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### ConnCensus Vol. 51 No. 23

Connecticut College

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## Faculty Members Comment On Conn's First Course Critique

by Jacquie Earle

Faculty members chosen at random were recently requested by Conn CensuS to comment on the Course Critique. Their responses ranged from constructive criticism to qualified praise. The most obvious point in the following statements is that these members of the faculty are glad to see such a critique appear.

Said Mrs. Mackie Jarrell, chairman of the English Department, "This critique confirms my convictions that Connecticut College has not only extraordinarily gifted teachers but also highly amiable students. I think there is some relationship between the two."

"Its validity," she continued, "is largely negated by the small student response. Everybody wins a prize, so why don't we give it all to charity?"

### Mr. Reiss Comments

Mr. Lester J. Reiss, instructor in philosophy, told Conn CensuS, "Without any reservation I favor the publication of the Course Critique. Students at a liberal arts college have the right to prepare and to circulate such a review of courses, and it seems to me that any attempts to censor or intervene in the preparation of the critique by faculty or administration would be inconsistent with the principles of academic freedom which apply

not merely to faculty but to students as well."

Mr. Reiss continued, "However, I found the critique not as helpful as I thought it was going to be for four reasons:

1. "It failed to distinguish among the various kinds of courses taught at the College—those whose subject matter requires lecture without much discussion, those whose subject matter requires an equal amount of both, and those who subject matter allows discussion without much lecturing or direction by the instructor.

2. "In most of the courses reviewed within the philosophy department and for most courses, not much was said about what goes on as a matter of detail within the course itself . . . and I received very little indication from the treatment of my own courses of what the students thought was really taking place throughout the semester . . .

3. "I thought that two of the questions on the questionnaire were either pointless or misleading. Did you find the reading interesting? Did you find the reading informative? It seems to me that this kind of question should be asked about a course as a whole. Was it a good course? Would you recommend to students at a liberal arts college? Some of the components of the course might have been a bit dismal, but the question about interest should have been directed to the quality of the course as a whole.

4. "The question about whether the instructor merely delivered his lecture avoided the crucial (Continued on Page 4, Col. 1)

## Psychology Professor Robert L. Rhyne Presents Critique On Course Critique

At the outset, I will say that I do not oppose the principle of having students undertake a critique of courses. However, I do reserve the right to criticize the manner in which such a project is carried out, and to question results which are reported, and to challenge interpretations which are made from the results. With respect to the recently duplicate manuscript, I can summarize my criticisms with a series of interrelated paragraphs. While I shall make most of my specific references to what was stated under the heading of my own Psychology 101, I should warn the reader that I am definitely implying that a close inspection of all courses covered by the project will turn up inaccuracies and distortions and varying degrees of incompleteness.

As an initial basic criticism, I am of the opinions that the formal structure of the questionnaire and the design of the project were quite naive. There seems to be little evidence that the organizers of the project tried to solicit help and advice from faculty members in several departments of the College who know something about fact-finding surveys and the construction of psychometric devices. The present project was not as carefully thought out nor as skillfully executed as it could have been. As a general consequence, the so-called critique promised far more than it has been able to deliver, and what has been delivered is very disappointing from a factual as well as an interpretative standpoint.

A second basic criticism is that even though the project left something to be desired when carried out, there was still room for improvement in the evaluation of the data. Why were those of us who have more than passing knowledge of data evaluation not actively consulted about methods for cleaning up results and for tactics in interpreting findings in a balanced manner?

(Continued on Page 2, Col. 3)

## New Ideas Added To Religion Department

by Jeanne Carter

Connecticut College's Religion Department has been expanding for the past four years. New people, new courses, and new ideas have been and will continue to be added to the Department.

Gordon P. Wiles, professor of religion, explained that 10 years ago he took over the then one-man department. One year later Mr. James Purvis, now chairman of the department of religion at Boston University, "brought strength to the department" said Mr. Wiles. This year Mr. Robert F. Cassidy, instructor in religion, and Mr. James S. Ackerman, assistant professor of religion and acting chaplain, came to the College.

Next year, another man will replace Mr. Ackerman as College

Chaplain. "Mr. Ackerman will remain in the Religion Department but will concentrate on teaching," according to Mr. Wiles.

Miss Hafkesbrink, professor of German, and Mr. Cranz, professor of history, have been teaching an advanced course in religion. Mr. Wiles said this has given "more depth and variety to the department for many years."

### Study of Religion

The study of religion encompasses a wide variety of relevant subjects. Mr. Wiles explained that Biblical studies of the Old and New Testaments include history, comparative religions, contributions to Western Civilization, and the theological and religious implications involved in the life of the individual and the community. He added that the

courses also develop the use of mythological language and interpret the ethics and philosophy in relation to the "anxiety and religious questing displayed by many people in the 20th century."

Mr. Wiles stated that in the area of Judeo-Christian tradition several new courses have been added. These will give an historical account of both Jewish and Christian thought and will deal with contemporary ferment in religious fields including the "Death of God" theme.

### New Courses

One new course extends a new slant on the growth of the ecumenical movement. It will include, said Mr. Wiles, "the discussion among churches and their impingement upon one another." (Continued on Page 6, Col. 2)

## "The Jr. Doesn't Show" to Highlight Fathers' Weekend

Fathers' Weekend '67 will feature a variety of activities designed to introduce fathers to the lighter side of life at Connecticut College.

However, the academic side will not be neglected. Faculty-student discussions dealing with "Some Curricular Encounters" will be held Saturday morning. Later, President Charles E. Shain will address guests and students.

Chapel Service Sunday morning will feature guest speaker Robert F. Cassidy, instructor in religion. Dr. William A. Niering, director of the Arboretum, will conduct an Arboretum walk Sunday afternoon. His topic will be "Spring Wildflowers."

As for the lighter side, highlight of the weekend will be Junior Show, "Junior Year Abroadway, or, The Junior Doesn't Show," to be presented Friday and Saturday evenings.

Friday's entertainment will

also include a swim show by "C" Synchers entitled "Patterns for Spring." Peggy Croft and Linda Hickox, both '69, are co-directors of the show.

Six numbers will be presented by Ada Koransky, Stephanie Martini, Sally Murphy, all '70, Jeannie Brooks, Linda Hickox, and Joanne Osano, all '69, and Elsa Soderburg, Phyllis Ray and Ginger Nehring, all '67.

Sabre and Spur, the College riding club, will present a horse show and mounted drill Saturday morning at the stables on Williams St.

The show will include elementary, intermediate, advanced and bare back equitation classes and a pair class. Members of the five classes will be competing for a (Continued on Page 5, Col. 1)

## Arts Center to be Major Project for C. C. Summer '67

Students returning to Connecticut next fall will see several changes and additions on the campus.

### Arts Center Planned

The new Arts Center is the major project for the summer. According to Mr. John Detmold, director of development, construction will begin early this summer.

Although there is no definite timetable, or any planned date for breaking ground, the architects are presently submitting plans for government approval. The architectural plans will be ready to put to bid to various firms on July 1, and then contracts will be awarded.

### New Parking Lot

Another new addition is the parking lot on the south end of the campus. There is no delay foreseen, and according to Mr. Joseph McLaughlin, director of the physical plant, it will be completed by June 1.

Also under construction are service roads south, and roads to the Lyman Allen Museum and Williams St. from the parking lot.

Also, the little green post office, the students' second home, may possibly change color.

A new service building to be constructed on the south end of campus will possibly be started in June. All heavy equipment will be moved there from present storage places.

The question of adding new paths has not been discussed although there have been some recommendations, said Mr. McLaughlin. He added that it is doubtful that any large campus areas will be bisected, but that no decision has been made.

He stated, "We are receptive to suggestions but the general appearance of the campus has to be considered."

Future plans include the doubling in size of the Library, for which work will begin in 1968, and be completed in 1970, and the enlargement of New London hall to provide space for the new electron microscope.

## Conn To Hold Third Annual Program In Humanities

by Carol Johnson

Connecticut College's third annual Summer Program in the Humanities will begin June 27 under the direction of Philip H. Jordan, Jr., assistant professor of history.

The Humanities Program, supported by funds from the Rockefeller Foundation and the U.S. Office of Economic Opportunity, seeks to motivate culturally disadvantaged girls to aspire towards college by stressing academic courses as well as creative activities.

### Upward Bound

Upward Bound of the O.E.O. has contributed \$15,000 to provide this educational opportunity for 13 girls. The remaining \$50,000 is from the Rockefeller Foundation and will pay for the other 39 girls.

The original program was initiated by a three year grant of \$150,000 from the Rockefeller Foundation. The program was able to expand this year due to the grant from Upward Bound.

The eight week program will involve 52 girls who, in the opinion of their high school teachers, have potential but are being stifled by the socioeconomic conditions under which they are living.

### From Urban Areas

Participants will come from large urban areas including New Haven, Bridgeport, Hartford, southeastern Connecticut, the Charles Evans Hughes High School in New York City, and the Institute of American Indian Arts in Santa Fe, New Mexico.

Ten Connecticut College students will be employed as tutor-counselors for the project. Each tutor-counselor will live in the dormitory and will be responsible for five or six girls.

Her responsibilities will include assisting in classes, accompanying the girls to cultural events and serving as a friend and guide during the summer and in the follow-up program.

### From Math to Dance

Classes offered in the program include English, art history, music history, mathematics, American history, dance, painting, sculpture, drama, and sports. Extracurricular activities will involve picnics, mixers with a similar program at Yale, and more culturally oriented events such as a trip to the Stratford Shakespeare Festival.

Dr. Jordan chose the 10 tutor-counselors on the basis of applications and personal interviews.

The students selected are: Susan Crocker '70, Virginia Curwen '68, Helen Epps '68, Jane Fankhanel '68, Kathleen E. Guenther '68, Diane Harper '69, Jane Hartwig '68, Dana Phillips '68, Gwendolyn Rogers '69, and Elizabeth Tobin '69.

Jane Hartwig was also a tutor-counselor in the 1966 Humanities Program. William Meredith, professor English, was director for the first two years of the program.



# ConnCensus

Established 1916

Published by the students of Connecticut College every Monday throughout the college year from September to June, except during mid-years and vacations.

Second class entry authorized at New London, Connecticut.

Represented for National Advertising by  
National Advertising Service, Inc.  
College Publishers Representative  
18 East 50 St. New York, N. Y.  
Chicago-Boston-Los Angeles-San Francisco

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## Topic of Candor

by Jane M. Gullong

A reaction . . . with apologies to Larrabee . . . Connecticut College. Oh, yeh? I didn't know there was a New London branch? . . . "and he shall be like a tree planted by the rivers of water, that bringeth forth his fruit in his season. His leaf also shall not wither; and whatsoever he doeth shall prosper . . ."

"Stimulating . . . enthusiastic . . . There the utopia ends . . . He makes no effort to enliven class discussion . . . 2 2 1 3 2 1 1 2 2 1 2 1 2 2 . . ." But I liked the course . . . Silly subjectivity! 62% of those tested found the lectures dry and boring . . . and have switched to Crest . . . But one afternoon we talked in his office . . .

"And in behalf of the students and faculty of Connecticut College, I would like to present you with this gold watch as a token of our . . ."

Well, I'm not sure that we do have any foreign students here . . . the grader gave me a C on the paper . . . strawberries? I was asleep . . .

But then a man came and said, "I don't believe you are insensitive to the whole idea of a community and its claims on you

. . . make it pay off, live in it. Exploit our College in as many ways as your ingenious, self-centered spirits can invent." But he too went away and was not heard from again.

Sunrise, sunset, quickly . . . "Your point of order is out of order . . ." Out of order are the juniors' run-on, burlesquing, celebrating seniorhood; 1400 cheerers, clappers having leg-islated cars . . . the class of '71, just two years of fundies, but they will never hear the whole school sing the Alma Mater together . . .

The psychedelic spirit of '67 . . . But aren't you talking about a Conn College of the past? . . . well, yes, . . . of trolleys and Miss Ramsay's cow; River days; Rosamond Tuve; serenading on the steps; the day everyone moved the books into the new library . . . with a chartered view.

"It's roots I'm putting in, as a matter of fact . . ."

"Everybody drinks too much today.

"Where this root's tree is, I'll never know."

## RHYNE

(Continued from Page 1, Col. 2)

There are a number of specific comments I need to make to amplify one of both of these basic criticisms.

(1) The project was not sufficiently sensitive to the varying ways in which courses are in fact taught at the College, nor was the project sympathetic to the reasons why some courses are taught the ways they are taught. The questionnaire did not adequately segregate practicum or laboratory portions of courses where such an adjunct runs parallel to the more formal classroom work of the courses. Whoever did the editorial comments made no particular attempts to recognize that within and between departments, courses are taught in a variety of manners for a variety of reasons. Some of the more obvious reasons are size of the class, division of labor within a course as a whole, whether a course is the first half of a year course or a semester unit within itself, whether a course is in some sense of the word an "introductory" or "elementary" offering, and the likelihood that experienced teachers might have something more than personal preferences for teaching a course in particular manners.

(2) A related point is that the editors made no real attempt to determine whether the instructor(s) in question had any explicit or underlying plan for the teaching effort. The so-called critique pretends to give more information than is available in the catalogue, but the overall organization of courses was generally given short shrift, and the instructor's attempts (and perhaps successes!) at organizing the material in a systematic fashion were passed over much too lightly, if such efforts were mentioned at all.

With respect to points (1) and (2), I can now make specific reference to my own Psychology 101. The course was not correctly titled in the so-called critique. No mention was made of the fact that the course is one half of a year course, nor is there any mention of the fact that Psychology 101-102 has always been taught with an announced organizational plan which presents certain substantive blocks of content during the first semester, other substantive blocks of content during the second semester. Whoever wrote the editorial comments for Psychology 101 did not tell the full truth in attempting to characterize the principal content of the course.

On page 42 the editorial comments wind up by calling attention to Psychology 215, and I think there is an implication that, except for the laboratory science degree requisite, the one semester offering is essentially equivalent to Psychology 101-102. Psychology 215 has its merits, and it is in the curriculum for several reasons; my department never intended that it be equivalent to Psychology 101-102, and there are numerous lines of evidence that the courses do not accomplish the same ends.

The editorial comments do not really capture the importance or flavor of the laboratory adjunct of Psychology 101. Nothing is said about divisions of labor and somewhat different purposes for having a laboratory adjunct, and nothing is said about an organizational plan for the laboratory and the variations in pedagogy utilized. The editorial comments ignore the fact that designated laboratory problems clearly leave room for variations in pedagogy which include discussion sessions, and such discussion sessions permit the incorporation of material drawn from the lectures as well as material of immediate interest to the project at hand.

(3) There are several places in the so-called critique where inaccuracies and omissions can be detected. I am clearly bothered by lacks in qualification which were permitted to go through unchecked. Yet I am of the opinion that a project which billed itself as an attempt to provide accurate information, should have been more responsibly managed. Materials which are presented with an aura of scientific responsibility are often accepted uncritically. I shall leave it to other instructors to report particular inaccuracies and omissions which have relevance to their courses, and I turn again to Psychology 101.

The list of readings omitted a very important item, an extensive laboratory manual which I have prepared for the laboratory adjunct of the course, but which I have occasionally drawn on for supplementary lecture material. An essential ingredient of the overall

## NEWS NOTES

Connecticut College Orchestra will present their tenth annual concert Tues., May 9, at 8 p.m. in the Dance Studio in Crozier Williams. Admission will be free.

Donald McKay's "Black New World" and the world premiere of a new production of Eugene O'Neill's "Emperor Jones" will be presented respectively Mon. and Tues., May 15 and 16, at 8:30 p.m. in Palmer Auditorium.

Tickets will be sold Tues. and Wed., May 9 and 10, in Fanning. Admission for students for both plays is \$4.00.

A display and sale of prints will be held Wed., May 10, from 10 a.m. to 4:30 p.m. and from 8 to 10 p.m. in the lower lobby of Crozier. This is a student print sale sponsored by the art department to benefit CRIA.

Conn Census extends its congratulations to Mr. George K. Romoser, associate professor of government and his new wife, the former Miss Mechthild von Tresckow of Bonn, Germany.

New officers for the Conn College Orchestra are: pres., Pat Gumo '69; sec.-treas., Bette Salomone '68.

## Editorial . . .

## The Critique Criticized

The first Connecticut College Course Critique has been in circulation for almost two weeks. By now it has been thoroughly digested by some, and ignored by others. Reaction to it, from both students and faculty, has ranged from outright condemnation to qualified approval. It is agreed, however, that the Critique's comments are not as bitter and destructive as many expected; nor are they as valid and informative as its compilers had intended.

It is obvious that the Course Critique is not a success. There are too many flaws in it—flaws which negate its statistical validity and consequently, its value. Most obvious of these is the frequently low percentage of student responses for most courses.

This is not, of course, the fault of the Critique's editors, but it indicates that something was wrong from the beginning.

Perhaps students were not allowed sufficient time to complete the questionnaire; perhaps they were too lazy to do so; perhaps they did not care to do so. The first two problems can be corrected by better planning and by better public relations on the part of the Critique committee.

The third, however, is impossible to solve. Many students do not think it their right to "criticize" their teachers. Either they are satisfied with the status quo, or they expect academic change and improvement will be generated by the faculty itself. Therefore, they will feel no compulsion to respond to a critique questionnaire and this is indeed their right.

But if even half of the students feel this way, absolutely nothing can be done to create a successful Course Critique at Connecticut College.

One aspect of this Critique, however, deserves the highest praise possible: it exists. A few months ago the Critique was merely an idea, a good idea that might become a good reality. A group of students who believed in it organized that idea, gathered data, tabulated facts, compiled information and published a Course Critique.

That the result is not all that they had hoped for in no way condemns their intention or their effort.

Thus, if student response had been better, the end result may also have been better; but perhaps the whole idea is worthless. This question cannot be resolved on the basis of one experiment. To judge the potential value of a Course Critique for Connecticut College, then, a second critique must be compiled next year, and probably a third one after that.

Only then can we review the results of this endeavor to discover whether integrity of intention can be effectively balanced by worthiness of content.

N.R.F.

## Exit Amalgo

Last week's Amalgo demonstrated perfectly why monthly Amalgos have been abolished. The student body is far too large to permit any kind of coherent discussion. Legislation is too complex for intelligible discussion. Everyone is too anxious to get out.

Nothing that justifies the abolition of Amalgo, however, justifies what went on last week. Regardless of whether the meeting was being conducted properly, no one had the right to behave so rudely. And it is truly sad when class songs, one of the few traditions left, cannot be sung with any degree of decorum.

We have already done away with too many of these traditions to allow ourselves to make a mockery of the few that remain.

N.R.F.

pedagogical strategy of the course was omitted by the editors.

Moreover, the editorial description does not do justice to laboratory reports, which are quite different in scope and purpose from the source papers which are common in other subject fields. The editorial descriptions neglected the variations on the theme of objectivity, and specifically neglected the figure interpretations which every Psychology 101-102 student has had to confront for certain functional relationships of variables, quantitative expressions, and illustration of facts which necessitate a visual mode of display.

To amplify this point, let me say that in a general way the so-called critique forfeited the opportunity to evaluate the examination-giving process in a meaningful way. Why did the editors not cover the adequacy of examinations which were given? Students are in a very good position to make judgments about the "fairness" (i.e., extent of coverage), the "challenge" (i.e. questions which may require the student to do some integrating or to undertake some problem solving which was not a simple regurgitation of specific material that was taught), and indeed the relative amount of "imagination" used by the instructor in working up the examination. Since the editors did not choose to deal systematically with the examination-giving process, I think it is quite risky business to select a few statements from write-in comments and try to pass these off as adequate conclusions. The editorial comments about my Psychology 101 suggest that memory is the basic cue to success on my examinations. Whoever wrote that conclusion is unable to make a distinction between memory and understanding.

I was surprised to see that the so-called critique did not include the final examination in the evaluative scheme. I am well aware that there are many different ways to make up a final examination, different approaches to the use of the marks obtained, and different degrees of importance attached to the final examination both within and between departments of the college. Why, nevertheless, did the editors elect to omit such an important tool for appraisal by students?

The information about the laboratory instruction in Psychology 101 is incomplete, inaccurate, and libelous. The listing on page 41 merely says "graduate students for labs," and there is no further qualification. On the bottom of page 41 and top of page 42, a sentence begins "Lab sections are taught by unprepared graduate students . . ."

Corrections must be made! The fact of the matter is that two full-time instructors (Mrs. Hetzel and I) jointly supervised laboratory instruction in the course. Ever since there has been a Psychology 101-102, there has always been a full-time instructor to teach the opening laboratory section of a given week, and graduate assistants are present for this "learning" session when schedules permit. It is not at all uncommon for a full-time instructor to take another laboratory class later in the week.

The charge of being "unprepared" is a most serious one. If any students thought that either Mrs. Hetzel or I was unprepared, a specific opportunity should have been given on the questionnaire to evaluate our laboratory teaching. In addition, if the editors thought that it was important to view laboratory instructors in the same way discussion leaders were viewed in some department (e.g., sociology, economics), then specific opportunities for evaluation should have been built into the so-called critique.

For reasons which amount to something more than simple loyalty to my assistants, I am going to accuse whoever prepared the editorial comments for Psychology 101 of patent irresponsibility which, without supporting proof, has the effect of libel. The editors of the so-called critique had better prepare themselves to supply evidence for the charge of being "unprepared," or furnish a retraction. I can think of several ways the charge may have got worked into the editorial comments, ways which vary from projective malice to injudicious selection of random comments. I simply cannot let the blanket charge go unchallenged.

I now turn to the remaining portion of that statement on pages 41-42, that the laboratories in Psychology 101 . . . deal with areas not covered in the

(Continued on Page 4, Col. 3)



# Mock-Republican Convention



Left—It is the divine obligation of the Republican Party to lead this nation back, back, back . . . Down with SEC, TVA, . . . income tax, . . . fruit pickers, . . . Down, down, down . . . A leader of the stature of a Julius Caesar, a Calvin Coolidge . . .

Right—We must cut the reliance of the Republican Party on the vicious and nefarious Eastern Establishment . . . And Reagan's a platonist . . . "If you've seen one tree, you're seen 'em all . . ." And the last thing this nation needs is a porpoise in the White House.



Below . . . and our only course of action now is to declare the Republican Party dissolved.



And in view of the great need for education . . . we are all pro-motherhood, . . . on the policy that loves makes the world go round, . . . the sovereign state of Indiana nominates Mama Wallace! . . .



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CRITIQUE

(Continued from Page 1, Col. 3) question about the quality of the course itself ... I should have preferred to have students answer a question about the extent to which the instructor attempted to engage his students in the subject matter and the discipline."

Earnest Student Appraisal

Professor of music Charles R. Shackford stated, "The Course Critique is an earnest attempt to provide a student appraisal of the course offering at Connecticut College. That such an attempt can never be completely successful is acknowledged by those who compiled the critique, a piece of honesty appreciated by all who read it, I am sure."

Mr. Shackford continued, "Such an evaluation would be most useful in connection with the survey and elective courses. I am not sure it really applies very well to the first and second year language courses and the like.

"One thing that kept appearing throughout the critique is the desire students have for opportunities of self-expression. To me this is the most significant aspect of the critique.

"A lot of effort went into this job and I am sure it was received very much in the spirit in which it was presented," Mr. Shackford concluded.

Miss Marion Doro, associate professor of government said, "Despite the flaws acknowledged by the editors, the Course Critique seems to offer something to everyone. The frequent requests for smaller classes is apparently intended for the administration to note.

"The message to the faculty seems to be that many students can survive a full semester of a course and still not fully realize its purpose. The message for the students rises out of their own pleas for more 'quality' and more 'class discussion.'"

Questions Not Raised

"Implicit in all these messages are a few questions which none of the comments really raised: how small is a "small" class and what purpose would it serve in a survey course which introduces students to a wealth of information about which they have not yet demonstrated their competence?"

"How wide is the gap between the instructor's professional pur-

pose to teach discipline and the student's perceptions of what she wants? What did the critics mean when they spoke of more class discussion? Were they suggesting that students should do their assignments in advance so that they might participate in a mutual exchange of substantive ideas, or is this a request that instructors permit a free flow of ill-formed stream-of-consciousness ideas?"

"Questions of this sort are worth serious thought for they pertain to the academic rights of both students and faculty," she stated.

From the English department, Professor James R. Baird commented, "The presentation of the critique was a bit confusing because of the numbering system which blurs over the real response to the problem ... On the whole, it wasn't too critical. You can't conduct a course survey without the personalities of the professor influencing it.

"I think the English department came off very well in terms of sincerity of purpose. In the main, the critique followed a conscientious effort to get at the success or failure of the course. It showed an honest effort at evaluation."

Very Poorly Judged

One member interviewed made a most unusual, if not justified, comment. Mr. Jean Thibeaudeau, visiting lecturer for the French department said he thought that his particular rating was, "very, very poorly judged."

"I did not know" he said, "until second semester that the students in my French 201-2 class could not understand me. They were memorizing the textbook; often what the text says is idiotic.

"Those unhappy students should have come to me if they were not pleased with what I was doing. I was very surprised and very deceived ... It was a verdict without a trial ... I thought I had good rapport with my students."

"In my own case, there was rather a crude and rough justice

RHYNE

(Continued from Page 2, Col. 5)

lectures." The statement is not strictly true, and I do not know whether the editors were trying to be a wee bit complimentary or just obliquely derogatory. As it stands the statement is quite ambiguous. It is true that many things which are well covered in the laboratory portion of the course are not extensively covered in the lectures, to avoid unnecessary duplication, but such things are not unnecessarily excluded. The modifiers I have stressed are important. There are a few techniques, principles, and facts which grow out of the laboratory work, which are not specifically covered in the lecture reading or in the lectures themselves. Whoever prepared the editorial comments is guilty of the kind of general error I have noted earlier: insensitivity to a pedagogical master plan.

(4) I have noted above that certain statements were made about Psychology 101 which seem unsupported by the facts, and I have called attention to the omissions and inaccuracies in the description of the course. At a more general level, the so-called critique has some questionable statistical figures. Even the most elementary student of statistics should know that the interpretative value of percentage figures is very much dependent on the numerical base from which the percentages are calculated. I see no excuse for the sloppy reporting that was done. If official registration figures were not available from administrative channels, could the editors have tried to get enrollment figures from the instructors of the courses in question? If that tactic failed, did the editors try to get students enrolled in the courses in question to estimate the enrollment? Why were base numbers not

reported or estimates not given?

Although it would have been more work, I think the editors should have made it quite clear what proportion of students who did respond to the questionnaire as a whole, also answered each item on the scales provided. The unqualified percentage figures may make it tempting for the uncritical to assume that a very high proportion of students who did respond to the questionnaire, did in fact reply to individual items. I can take a specific item, #8, and show the absurdity involved if such an interpretation is applied to Psychology 101. With 55% of the students reported as responding to the questionnaire (that would be 81 students of 147 who were enrolled), it would appear that the same 81 students answered item #8. I would be frankly distressed to discover that we had 81 majors in our beginning course! For a factual estimate, I can say that we have rarely gained more than 20% of the enrollment of Psychology 101-102 as majors in the department.

(5) There are other faults with the so-called critique that have a kind of statistical overtone. Some of the items on the questionnaire were clearly inappropriate to certain courses, and such items were rightly omitted from the tallies. On the other hand, the editors were so careless that certain items which were inappropriate to other courses, were not omitted from the tallies. I ask the editors to look at just one specific item, the reading week item, and to re-evaluate the results in terms of what different instructors actually do with reading week.

In some cases what are called averages are reported to whole integers, but in other places we are treated to tenths of decimal places. My point here is

(Continued on Page 5, Col. 3)

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Mrs. Mary P. Mack, associate professor of history.

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## BASS WEEJUNS



# Horace and Crew Invade; Make Candid Film of Conn



ON LOCATION in the Conn Census office: from left, Phyllis Cooke, Les Kaskoto, Terry Clark, Leo Ozol, Terry Cooke, and Director Mel Horace.

by Kathy Riley

Who turned out the lights on the ferryboat Spring Weekend? Who persuaded President Shain to be fed cotton candy while locked in a stockade?

The answer to both these questions lies in the fact that Connecticut College has commissioned General Pictures Corp., of Cleveland, Ohio, to make a motion picture about the College.

Director Mel Horace and his crew of five were on campus April 24 through May 7 filming the 20 minute color film which is to be used for fund raising, admissions work and alumnae

## WEEKEND

(Continued from Page 1, Col. 5) championship ribbon and trophy.

Entertainment during the show's intermission will include a 10-minute, eight-horse drill choreographed by Betsy Ellison '67.

Conn Chords and Schwiffs will present a musical program in the gym Saturday afternoon. Crozier will be open all day for various recreational activities.

A lawn party will be held on the Jane Addams lawn late Saturday afternoon. Featured entertainment will be performances by the Madrigals, Russian Chorus and the Dance Group. Student art will be on display.

The annual Pop Hop will be held in Cro after Saturday's performance of Junior Show.

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RHYNE

(Continued from Page 4, Col. 5)

not minor. Did somebody switch criteria in reporting, or did some people not know how to compute elementary descriptive statistics? Were some values medians and not means, and would it have been useful to report both values (as well as some statement of variability) in case the assigned scale values were not homogeneously distributed? It would have been more work to be consistent in reporting, but the results would have been much more believable.

If every faculty member is not already aware of it, I should mention that the original questionnaire asked for a bit of information which is not reported on the sample questionnaire contained in the so-called critique. Each student was asked to give the grade she received in the course she evaluated. What happened to that information in the subsequent review of the results? The information should have been retained, and should have been reported, as a means of establishing a correlation between the scale values and editorial comments made about individual courses. There are really two reasons why the grade reports should not have been sacrificed.

The first reason is to permit some way of assessing the potential bias in responding to the questionnaire. As I have mentioned before, people who are willing to respond are often different from the persons actually sampled. The second reason is that the achievement and/or ability level of students who respond to a particular course may influence the specific kinds of judgments that are made about the course. One could argue that students of high ability and high achievement may be in a position to mark scale values and to compose write-in comments that are more broadened than students who were not high achievers or well prepared. Again, it would have been more work to retain the grade levels of the respondents, but the information would have lent credence to the scale values and to the editorial comments.

(6) The previous paragraph leads me to another general criticism of the design of the critique project. The project failed to allow for the fact that students take a given course which has a defined level in the curriculum, and that students are themselves at a defined level when the course is taken. I think I could argue that students who are immediately in-

volved in a course, especially if the students are freshmen and if the course is a fairly basic one, do not look at that course in the same ways the same students would look at the course later, when the students have moved to advanced offerings in that field, or moved on to advanced offerings in other fields. A methodological flaw in the so-called critique was its insensitivity to the cumulative background of the student at the time the course is evaluated, which may be a factor in the judgment process. The project could have sampled students who took a given course in other years. To be sure, instructors may change (perhaps not as often as one might think), but basic courses do not undergo will-of-the-wisp transformations.

To make still another specific reference to the Psychology 101, I can state flatly that I have handled the course for the six years the course has been in existence, and that my overall organizational plan has not changed much in those six years. I am also personally aware of a great deal of stability in the overall plan of pedagogy for the Psychology 102. I have all kinds of evidence, much of it circumstantial save for our own majors, that students look at the course differently when they've had the chance to sample other courses in the academic career. I think my point for Psychology 101 holds very well for other basic courses which are taught in the College. There seemed to be a trend running throughout the so-called critique to downgrade the basic courses, and to inflate the advanced courses. The editors should have realized that students who take intermediate and advanced courses are just not the same kind of students who take the basic offerings. Some faculty members should be flattered about the kinds of things that are said about them, but at the same time, instructors who were not complimented should not look on the absence of comments as signifying much more than a student group which was not in a clear position to make meaningful judgments.

In criticizing here and there, I have made suggestions which involve improvement in any future attempt to do a critique. I shall state that I will volunteer my time to try to help students do a much better job than was accomplished by the present project.

Robert L. Rhine  
Associate Professor of Psychology

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ON CAMPUS DAILY

the narration."

As students may have noticed,

filming was done all over

(Continued on Page 6, Col. 1)



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## CHAPEL

Guest speaker at Chapel on Fathers' Weekend will be Mr. Robert C. F. Cassidy, instructor in religion. The service will begin at 11 a.m. in Harkness Chapel.

Mr. Cassidy joined the Connecticut College faculty in September, 1966 after receiving his B.A. from Williams College in 1959 and his M.A. from Princeton in 1966.

At Princeton he was a Marechal Fellow, and in 1965-1966 he was a Religion Fellow at Oxford University.

Currently working towards his Ph.D. at Princeton, Mr. Cassidy is researching the possible compatibility of judgments of individual, personal responsibility with a deterministic world view. The study deals with both current and classic positions in philosophy and theology, includ-

## MOVIE

(Continued from Page 5, Col. 4)

campus—in classrooms, Crozier, dorms, and the post office. However Mr. Horace noted that several activities filmed were particularly successful. "Mr. Reiss' philosophy class, a debate in Cabinet, and the drama class class turned out especially well," he stated.

Mr. Horace also revealed that student comments and conversations were taped by hidden microphones.

If the film is completed in time, it will be premiered at the opening assembly in the fall.

## RELIGION

(Continued from Page 1, Col. 3) He added that the theory of the "changing front of the Catholic Church" will also be developed.

An additional course will be Religion 103, the history of religion not through Bible studies but, Mr. Wiles said, through study of a "human race-wide phenomenon in order to recognize the central significance of man's religions."

Religion 305, 306, now a lecture course, will become a seminar and thus, more flexible in order to encourage more individual contributions from students.

As a result of the Supreme Court decision on teaching religion in public schools, Mr. Wiles stated, "the desirability of teaching religion objectively has heightened. This fact has encouraged growth and development of all religious departments."

The Religion Department at Connecticut College, Mr. Wiles concluded, has long-range plans for the future which will enhance interest in religion as a course of study not only in religion per se, but also in the impact which religion has upon the individual in the world today.

Conn beat Pembroke at lacrosse last Tues., by a score of 6-2. High scorer for Conn was Jackie Earle with three goals.

## Yale, Princeton and Connecticut To Hold Russian Chorus Concert

by Beth Daghlion

You can't buy a better concert tival of Russian Music" to be pre-tival of Russian Music to be presented Sun., May 14 at 3 p.m. in Palmer Auditorium.

The Connecticut College Russian Chorus, the Yale Russian Chorus, and the Princeton Russian Band will be featured. The

program will include liturgical music, traditional folk and gypsy songs, and the special sound of the balaika and mandolin. There will also be folk dancing by the band and the Yale Chorus.

Tickets are \$1 for students and \$1.50 for non-students and may be purchased at the door or from Box 943.

Denis Mickiewicz, and the Connecticut Chorus have been nicknamed "Dionysian Denis and His Misguided Apollonians," explained an enthusiastic member of his group.

The Yale Russian Chorus was started 12 years ago by Mr. Mickiewicz, and since then has become a leading chorus. It has travelled to Moscow four times and has won many international prizes. The group has made two records which will be available in the Bookshop this week.

Conn's Russian Chorus was formed four years ago by Ann Langdon and Mr. Mickiewicz and has sung at Princeton, Brown, New Haven. The group also presents an annual concert at the College.



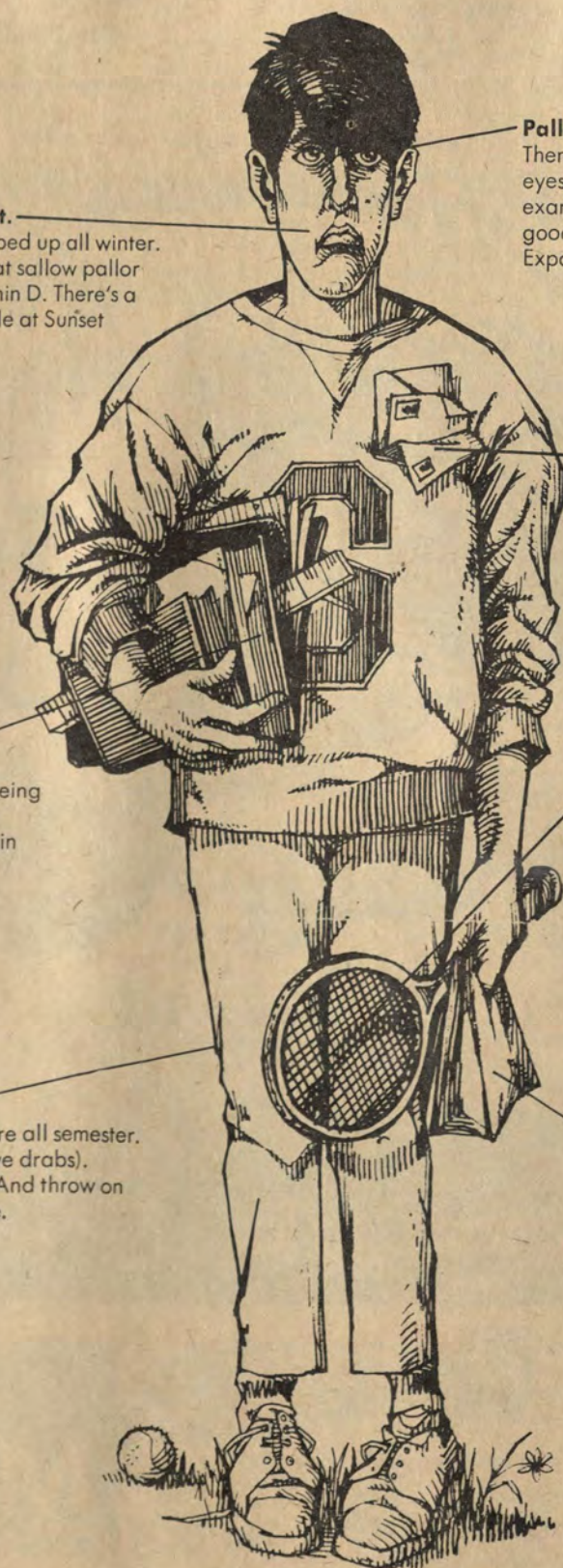
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There's no sparkle in those baby-blue eyes. It's been knocked out by all those exams. Get that vitality back. See what good is still left in the world. Go to Expo 67, Montreal.

### Lip lingo.

They're letters from good buddies away for the summer. The best way to avoid them is not to be there when they arrive. Be in Puerto Rico instead.

### The good books.

They have the possibility of being good symptoms. That's if you seek summer scholastics. Say in Mexico City. Or Acapulco.

### Racquet squad.

That's the tennis team in your neighborhood during the summer. You'd find snorkeling or scuba diving in the Bahamas would make playing tennis seem like last summer's bad sport.

### College fatigues.

That's the uniform you wore all semester. Get rid of those o.d.'s (olive drabs). Break out the white levis. And throw on a colorful Mexican serape.

### BLT Down.

That's all you've known summer after summer. A change of palate would do you good. In Bermuda a few savory morsels of Hopping John with a sauce of Paw-Paw Montespan usually does the trick.



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