these problems evident.

#### Ending Detracts

It is to the play's detriment that the ending is altered from the original. The addition of the "Director's" disbelief and simultaneous mystical enlightenment by the "Character's" appearance adds a note of melodrama that the author did not intend. However, the ending is valid in light of the involvement of the "Director" with the incident.

S.E.

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## Oh Dad! We Welcome You Oh Mom! You Can Come Too

We take it that you have noticed the small army of men swarming over the campus during the past few days, busily transferring shrubs from tumbledown Thames to the shiny new North Complex.

Fathers' Weekend is here again. The sign 'Welcome Dads' will float over the gate as the campus takes on that 'new spring look' in anticipation of the crowd of Sprites and MG's whose drivers, a snappy crew of madras-clad papas, will greet their deliriously happy daughters on that smiling and sunny day, Friday, May 17. (Of course, no one thinks about the three term papers, four books, two overdue reports, and exams that lie just ahead, no more than Dad thinks about that big closing he has coming up on Monday). No, this is the time when fathers and daughters are reunited after a long hard winter of 'more independent study and personal endeavour,' and can

spend the weekend getting acquainted and 'doing the campus' by attending the many activities planned.

On Friday, the "C" Synchers will give an exhibition at 8:30 in Crozier, the juniors will present their rather subversive sounding "Red, White, and Who," and our famous "Gallery 65" will be open, serving its well-known hot cinnamon cider. For those who are interested, WCNI (620 on your radio dial) will broadcast 'Pot-Luck Friday Night,' a scintillating sampling of those fields of music and news so often neglected by the more pedantic stations.

Don't forget the Registration for Fathers at Crozier from 8:00 to 12:00 on Saturday, (though we're not quite sure what it's for, it might be nice to go). The Horse Show at 9:30 should prove to be very entertaining, provided that you can all get up at that hour; Connecticut has some outstanding

riders, and if the weather is nice it will be a very pleasant way to spend the morning.

At 12:30 all the dads go to lunch in the impressive new Harris Refectory, where they will listen to speeches by various members of the administration. At this time, mothers come into the picture, and may even go to an outdoor picnic with their daughters. (We're not quite sure where the mothers have been kept all this time, perhaps back in the dorm, doing up a batch of dirty wash?)

After parents and daughters meet with President Shain, the faculty and staff, at 2:30 in Crozier, the rest of the afternoon will be open for 'Recreational Activities' such as bowling, swimming, golf, badminton, tennis, and showing off the Arboretum. For those who listened to WCNI Friday night, the juniors will put on a second presentation of their show at 9:00 p.m.

And now we come to the highlight of the weekend: the (pardon the name) POP HOP, complete with orchestra, not a band, mind you, and refreshments. Having attended the Pop Hop last year, we can sincerely say that this is one event that ought not to be missed . . .

On Sunday morning at 11:00 a.m. the junior class will sponsor a chapel service, with speaker Dr. George Haines IV, our Charles J. MacCurdy, Professor of American History, and the Bel Canto Chorus, whose members are drawn from the freshman class.

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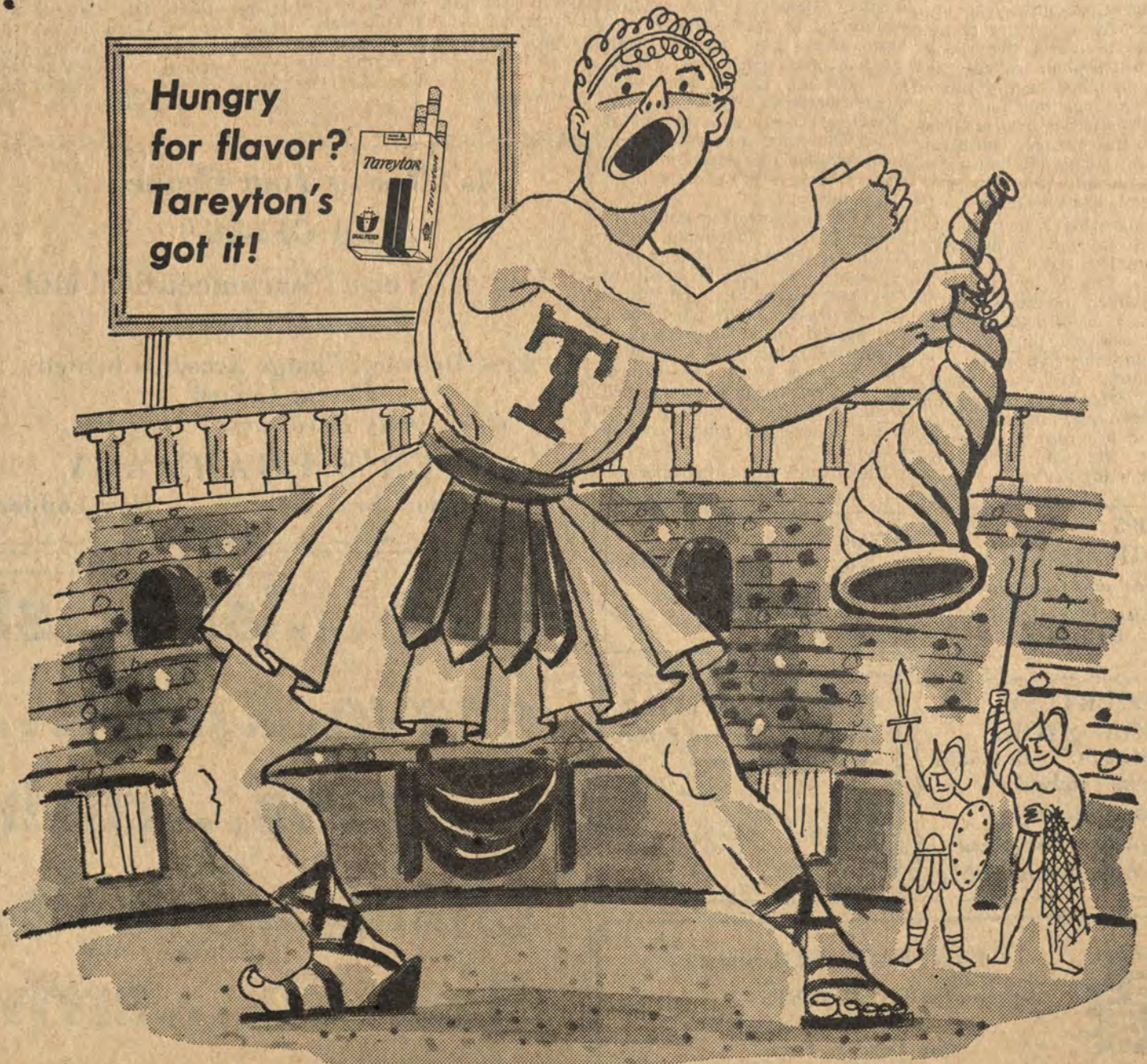
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