Connecticut College Alumnae News

OFFICIAL PUBLICATION OF THE CONNECTICUT COLLEGE ALUMNAE ASSOCIATION

VOLUME XLVIII NUMBER 3 SUMMER 1970

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COVER by Laura Thompson '70
AAGP designed by Caroline B. Rice '31
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PHOTOGRAPHS Philip Biscuti pp., 2, 4, 5, 17, 23, 24, 25, 28; Donna C. Hetzel pp., 11, 13; Elizabeth T. Kellogg p., 17; annadele pp., 20, 21. The photograph for Alumnae College in the March issue should have been credited to Gorden N. Converse, Christian Science Monitor.

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"Change" is to alumnus as "restructure" is to student; a movement away from tradition. To this degree, the words are similar. But unlike "restructure," the words are not in the language of the 70's, there is nothing of cheer in "change." At best it wrinkles alumni brows at worst it tightens force strings in academic costs are at their highest. Little wonder that such is the case, for what one reads about education today is scarcely endearing. George Keller, one of the most respected names among education analysts, recently wrote: Try open your newspaper. I don't mean to find some news or crime news in college sports news or some news in college sex news. I mean education news—information about who is pouring what into whom done not give names, what, where, and what cost. Consider the following: American education has exploded in the past fifteen or so years. As recently

as 1947, less than half our young people completed high school, and only one out of seven high school graduates went to college. In 1967, three quarters of all young people finished high school, and five out of ten graduates went on to college. Between 1957 and 1967, the college population more than doubled, from 8 million to 6.4 million, nearly 30 percent of our entire population. Americans are full-time students. Add to this the higher than 30 percent enrollment of Negroes going on to college. As a college age of Negroes going on to college, we have a higher percentage of college attendance in France, population of England. We have 40 percent of the college students going on to college of Negroes going on to college. That is the so-called advanced nations going on to college is than the so-called advanced nations. The United States is on France. The Soviet Union is to the current spending nearly $50 billion in the past 50 years. We now have more money sunk in the structure than in all our factories and tools! But that's only part of the story. Despite many rigidities and weaknesses, American education has performed the miracle that Europeans said couldn't be done. It raised its quality, raised its quantity. It expanded its quantity, especially since nearly every TV watcher, newspaper reader, magazine subscriber has a son, sister, aunt, nephew, or grandchild in mind. That is news, that is news. And so is President Shain's "state of the College" speech in this issue. Conn Currents has articles on education in this issue. And hopefully will change "change" into something different in the minds of today's worried alumni. George Keller, we wager he'll know how to "restructure" the structure when the time comes!
To call this annual informal talk “the state of the college” seemed like a good if slightly pretentious idea seven years ago. But perhaps in these times the title needs refining — by adding certain conditions: that is, “the state of the college as I understand it at 7:15 p.m., March 6, 1970.” I shall try tonight to generalize about our college and to provide some enlightening examples of the way we live and learn now, but the only prediction I think I shall make about the campus tomorrow is that there will probably be a partial eclipse of the sun — which can be viewed especially well from the top floor of Bill Hall between 12:28 and 2:56. (Some of our astronomy students have gone with their instructor to Greenville, N.C., to photograph the full eclipse.)

It is always reassuring to have a group of alumnae on the campus. I wish we saw more of you more often. To my mind you help to reinforce our sense of ourselves by providing, among other things, a sense of the continuity of the College. We are so much possessed by the power of moment these days — the present moments are apt to be quite powerful — that we can stand now and then a sense of the past and a sense of our graduates. I heard a poignant tribute to the past from a university president last fall. He was about to leave the presidency of a western university which had not been a very restful place these past five years. He said, “I have been in the academic world so long that I remember a time when if a student went to see the president the student was in trouble.”

Some of the interesting changes in our affairs in this academic year of grace I hope you will hear with delight. Perhaps the most solidly cheerful piece of news I can bring you is that we are soon going to take possession of the approximately two acres of land in the center of campus now owned by the City of New London, the site of the two reservoirs. The negotiations behind this acquisition go back several years and have resulted in a rather complicated bargain. In exchange for the reservoir land and the street leading to it from Mohegan Avenue, we deed the City two parcels of land, one across Gallows Lane, to the west, for a huge water storage tank; another across Williams Street near the traffic circle below the Museum Park, for a new fire house. In addition, the College has volunteered to pay the City for the next five years about eleven thousand dollars a year to represent our sense of obligation for the use of certain municipal services, fire protection, police protection and the use of the city incinerator. We will also probably be asked, along with other tax exempt institutions, to pay a sewer tax.

What will result from the acquisition of the reservoir property is the opportunity to expand Palmer Library more inexpensively than we otherwise could. By 1973 the Library shelves will be filled to their maximum capacity. In February the Trustees authorized me to have prepared feasibility studies for a library expansion that will use the south end of the reservoir property. Next week the Faculty library committee looks at the first studies prepared by the firm of Shreve, Lamb and Harmon who have twice added to the present building. Here then is our next building target for the Quest program. We have already collected more than one hundred thousand dollars for the library expansion. We shall probably need two or three million more — and this at a time when library building grants have been cut off in Washington and when construction costs and money-borrowing costs are at all-time peaks. But we must have room for books and readers or the College falters in its mission. We shall somewhere find the money.

I hope I can convey to you next the confidence and pleasure I feel in the experience of our first semester of coeducation. It may be only minicoeducation but if we can make judgments based on our present success, I am very hopeful of the future. Our thirty-eight Freshman and Sophomore men have made the Dean’s list in the same proportion as Freshman and Sophomore women. (One Junior man got straight A’s but he was beaten by a woman for Student Government president.) We have sufficient good male applications for next year — and we expect more — to meet our target of adding one hundred more men. Larrabee House, our coeducational dormitory, is an exceptionally pleasant place to visit. Our basketball team plays Vassar’s tomorrow afternoon at 2:00 and hopes to even the score for a defeat in a close game last week in Poughkeepsie. The presence of men on campus will of course be felt more strongly if we can count as many as 150 next year. I ask you to remember that what Vassar and Connecticut are doing (perhaps Sarah Lawrence and Bennington Colleges offer slightly different models) is making an historic shift in one branch of the American private college system. This change in mission is essentially different from the arrival of women at Princeton, Yale and Wesleyan. We must be judged by what happens over the next three years. I hope that at this meeting next year I can give you another favorable report.
At the same time that the coming of coeducation changes some of our campus way of life, other changes have come rushing in propelled by this energetic, ambitious generation of undergraduates. It is difficult to separate causes and to know how much our ways might have changed without the presence of men.

Certainly our upperclass women have supplied the arguments and the pressure to persuade our Faculty to place students on Faculty committees, to schedule their own final examinations, to ask for reform of our calendar, to ask the Faculty to consider new ways of using the upperclass years and departmental majors. During my tenure here this is the year of the most prolonged debate between students and Faculty on the nature and conditions of a Connecticut College education. The Faculty and Administration have responded readily but often, as befits them, with feelings and attitudes different from dominant student views. Some Faculty and administration members are alarmed at the loss of student respect for previous academic orthodoxies. I was thinking the other day that if Roz Tuve were here she might be quoting John Donne at the most Rousseauistic of our reforming students:

“And new Philosophy calls all in doubt,
The Element of fire is quite put out,
The Sun is lost, and th’earth, and no man’s wit
Can well direct him where to looke for it... Prince, Subject, Father, Sonne are things forgot,
For every man alone thinkes he hath got
To be a Phoenix, and there then can bee
None of that kinde, of which he is, but hee.”

Faculty meeting votes are often close, and the debates full of substance and sometimes of personality. Students are invited in to speak their views at the meetings; their views do not always prevail. Some of the issues that we debate you will be hearing about tomorrow from deans, faculty members and students, and I won’t go into them here. But you won’t be surprised to learn that our sentiments divide recognizably into those of liberals and conservatives, or as Emerson called them, “the party of hope” and “the party of memory.”

For those of you who read the College newspaper and are led by it to believe the radicals (or heretics) are completely in charge of the campus issues of the day, I quote from this week’s issue what we elders of the tribe would like to call “reasonable” student voice:

“A student at the ‘Liberal Mafia’ meeting is quoted as having said, ‘It is easier to rely on a structure than on yourself.’ This may be true but what many people fail to realize is that someone may need that structure to lean on while learning to rely upon himself. The risk of seriously damaging the academic future of a group of students to satisfy the demands of even a majority (who could be a very vocal minority) is grossly unfair and should never be taken by any college.

“A college should act in the best interest of all its students. A system that allows freedom to those who have somehow proven themselves capable of handling it (not worthy, capable) while providing a guiding structure to the less well directed student is the only choice. It will be a very difficult system to establish and may involve the setting up of guidelines and the existence of (God forbid!) rules, but some form of rules exists in all societies and in the long run such a system would be the most practical and the only feasible solution.”

The self-determining of our dormitory rules for men visitors, the key system and open parietals, has now had a semester to make itself felt. The record of our houses has on the whole been good. But some of our experience of the new freedoms has been disappointing. The administration has had to step in to remind the student leadership of a few houses that in such wide freedom begins deep human responsibilities. A February college-wide meeting of student and faculty leaders on these questions recommended that next fall no dorm should have more than 30 or 35% Freshmen. The Deans and I are in the midst of meetings with small groups of house presidents and housefellows to help them understand how crucially the nature of this college can be changed by irresponsible and anti-social dormitory conduct. A kind of “trouble-shooting” committee of four students and four adults appointed by the new president of student government and me will be available to any house or any house member when a dormitory feels the need of outside support.

I remain persuaded from my investigation and consultation with all shades of student opinion that our best hope lies in making the present self-determining system work. Moral distinctions, adult moral imagination must be expressed and represented by adult college leadership, but, as in your day, the moral distinctions that make up right conduct can only be achieved by one person at a time. We adults know that our moral ideals rise out of the logic of our own lives. Young people must learn this. The College must rely on some of the old ways and find new ways to support the moral aspirations of these new undergraduate lives. They are, at their best, on a search for new boundaries, for new relationships between men and women at the college level of meeting. We can’t try to turn them back to a world that existed in our own childhood and youth.
The most consistently difficult human relations on our campus remain those between our black students and many parts of the white world around them. On both sides of the barriers, and we might as well speak in these plain terms, we are trying to make this year productive. At the request of the Afro-American Society and as a result of an imaginative recruiting drive led by Dean Cobb, we have added this semester two black studies courses taught by two new black faculty members. We look forward to an interdepartmental Black Studies major beginning next fall, and to the addition of new black faculty. We desire most sincerely that the effective individual education of these students go forward; we want to increase their numbers here and to help them live with the terrible burdens they have taken upon themselves: to redress in one generation as they see it the American injustices of two centuries.

The new feminist movement has arrived on the campus. I have been asked to pledge the College's efforts to raise the number of female faculty members, to examine any delays in female promotion and salary increases and to report each year to the AAUP the relative ranks and salary increases of the two sexes. I will be glad to accede to this request. If you have any remaining doubts that these are revolutionary times, I invite you to consider the analogies between some of the things in my report tonight and this exchange of letters between Abigail Adams in Quincy, Massachusetts, and her husband at the Continental Congress in Philadelphia:

Abigail to John Adams at the Continental Congress:

“In the new code of laws which I suppose it will be necessary for you to make, I desire you would remember the ladies and be more favorable to them than your ancestors... Remember all men would be tyrants if they could. If particular care and attention is not paid to us we are determined to foment a rebellion.”

John to Abigail in reply:

“As to your extraordinary code of laws, I cannot but laugh. We have been told that our struggle has loosened the bands of government everywhere. That children and apprentices were disobedient, that schools and colleges were grown turbulent, that Indians slighted their guardians, and Negroes grew insolent to their masters. But your letter was the first intimation that still another tribe, more numerous and powerful than all the rest, were grown discontented... Depend upon it, we know better than to repeal our masculine systems. Although they are in full force, you know they are little more than theory... We have only the name of masters, and rather than give up this, which would completely subject us to the despotism of the petticoat, I hope General Washington and all our brave heroes would fight.”

But I have gone on too long. I would like to add reports on how much we have enjoyed the use of Cummings Art Center, what it has meant to the increased student activities in Art and Music. How successful, apparently, are our fourteen new Faculty housing units. How pleased we are at the dramatically increased interest in careers in teaching under our new leader Mr. John Santini. We are well on our way to making the Office of Community Affairs create new working relationships between Connecticut College and its surrounding communities. I hope you learn more about all these current scenes and others in your sessions tomorrow. I wish you a happy weekend.
If Alumnae Council was an indication, this decade will be known as the "serious seventies." There were joyous greetings as classmates met, and the usual share of laughter at particular memories. But from Marenda Prentis '19 preaching against social and intellectual snobbery, to alumnae of the '60's comparing CC clubs, careers, and babies—this Council seemed to realize that colleges today need their alumnae as never before. Need their patience with student affairs. Need their money for deserving faculty. Need their faith in the administration's wisdom.
CONGRATULATIONS ARE IN ORDER!

Faculty Promotions have been announced as follows:
- to Professor. Mr. Dale and Mr. Song; to Associate Professor. Mr. Havens, Mr. MacKinnon, Mr. Reiss, Miss Tararow, and Mrs. Woody.

Faculty Publications. Mr. Havens' book, Nishi Amane and Modern Japanese Thought, has just come off the Princeton University Press. A teacher, writer, and government administrator, Nishi played a dominant role in introducing European intellectual values and laying the foundation for Japan's rise to wealth and power. Mr. Desiderato's Readings in General Psychology, published by the MSS Educational Publishing Co., consists of essays mostly reprinted from recent journals illustrating the wide range of subject areas in contemporary psychology. Papers by Mr. Desiderato and Mr. Goldberg are included.

Alumnae Publications include another historical novel from the fast flowing pen of Cecelia Holland '65. In AntiChrist the author deals for the first time with a hero who was a major historical figure, Emperor Frederick II. With her usual exhaustive research and her narrative dash, she treats the crusade of 1228 and the Mediterranean world of the period. Phyllis Hoge Thompson '46, assistant professor of English at the University of Hawaii, has published at the University press Artichoke and Other Poems, including poems previously printed in Harpers, The Nation, and other magazines and showing a variety of themes and approaches. Family Under Sail is a "Handbook for Mates" (wives) written in tandem by Mary Varian Leonard '55 and Jane Kirstein with illustrations from Mary's light hand. The book suggests shipboard tactics for the wives of sailing enthusiasts but is equally delightful reading for landlubbers.

Faculty Honors. Miss Macklin has been selected, with professors from Yale and Stanford, to participate for a week in the school system of Los Alamos in a pilot program sponsored by the National Humanities Faculty. The election of Miss Eveline Omwake as president of Learned House makes an even closer link between the College and its favorite local project.

Senior Achievements. Barbara Troade, Spanish major, and Diane Wassman, History major, have been named Woodrow Wilson Designates in a competition with 12,000 nominees; and Laura Nash, Classics major, has been awarded a Danforth Fellowship renewable for three years. The new Watson Fellowship is awarded for the first time at Connecticut College to Katie See for an independent study project on religious prejudice and tribalism in Ireland and Africa.

STILL ANOTHER EXPERIMENTAL CALENDAR

Faculty have voted to discontinue the Special Studies period and have approved a new calendar with an opening right after Labor Day and examinations before Christmas. There will be a full week's break at Thanksgiving and a longer Christmas vacation, with second semester beginning on January 24 and Commencement coming on May 30. The New London Day, tongue in cheek, headlined its article, "Time Off Featured in College Schedule"; but students will be working harder than ever in term time to cover the semester's demands.

SCIENCE TO THE FORE

The Eclipse. Student astronomers from Connecticut and Wesleyan with Mr. Brooks of our Astronomy Department and a Wesleyan astronomer, established a research station at Greenville, N.C. for conducting tests during the eclipse. They focused on changes in noise level before and after totality, took color photographs, and worked on determining the plane of polarization of the inner and outer corona. Another group of students made detailed observations from the observatory atop Bill Hall, and a meeting is planned to present the results of both observations.

Survival. Connecticut has formed an environmental action committee of faculty and students to work on dangers threatening our area. The Survival Committee meets weekly, sponsors subcommittees (research, watch dog, and publicity), and has set up an Ecology Center in Holmes Hall. A regular column is conducted in Snyrogna, and the Committee is sponsoring a special program for April 22 as part of the national observance.

The Marine Science Summer Session (June 20 - August 7) will be expanded this year under the direction of Mr. De Santo. Students will take a course in Marine Explorations or Marine Botany and may elect also a non-credit course in Scuba Diving.

CHANGES OF COMMAND

Student Elections as we go to press are almost complete. The three officers elected by all-college ballot have been chosen as follows: President, Julie Sgarzi '71 of Kingston, Mass.; Vice President, Pandora Jacobs '71 of Red Bank, N.J.; and Chairman of Judiciary Board, Anne Kennison '71 of Hollis, N.Y. The new Charter is nearing final form, and the first student elections to college committees are being conducted. Meanwhile the new Student Advisory committees have been cooperating with their departments on plans for next year.

Changing The Guard. Recent alumnae will remember the important role that Lt. Jerry Donovan has played since 1958 on campus. After a long illness, Mr. Donovan has retired to be replaced by Chief Francis O'Grady, respected and popular head of the New London force. Jerry was part of the drama of all college happenings through the years, from the comic invasion of the Harvard Band for breakfast one fall day, through the various sit-ins and overnight teach-ins, to the tragic Jane Addams fire.

AND THE HAPPENINGS INCREASE AND MULTIPLY

The Music Department held an open house in its new quarters on February 10 with invited guests from other colleges and schools. Opening with a lecture on modern trends in music criticism by Miles Kastendiek, the program featured two works by Mr. Straus, the first a Toccata for Brass Sextet and Concerto for Two Pianos played by the Dales. Stravinsky's Cantata of 1952 was sung by the Chamber Chorus with instrumental quintet, and Miss Jacynnowicz with visiting instrumentalists gave a brilliant rendition of Hindemith's Concert Music for Piano, Brass and Two Harps.

Visitors were much impressed with the possi-
The National Scene*

- **Turning Point?** Over the past two years, the federal government increasingly put pressure on individual colleges and state college systems to end racial bias and provide greater opportunities for minority groups. But then: The top civil rights official in the Department of Health, Education, and Welfare resigned under fire. Congress showed a strong inclination to strip the department of its major administrative weapons against segregation. Vice-President Agnew denounced racial quotas and "open admissions" in higher education.

Although the White House issued a lengthy statement on the problems of desegregation in public schools, there remained much uncertainty about the Administration's plans for enforcing the Civil Rights Act of 1964 on college campuses.

Within the academic community, concern over equal rights in education did not abate. In a special report, the prestigious Carnegie Commission on Higher Education called for "universal access" to colleges and universities by 1976. "Inequality of opportunity must not continue to sap the strength of our nation," the commission declared. It said a college education should be available to everyone capable of making "reasonable progress."

- **Rising Tuition:** The pressure of inflation is forcing many colleges and universities to raise tuition once again. An administrator in the Ivy League, where tuitions will reach $2,500 and more next fall, foresees "regular annual increases." Public institutions are feeling the pinch, too. They have judicial support, though, for charging residents of other states more than they charge residents of their own. The U.S. Supreme Court, in a California case, has dismissed a challenge to such higher rates.

- **Turbulence Ahead:** The relative calm on the campuses last fall appears to have been short-lived. Amid increasing reports of renewed violence this spring, many college educators expect the 1970's to be no less disruptive than the previous decade. "The peak of activism has not yet been reached," said one university administrator at a national conference.

Evidently with that prospect in mind, a panel of lawyers and academic leaders has cautioned that some efforts to maintain campus order "may themselves be excessive and may indirectly contribute to disorder." The panel, created by the American Bar Association, advised institutions to seek "order with justice" and to guarantee their students the right to dissent.

Meanwhile, an activist spirit that has developed among many young faculty members may be spreading to potential college administrators. Graduate students preparing for careers in student personnel administration have challenged members of that profession to take stands on pressing social issues.

- **'Teach-In' Time:** As a focus for their concern over environmental problems, students have turned to the technique of the "teach-in," which anti-war groups first used with great effect in 1965. Plans for a nationwide series of seminars, speeches, and demonstrations on a single day this April involved hundreds of campuses across the country. The man who first proposed the environmental teach-in, Sen. Gaylord Nelson of Wisconsin, saw it developing into a "massive movement" to improve the quality of life in America.

- **Federal Stringency:** As higher education has grown more dependent on funds from the federal government, it also has feared the possibility of a slowdown. Now that fear is a reality. At President Nixon's insistence, Congress reduced education appropriations for fiscal 1970. For 1971 the Administration proposed to end or curtail spending on a number of programs affecting higher education.

Academic leaders were openly pessimistic. "Far from building on the foundations already laid," said the American Council on Education, "there appears to be a move to dismantle the structure." Mr. Nixon later said he wanted to be sure education programs worked before he sought large outlays of new funds.

The situation is not likely to improve much in fiscal 1972, when the President would provide only a modest increase in federal aid for post-secondary education. His recommendations, outlined in a special message to Congress, included expansion of guaranteed loans to students, a National Foundation for Higher Education to support "excellence, innovation, and reform," and a career education program for two-year colleges. Many educators, however, thought the message signaled further retrenchment. In particular, they saw it adding to the financial burdens of high-cost private institutions.

*Prepared for our readers by the Editors of the Chronicle of Higher Education*
The Population Dilemma: Which Way From Here?

Elizabeth Ann Murphy '65

"Would you tell me please which way I ought to go from here?" asked Alice. "That depends a good deal on where you want to get to," said the Cat.

Ever since the early 19th century publications of Thomas Malthus' first essay on the values of population growth, demographers have been characterized as prophets of doom, harbingers of the self-destruction of mankind. Equipped with an array of descriptive rhetoric, the demographer explains that the population bomb is ticking, the explosion is imminent and the flood of mankind is upon us. Or if fear-provoking similes are the order of the day, you may be informed that if all human beings on the planet earth were to stand together, the line would be one and one quarter million miles long, stretching to the moon and back twice and (in case that's not enough to get your attention) will go around the earth fifty times at the equator.

Absurd? Yes, but only in a tragic sort of way. The pressures of population growth are intensifying in such a way that specialists are convinced of the urgency of the problem, and feel that a potential state of emergency should be described...
as just that. The underlying assumption of course is an optimistic one: that if an awareness can be developed before the fact, tragedy can be prevented. But is this scare approach having an impact? Do astronomical population figures have any effect whatsoever on determination of individual family size? Does the 1980 world population projection of 4.5 billion have any relevance to the couple planning a fourth child?

“Sentence first, verdict afterwards!”

Rapid population growth is a relatively modern phenomenon. At the time of the landing of the Pilgrims, the population of the world was some one half billion people. By 1800 — 200 years later, the people of this globe had doubled their number. The next doubling time — to 2 billion — was accomplished in 130 years, by 1930. With an estimated world population of 3.5 billion in 1968, it is clear that we are even faster completing the next transition from 2 to 4 billion. Population grows like money in the bank — the gains are small at first, but the increase is exponential. A growth rate of 1% per year will double a bank account — or a population — in 70 years; at 2% it will take 35 years, at 3% in 23 years.

Prior to the 19th century an ecologic balance — the near equality of births and deaths — kept expansion of human numbers to a minimum. During the 1800’s a number of changes allowed a drop in the death rate: the rise of the level of technology which made food, clothing and shelter more available, and the associated introduction of “death control” was manifest in the rising level of nutrition, improved environmental sanitation and advances against infectious disease. The decline in the death rate in the western world was followed later by a drop in births, but to date, the ecologic balance has not yet been fully restored. Births still exceed deaths — though the range of these “demographic gaps” is a very wide one. For example in 1968 Venezuela recorded 46 births and 9 deaths for every 1,000 population, an annual growth rate of 3.7% which translates into doubling time of less than 20 years! On the other side of the spectrum, Hungary registered 15 births and 11 deaths per thousand population, a rate of 0.4%. The United States fell in between with 17 per thousand births and 10 per thousand deaths, a doubling rate of around 90 years.

Differences in growth rates of the world are striking. Latin America is the fastest growing of all regions, not necessarily because its birth rate is so unique but because its death rate is as low as that of any highly developed country. With few exceptions, the world is divided into two growth categories: the European-North American-Oceania-U.S.S.R. regions with moderately low increase rates and the Afro-Asian-Latin American countries with significantly higher rates. The dichotomy is neatly divided along economic lines, and this high fertility is consistently associated with a lower level of literacy, education, material comfort, urban development, and medical care. A disproportionate amount of world population growth is attributable to under-developed countries.

“A slow sort of country,” said the Queen. “Now, here, you see it takes all the running you can do to keep in the same place.”

This apparent inverse relationship between economic development and population growth is an area of great interest to demographers and economists. A basis of the interest is the hope that a better understanding of the cause-effect relationship of these two variables might prove useful in breaking the cyclic pattern of population expansion and poverty evident in many parts of Asia, India and Latin America. Rapid growth in these countries is acknowledged as the most important retarding factor in the struggle for economic development and an improved standard of living. No sooner has one school — or hospital or food production plant — been completed, but the need for five more is already critical (the Queen added, “If you want to get somewhere else, you must run at least twice as fast as that.”)

But where does the United States, the most economically advanced of all countries, fit in the population dilemma? Does a growth rate just below 1% per year place us out of the grip of population pressure? Does our abundance of natural resources and food supply make the term “population explosion” irrelevant?

While demographers have more questions than answers on this subject, further inquiry can be preceded by some general observations: First, the American birth rate is expected to rise significantly in the 1970's, while the death rate will remain fairly constant. The decline in fertility in the 1960's was at least in part an artifact of child-spacing; women in the latter half of the reproductive age spectrum had spaced their children early in married life and had largely completed their families by the late 1950's; these women contributed little to 1960 fertility. At the same time, the young married couples in the 1960's were postponing the birth of their first child — babies
that they will inevitably have in the early 1970's. In addition to this spacing phenomenon, the post-war “boom babies” are now entering the reproductive years, increasing the proportion of the total population eligible for motherhood.

Second, a 1% annual growth rate may sound harmless, but our population is currently so large that this increase can produce very substantial changes quickly. In 1969 there were 203 million Americans. Exactly ten years from today this total will be in the area of 240 million (United Nation’s “medium” population projection). Should the birth rate significantly rise, this figure of course will be higher. Population projections made by the United States Bureau of the Census for the year 2,000 range from a low of 283 million to a high of 398 million — that’s just 30 years away!

This type of population growth, while not “explosive” compared, for instance, to various countries in Latin America, nevertheless provokes such questions as: Are we ready, in terms of education, housing and employment, for a doubling population in less than 70 years? Will “bigger and better” continue to be the rule in our economic development, or does there come a point of diminishing returns? Do Americans, as disproportionate consumers of the world’s natural resources, have a responsibility to the global dilemma? Questions are easy to ask, the answers not quite so simple.

“Curtsy while you’re thinking what to say, It saves time.”

The question of “what to do” about population comes under the general topic of “population policy.” Recent suggestions have been (1) “ignore it, it will go away,” (2) “there is no cause for alarm, Science (that all-encompassing panacea spelled with a capital S) will come to our rescue,” and (3) “family planning is the key . . . develop and distribute the super-pill!” The last of these, the birth-control-can-save-us approach, has rallied much support; only recently have critics questioned its efficacy in the struggle to relieve pressures of population growth. Is the family planning movement a means of stalling for time until we can come to grips with some of the far-reaching, and less attractive, components of a truly effective population policy?

The family planning orientation to population control holds sacred that every woman should have the number of children she wants. It is assumed that somehow, in the process of eliminating the unwanted child, population growth will be automatically curbed. In light of the national fertility surveys, however, where United States women reveal they want 2-4 children, this assumption may be a totally unwarranted one. What is more realistic is the hypothesis that UNITED STATES POPULATION GROWTH IS DUE TO WANTED, NOT UNWANTED CHILDREN. Even the most effective and universally used pill will not reduce this type of fertility problem. The psychological and physical health benefits accrued from widespread availability of contraception are not questioned; what is currently on trial is the traditionally alleged relationship of birth control and abatement of population growth.

We are daily reminded of the ecologic crisis in America, of air, water and noise pollution; of overcrowded schools and cities with nerve-shattering densities. But does the United States have a population problem? This is an exceedingly disturbing point to raise. It’s much easier to blindly believe that perfectly “planned parenthood” leads directly to optimum population size. The national aversion to the alternative — namely, involuntary control by way of government restrictions or inhibitions on childbearing — is so strong that we may feel compelled to gamble on pills and intrauterine devices by process of elimination.

But there is a middle ground. We can tread cautiously in a direction beyond family planning by dispensing birth control information in the context of a more general understanding of the dynamics and implications of uncurtailed population growth. It is possible that a widespread awareness of the simple but very potent formula that dictates the demographic future, will evoke feelings of individual responsibility. Malthus in the 19th century, had little confidence in Man’s ability to foresee danger and curtail his reproductive capacity. Are we in 1970 to fulfill his pessimistic prediction? Demographers may be prophets of doom, but underneath it all, they wish to be proven wrong.

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An Overview of British Infant Schools

Donna C. Hetzel
Instructor in child development

Even the briefest visit to an Infant School in England points to the need for a closer look at the innovations in their system. Five through seven year olds all in one classroom? Totally free activity days? Thirty-five children to one teacher? Children indoors and out at the same time? Block building in the hallways? How can this be? All these atypical occurrences are characteristic of the vertically grouped Infant School. All are thought to be advantageous by those teaching in the open-plan school.

Faced with many of the difficulties found in American public schools, i.e., teacher shortages, crowded classrooms, growing discipline problems, early school failures, etc., the British government began a study of Primary School Education. Since the publication of the Plowden Report in 1967, the innovations of vertical grouping, gradual reception, open-school planning, and free activity programs have grown in popularity. In 1964, over 90% of the Infant Schools in Bristol were vertically grouped to some extent. Programs including such practices can be seen throughout the country: in West Riding, Oxfordshire, Leicestershire, Bristol, and even in the London suburbs. New ideas have taken hold in the more rural areas first, and then have slowly influenced education authorities in the larger cities.

**Vertical Grouping — What is it?** An Infant School which is vertically grouped may have from three to 14 classes containing children ages five to seven-plus. A typical class has 35 to 40 children with only one teacher. At first this appears to be an impossible task for any one adult. But as you will see, the age arrangement and gradual reception of the five-year-olds makes it quite workable.

At the beginning of the school year, the teacher meets with those children returning to her class. This group of approximately 24 children includes only five and six-year-olds from the previous term's class, for the seven-year-olds have moved on to the junior school (ages seven to eleven-plus). As the year progresses, five-year-olds are received into the existing class during the term of their fifth birthday. There are three terms in the school year: September—Christmas, Christmas—Easter, and Easter—July. By the third term, the class again has reached full size. In this system then, the child

*Children and Their Primary Schools: a Report of the Central Advisory Council for Education (England); in response to a request by the Minister of Education in 1963, "to consider primary education in all its aspects, and the transition to secondary education." First published by Her Majesty's Stationery Office in 1967. Lady (Bridget) Plowden, Chairman of the Advisory Council.
remains with the same teacher for the entire seven to nine terms in the Infant School.

A Look at the Classroom — Since each class is composed of the same age grouping of children, equipment and materials are similar from room to room. An open-plan school allows the children to use all available space for their learning activities. Hallways are often equipped with work benches and other material for large-scale, noisy projects, and cloakrooms are designed to leave space open for large block-building or floor-work projects. The classroom itself is typically sectioned for activity in “maths,” science, art, table-work, imaginative play, and reading. The free activity plan allows children to move throughout the day from one area to another, and from one learning task to another. Compulsory religious instruction, physical education, and other events which require scheduling, lend a stabilizing but not restrictive routine to the program.

From the Child’s Point of View — The five-year-old attending school for the first time comes into a setting totally new to him. In a traditional arrangement, as we have in this country, he arrives with Mother at Kindergarten to find a roomful of children all as bewildered as he, and a teacher who is able to cope only with those whose needs are most urgent. Few children openly express their fear on the first day, fewer still on the second day, and still less on the third. As the term goes on, these anxieties are internalized only to reappear the following September when the entire process begins again with a new teacher, a new classroom, a longer school day, and invariably quite a few new classmates. Along with these superficial changes comes the increased pressure of formalized academic learning with reading, writing, and arithmetic; all to be learned as if the Kindergarten teacher had magically brought every one of her children to the same level of readiness.

In the vertically grouped classroom, the trauma of September is gone for the teacher as well as for the five-year-old. First of all, the classroom is filled with children who are comfortably busy and old hands at what to do and where to do it. Thus the teacher is free to give the incoming five-year-old the time and support he needs. In addition, there is almost certain to be a sibling or neighborhood friend in the classroom who will take on the responsibility of helping a newcomer to become acquainted with standard procedures such as where to put his things, where to hang his coat, how to find the bathroom and the playground. There is also someone to help with the zipper that is stuck and the shoe that needs tying. Within a few days it is virtually impossible to pick out the newcomer, for he has been quickly absorbed into the existing class. Throughout the year the five-year-old benefits from the availability of classmates as models. His motivation is stimulated by observing his friends reading, working “maths,” and writing stories. Furthermore, he may work at whatever pace he can sustain because materials are geared for various levels of competence. There are no more upheavals.

As a six-year-old, this child returns to a familiar classroom secure in his knowledge of the teacher’s ways, the job to be done, and the materials to be explored. There is no interruption to learning. This increased physical and mental comfort allows him to accept the increase in responsibility for his own learning. The six-year-old benefits too from the teacher’s more appropriate expectations. From working with the entire age range in the Infant School, she knows even more precisely the needs and abilities of the six-year-old. With the start of the second year, the teacher also is more aware of the individuality of the returning child.

By the time the child is a seven-year-old in the Infant School program, he is most able to benefit from the open-plan school and the free activity program. He has acquired the skills and abilities needed to work independently, to accept the leadership role in the class, and to assist the teacher. Aware of the demands to be made on the seven-plus when he moves on to the Junior school, the teacher carefully assesses and evaluates his progress in the third year. Filling in the gaps, and stretching and firming-up newly acquired abilities is her focus.

From the Teacher’s Point of View — The teacher in such a classroom has a new and different role. She is no longer the central source of information. Rather, she is the preparer of materials, supporter to those working, source of guidance when specific skills or facts are needed, a questioner, a listener, and most of all — an observer.

There are many advantages which have come to light from the practice and application of such an imaginative plan. Teachers who work in these systems have found their work-load lessened considerably. Children helping children, and smaller age groups ease some of the pressure on the classroom teacher. The urgency of the beginner reader, for instance, is easier to cope with if there are only 12 rather than 35 or 40. Having the oldest children working with investment for comparatively long periods of time, sets a more leisurely pace than that which would exist in a roomful of active five-year-olds with short attention spans.

One of the greatest advantages gained is the opportunity to examine the children’s use of learning materials more closely (each teacher collects and constructs much of her own learning equip-
ment). The chance to work through the series and schemes with so many children is ideal for assessing omissions, shortcomings, and strengths. An alert teacher can spot the points where children stumble in their thinking, and then explain problems and amplify the concept with supplementary experiences.

The long line of "naughty, big boys" no longer forms outside the headmistress's office. Characteristic bully groups of seven-year-olds are almost non-existent not only because their numbers have decreased, but also because an atmosphere of cooperation rather than competition has been fostered throughout Infant School years. Children who are allowed and encouraged to choose their own learning activities are not bored, restless, and troublesome. Instead, their energies have been directed into constructive channels on their own initiative. An obvious decline in discipline problems has been noted throughout the entire program.

Finally, teachers feel that contact with a child and his family over such an extended period of time fosters good home-school relationships. Cooperation between parents and teacher lends consistency in approach to any problem, be it academic or social.

I found visiting schools operating within the framework of the creative British system fascinating and thought provoking. Anyone examining practices of early childhood education should not overlook the British Infant Schools.

Next fall, this article will be published in Young Children, the journal of the National Association for the Education of Young Children. Last summer, Mrs. Hetzel visited British Infant Schools during a five-week study trip partially paid for by a grant from Connecticut College Faculty Study, Research and Travel Fund. In January, she returned to England with twenty-one Connecticut students participating in the Special Studies program. They visited schools in Oxfordshire and Greater London.
Every summer thousands of Americans visit Italy. Last June an excited group of fifty young artists and performers from inner city areas made a unique, first-of-its-kind excursion to Italy, sponsored by the New York Board of Trade, Inc. They were members of "Art from the Sidewalks of New York." This undertaking, the first of a number of projected programs between American youth and their counterparts throughout the world, is an example of the part the Board is playing today in education.

When it was formed originally in 1873, the New York Board of Trade's purpose was to improve transportation. Eventually, as the Board branched out to foster and protect the general interest of business, it developed into a civic organization. More recently, knowing that a sound community is essential to business growth, the Board has been providing a vehicle through which business can channel its resources toward the solution of the physical and social environmental problems of New York.

The Board of Trade is concerned with such areas of corporate responsibility as the inner city, pollution, culture, education — terms not usually associated with business vocabulary. However, business as well as the nation, has been forced to realize the basic truth in Chief Justice John Jay's statement made when our country was young — that "The good of the whole community can be promoted only by advancing the good of each of the members composing it." This premise is the basis of corporate responsibility. Corporate responsibility to the community now has become a necessity, for business cannot survive in an unhealthy community no matter how superior its goods and services. Business is too dependent on people.

Faced with a rapidly increasing concern with the city environment, the corporate executive has turned toward art as a way of reaching people. The arts, an integral part of our society, are the most effective and natural means of communication between its many elements. Art tends to make people inwardly healthier and outwardly more alive; it provides a source of enjoyment and delight by offering refreshment and renewal; and furthermore, it is educating.

In today's world which grows ever more technological and scientific, the development of the arts is essential in creating a well and safely balanced society — a society where the individual can develop his capacity of sensitivity to quality. The value of art education is far-reaching in an uneasy world. The arts provide an important form of communication and give a sense of accomplishment. Timid and alienated youngsters build up confidence when they find a means of self-expression; their sights are raised and they take steps toward more socially useful lives. Opportunities are offered, latent talent can be tapped and potentially destructive tendencies can be converted into creative and constructive action. The arts are for everyone and their place is in the center, not the periphery of society.

The arts can be a major source of strength for the business community also. Their presence in a community often influences favorably the decision of personnel to join or remain with a company; they are an encouraging factor for the location of new firms in a city; and they attract conventions and tourists. In addition, the arts emphasize the qualitative element of excellence and can reflect this excellence upon a corporation, thus enhancing its image. Business needs the arts in an even more basic way — for advertising, architectural design, furniture design, etc. Finally, art humanizes business by giving it a cultural dimension (while at the same time offering an attractive tax deduction).

In 1965 the New York Board of Trade formed the Business and the Arts Advisory Council to bring business and the arts closer together. Main objectives were: 1) to define for the business community its opportunities and responsibilities for improving the cultural life of the city; 2) to provide management with guidelines on the formation of company policy on cultural affairs and the implementation of specific programs; 3) to act as a clearing house for information on specific art projects and programs; 4) to provide professional art and cultural organizations with opportunities for management counsel in financial and organization methods and procedures.

Following the announcement of the Council's purpose, many art groups — both the small and struggling, and the firmly established — came to the Board for counsel. Some arrived timidly; others confidently, certain that they would find answers to their problems. However, when the business community did not rush to the Board, it became necessary to find a dramatic device with which to attract corporate executives. This device took the form of a conference on Business and the Arts which opened the new Forum Theater at Lincoln Center in March, 1966.

The conference was divided into two sessions: the morning session concerned the rationale for corporate involvement in the arts; the afternoon session dealt with the techniques of company programming. The admission charge was $50 and the meeting was a success. Business began to see the need for a tangible interest in the arts.
The Business and the Arts Advisory Council, knowing the need for art education, attempted to get business involved in specific programs. The first of these, a seminar series of six presentations held at the Fashion Institute of Technology, covered the major performing and fine arts: ballet, theater, opera, painting and sculpture, architecture, and the “happening.” It was made possible by contributions from the Trade Bank & Trust Company, and the cooperation of the Educational Foundation for the Fashion Industries and the Arts Advisory Council of the New York Board of Trade.

The Board then arranged for business to sponsor “Jazzmobile,” “Dancemobile,” and “Theater in the Streets” during the summer. These programs of live music, dance and drama were conceived as a means of enriching the lives of the economically, socially and racially disenfranchised of New York City. The idea was to bring the arts to people who had no other way of experiencing them. Not only were professionals performing for a new audience, but this new audience was given the opportunity to become involved with the entertainers by actual participation. The Chemical Bank and Pepsi-Cola contributed to these programs.

“Top Talent Art Classes,” another successful program, has been sponsored for two years by Chesebrough-Pond. This project began with the New York City Board of Education and the Board of Trade combining forces. The former supplied the gifted youngsters who lacked the chance to develop their talents within the framework of the regular school curriculum, and the latter introduced them to industry who had no other way of reaching the gifted and talented student at a point when his career could be directed toward a particular field. The classes, held on Saturdays in seven high schools, are for specially selected art students chosen by the chairman of the art department in each borough. Applicants have come from academic and vocational high schools, and this year from junior high schools as well. The classes offer a morning of intensive and individualized instruction, and the afternoons are spent visiting museums, artists’ studios, etc. This past year the program has been expanded to include a traveling exhibit of the best work of these students chosen from an exhibition held in June.

Following in the footsteps of the Top-Talent program, a pilot project has been set up this year to provide training in textile design, costume design, and advertising. This “Top-Talent Art-Industry” program was initiated because there is a dearth of skilled craftsmanship in many industries. At present most fine craftsmen come from foreign countries. These classes will not only teach appreciation of, and training in handicraft skills, but will also make possible a valuable exchange between students and leaders of industry. Visits between the two will be set up to develop a broader understanding of business on the part of students, and to develop a one-to-one relationship with representatives of private industry. McCann-Erickson, Inc. has provided funds for these classes.

To reach inner city youth through art and education, the Board of Trade works on many projects with the New York City Department of Parks. One outgrowth of these programs was the trip abroad mentioned in the beginning of this article — “Art from the Sidewalks of New York.” This program was sponsored as an educational step in acquainting young New Yorkers with Italian culture, and also as a means of introducing some of the emerging new art forms to the public.

“Art from the Sidewalks of New York” actually started when the executive vice-president of the New York Board of Trade met the vice-president of Alitalia Airlines at a Presidential Prayer Breakfast in Washington, D.C. Because this man was so impressed with the Board’s activities involving business with the community and the arts, he proposed that Alitalia work with the Board, too, in developing a program. Subsequently, the public relations director of Alitalia decided that the most effective contribution Alitalia could make would be to bring a group of young artists and performers who had received their training in community centers in New York to visit Italy for one week. Eastman Kodak Co., Trade Bank & Trust Co., Capezio, Continental Can Co., J. W. Wilson Glass Co., and others joined with Alitalia in financing this adventure.

The groups were selected from among many working in New York’s various ghettos. From
Mobilization for Youth, MUSE, the School of Visual Arts, the Episcopal Mission Society, and Bands of Steel, Inc., came fifty young people who were chosen for both their artistic ability and their leadership qualities.

Both dancers and singers came from Mobilization for Youth. This organization has been training hard core unemployables, developing job opportunities for them, and effectively placing them in jobs (MFY also helps Lower East Side business people maintain their small businesses). It was thought that representatives of their Cultural Arts Program would bring public attention to another dimension of this agency.

The eldest members of our troupe became interested in music originally when some professional jazz musicians began a workshop program in the Bedford-Stuyvesant section of Brooklyn in conjunction with the Brooklyn Museum at MUSE. Through their training there, these young men became the teachers — proof of the effectiveness of training in an art form and in leadership.

Students from the School of Visual Arts and the Episcopal Mission Society in the Lower East Side documented the trip in film, slides, and tape as well as presenting costumed improvisations which captured the crowd wherever they went. These young people came to the Board's attention through a playground they designed and built in the Lower East Side, and also through an environmental zoo they had constructed in a classroom.

The youngest members of "Art from the Sidewalks of New York" were from Bands of Steel, Inc. They were selected by their peers from among the several units developed in ghetto areas around New York City since spring, 1969.

While in Italy, the schedule was extremely crowded. The group thrilled young residents of Boys Town and the crowds in Spoleto and Assisi, and gathered an audience in the Piazza Navona in Rome. They were honored guests of Ambassador Gardner Ackley at the American Embassy in Rome, of Maestro Gian-Carlo Menotti in Spoleto, and of Rome's Mayor Rinaldo Santini. And they received a special greeting and blessing from Pope Paul during a Canonization at St. Peter's — something they were told had never been done before. Of course, there was plenty of sightseeing.

The Italians loved the New Yorkers — and the New Yorkers loved the Italians. They were constantly surprised at seeing a group of black, Puerto Rican, and white young people working together, playing together and obviously enjoying each other. One young man, an employee of the youth hostel in Rome, said that he never had met a group so "simpatico." The word most prevalent among the young Americans was "beautiful" — a beautiful country, beautiful people, beautiful feelings — or perhaps it should be, beautiful vibrations.

Having gained the experience of mobility and cooperation, after their return several groups worked together in other performances in New York City. There was great interaction among them all, both on a personal and group level.

These young people created a new self-image by participating in this pilot project. They brought new-found leadership to their communities, and their influence on their peers was greatly enhanced. Some of the steel band players became more confident and set up performances they had not had the courage to arrange before. They taught many younger children to play the drums which gave them something to do in their free time. Two young men from the MUSE group won music scholarships to colleges — New England Conservatory of Music and Boston University. These two had never before considered the possibility of higher education, but from the trip they gained incentive and confidence. Costume students from the School of Visual Arts were made aware of the way they could involve a crowd, and became active festival participants and designers for some of New York City's neighborhood festivals during the summer.

The trip had gathered together people from different sections of New York City, and enabled them to grow and see a new world. And it also had exposed others, in New York and Italy, to an unfamiliar world. "Art from the Sidewalks of New York" was publicized in newspapers, radio and television; notably, a live segment from Rome appeared on NBC's Today Show and two feature articles were run in The New York Times. The corporate community responded generously when they were shown the possibilities of cultural interchange.

Business has come to realize that we are all part of one society and that what enriches each individual enriches us all.

When Betsy Ann Greenberg '66 majored in European history, she probably never imagined that one day she would be taking a group of New York City ghetto artists to Rome. But as administrative assistant to the executive vice president of the New York Board of Trade, programs similar to the one described in this article fill her working day. Since graduation, Betsy has compiled, edited and published directories for the American Management Association, piloted research programs for them, and written articles for their Management News. And while with the National Citizens Committee for Broadcasting, she recruited new members, corresponded with 150 educational television stations, and approved all expenditures of the $250,000 yearly budget. Outside of business, Betsy's interests include reading to the blind and recording textbooks for them.

Connecticut College Alumnae News • Summer 1970
Although Early Childhood programs are by no means an innovation in Education, the learning environment for the child under eight has become a matter of intensive public interest and professional concern only within the past five years. Prior to 1960, the situation was like that of a family enlarging beyond its ability to satisfy the needs of its individual members. According to this analogy, the primary school was the younger sibling who trailed along taking what was left when attention and money were being distributed. Public kindergartens, appearing first before the turn of the century, represented an even more unwelcome new addition — tolerated, but not fully incorporated into the family group.

As late as 1968, only half of the population of five-year-old children could enter school at that age. The nursery school, which was popular largely with middle class parents, came along as the “baby” around 1920 only to be ignored by its older siblings, and viewed as one too many dependents by the parents (the school administrators). They, in fact, turned it over to other agencies for foster care. Nursery Schools were either privately incorporated, established as Parent Cooperative Schools, or developed as Laboratory Schools on college or university campuses to serve the needs of students in child development, home economics, medicine, psychology or social welfare.

As a result of a variety of conditions, this situation is now reversed and everybody loves the “baby,” the Early Childhood period, and wants to share in his upbringing. One reason is that the “baby” acquired some godparents who were friends, but not members of the family. The first of these was the Ford Foundation who provided financial support for pre-kindergartens, and insisted upon their inclusion in the public schools as one facet of their Higher Horizons project. This program was being conducted in cities already engaged in physical redevelopment. Retrospectively, this period represented a breakthrough in public Education because with financial support assured for this innovation, schools were more free to welcome the four-year-olds. Moreover, they brought important researchers along with them to study early learning in its raw state. This event led to the exciting discoveries of the 60’s regarding the importance of the early years. All aspects of Education were affected to some degree because of the status shift. Higher Education especially became newly involved because of the need to supply personnel for teaching, supervision and administration. Fortunately, financial support
for research and demonstration was also available to colleges and universities for their increased effort.

The Ford Foundation project heralded Head Start which was formally announced by President Johnson in January, 1965. With vast amounts of money promised for a nationwide program (Project Head Start), officials in the newly created Office of Economic Opportunity became the next “godparents.” Although as with the Ford Foundation, tangible help was available only to children in low-income neighborhoods, many educators concerned with middle class children considered the new ideas and adapted them to their own situations. It is hard to say whether the programs have developed much beyond visual discrimination exercises in helping children to look for the “wonders of the world” because the overall pressure on children today is to focus their attention downward on geometrical forms, colors, and the printed symbol instead of encouragement to look about them. Nonetheless, the eyes of children and adults alike have indeed been opened to many new sights and ideas since 1965.

Project Follow Through, funded by OEO and administered by the Office of Education to provide a continuation of Head Start but adapted to the primary grade child’s learning level, has extended the concern upward to the top limit of the Early Childhood Period. Parent-Child Centers (also growing out of Head Start findings) make guidance for overall child care available to families with infants and toddlers. This age group has also come into prominence as having definitely established learning needs requiring attention from the environment.

The 1970 generation of youngsters can look to the Office of Child Development, created in April 1969 within the Department of Health, Education and Welfare, as its godfather. Because this agency is low in funds, it cannot at present aid current projects as generously as did the Ford Foundation and the Office of Economic Opportunity with Head Start. However, the OCD is considered a key department in HEW, for Secretary Robert Finch has committed it to provide supervision, guidance and protection for projects touching all aspects of Early Child Development. As a consequence of this new awareness of the needs of children from the earliest years, Public Education is now extending its sphere of concern downward to include four-year-olds, and at last Early Childhood Education is on an equal time, space and attention basis with the older siblings in the school family.

These new projects have aroused the interest of the elementary school teachers and principals who formerly had little to do with Early Childhood Education. Everyone is eagerly watching to see what the effects of the new educational models will be. So far, however, there has been little change in the nature of the elementary school environment.

Project Follow Through, the sequel to Head Start, enrolled only 37,000 children by the end of 1969. It was hoped that by continuing the ideas of Head Start (small classes with greater opportunity for individualized instruction; supportive and protective services for children with medical, social and psychological problems; and parent involvement at the planning and participation level), the record of performance of children entering school would improve. To the disappointment of many, statistical studies indicate that the gap in performance between well-nurtured and poorly-nurtured children does not close at the Primary Level as a result of a Head Start experience. However, other kinds of benefits have been informally observed; these gains have had to do with independence, self-esteem, self-confidence, initiative, and informal language rather than motivation and success in symbolic learning and formal language skills. There is room for speculation then, regarding the goals of the Head Start designers and the expectations of the Primary School teachers and administrators.

One might expect that the new look at early learning would have resulted in notable innovations at the kindergarten and primary school level. The fact of the matter is that major changes which have occurred in the elementary school — the trend toward non-grading and team teaching as a way of meeting individual learning rates and abilities — have developed concurrently with, rather than as a result of, Head Start and appear to be due to other influences. Head Start encourages a close teacher-child relationship and individualized teaching based on respect for individual differences. As a way of enriching and broadening a child’s world, it recommends curriculum development around familiar aspects of his environment together with the introduction of new experiences. These concepts, however, have not penetrated deeply into the system or been soundly integrated into the philosophy of the schools.

Actually, the standard public school serving middle class and upper-lower class families has changed little in classroom dynamics. The physical setting may be quite modern with new audio-visual aids, movable desks, educational games, and an occasional mini-skirted teacher. But it is still common for children to be made to stand in the corner, humiliated and sent to the principal for shuffling their feet, or threatened with being treated like a baby for acting child-like. Despite
non-grading, children know when they are in the "dumb" reading or math group and when their teacher doesn’t like them. The use of the library often is reserved for the successful child as a reward while the slow reader, who especially needs to feel close to books, is restricted to the one or two simple editions he is supposed to look at until he can read them.

In many schools the non-graded, team-teaching approach which is supposed to represent a trend away from ability grouping, rewards the child who advances rapidly, but leaves the average and low average student with the same feeling of inferiority experienced by his older brothers and sisters in the era of Bluebird and Cardinal reading groups. Fortunately, signs of exciting changes are not completely lacking. Children in some schools appear busy, comfortable, challenged and involved with learning. Classrooms do exist where teachers are obviously in control of themselves and the situation, and where students are reasonably in command of their impulses as they converse, share knowledge and ideas with one another and move about the room in an orderly manner. Some teachers help children to plan and carry out constructive projects without condoning aimless activities or foolish behavior.

A slowly increasing number of today’s teachers do not dominate the situation, but with the child's own developing judgment in mind, keep the power in appropriate balance, and understand individual differences in terms of environmental as well as personality and growth needs. In order to be a secure enough teacher to share the rewards and responsibilities of authority, teachers must be soundly based in knowledge of children’s growth needs and styles as well as of curriculum content. An understanding of child development facts and theories is as essential to good teaching and constructive teacher-child relationships as knowledge of educational philosophy, curriculum development, or methods and materials. Many so-called “learning blocks” come from teacher's lack of knowledge of the inner dynamics of the learning process. Maximum understanding of the concept of individual differences in human growth and development is basic to the teacher's skill in meeting individual needs within the group. Although individualizing teaching is a popular concept today, the practice tends to be limited to helping a child who is either behind or ahead of the average learner. By and large, once out of nursery school, children are valued for their likenesses to one another in performance and personal characteristics rather than for individual differences. Even though we talk less of “norms” and “conformity” than we did, we have a long way to go before society feels that it is all right to be “different.” The ability to organize for flexibility so that individual needs are met without disturbing order and stability of the group, is dependent more on teachers' knowledge of child development than other substantive courses in the teacher education program. The failure to value and respect individuality in the first eight years when children are still developing their self-concepts is often a strongly contributing factor to both child and teacher failures.

In addition to an increasing emphasis on course work in Child Development at the level of Higher Education, which is responsible for adult knowledge and attitudes in parents and teachers alike, there are other signs of shifts taking place in Early Childhood Education. Among these is the concept of “models” in teaching styles and curriculum planning which are being studied in a few urban and suburban school systems. One experience originating in Greeley, Colorado and now being tried in Stratford and Willimantic, Connecticut, is testing the hypothesis that children need men as well as women teachers in the Early Childhood years. This is especially important for the 4’s and 5’s who are at the height of dealing with problems of sex-role identification. The British Infant School “Plan for Continuing Growth” is proving increasingly effective in England and elsewhere. Other interesting new designs have originated in Tucson, Arizona where an “experimental approach” is being tried in a Mexican-American population. At George Peabody College for Teachers in Nashville, Tennessee a project stresses parent participation as its planned variation, as does a program sponsored by the University of Kansas.

At least fifteen such program innovations are being adopted by school systems where Project Follow Through is in operation. In general, the model choices are of four types: 1) developmental-curricular; 2) behavioristic-curricular; 3) parent training and participation; and 4) parent-implementation and community power. The Office of Education provides the funds to the colleges and universities who design the models and then act in a continuing consulting capacity to those school systems which select their particular one.

The Stanford Research Institute of Menlo Park, California has a United States Office of Education contract for a long-range study of the development and impact of Project Follow Through. It is hoped that this research will advance our knowledge regarding the effectiveness of the different models and that Early Childhood Education will then be on its way to the establishment of an

(cont. on page 29)
Conn-Quest '70: Ain't Got No

Lois L. Olcott '71

Conn-Quest is, and has been since its inception in 1964, a very nebulous event. Topics have ranged from the arts and the phenomenon of multi-media, to the problems of modern civilization and the myth of America the Beautiful. One unifying theme of Conn-Quest through the years has been its attempt to approach and discuss a current issue, not necessarily in hopes of achieving a solution, but in order to stimulate constructive thought. As this year's co-chairman and a committee member for the past two years, Conn-Quest to me has always been more than a single weekend or event. It represents a year of planning and worry, from the definition of the topic, to details of ticket sales and hotel reservations. And underlying everything, there is the desire to bring to Connecticut's campus, through outstanding speakers and our own versatile faculty, the most crucial problem facing the world today.

As Professor Seymour Lipset pointed out in his Saturday address, awareness of poverty is a painful experience. Most prosperous men need to ignore poverty to retain their sanity; the sights that shock visitors to India or Appalachia produce a psychological blindness in those who see them everyday. In most of the world, the few affluent, surrounded by the poor, learn to look without seeing and hear without listening, but in this country where the poor are a minority amid the affluent, we are infinitely more sophisticated. Express highways and trains from the city to the suburbs a few miles away, allow most Americans to by-pass poverty. The poor outside the urban ghetto exist in isolated areas with isolated names well removed from the mainstream of American life: Appalachia, Indian reservations, migrant worker camps, the rural South. Most Americans are aware of poverty in the painful manner that breeds anger and action only if they desire to be.

(cont. on page 40)

Helene Whittaker '72

Apathy is a word that has been kicked around a lot lately, and not so lately, by a lot of different people in respect to a lot of different things. It is defined as being freedom from or absence of feeling, an insensibility to emotion. I would argue with the first word of that definition. Apathy is not a "freedom" from feeling, or anything else. Rather, it is an enslavement; the shackling of a person's mind and heart to his own particular world, revolving around his own narrow interests, shielding him from interaction with the world of other human beings.

February 20th to 22nd was Conn-Quest weekend; I don't think I have to explain what kind of events took place. The topic of the three days was poverty, the goal was to examine the causes, the effects, and the positive actions taking place to alleviate the problem. Entitled Ain't Got No: A Confrontation with Poverty, (cont. on page 40)
When one is poor, his thoughts are of hunger and how to procure food. He thinks of ways to get food for his children or shoes for them. His thoughts remain unrewarded; his thinking is worthless and his children are hungry.

When he sees his children steal he is silent, for he knows it is the only way. When they cry, he does not comfort them. It is the only way. Comfort is a promise he cannot give. His children must learn as soon as they can understand that it is something no one assumes or asks for, but something one takes.

He knows his next child will be born hungry because his wife is tired and hungry. He knows his next child will be joyless because it will pang from within, born in the cold.

Sometimes on a cold street there will be no poverty, no beggars, no children grabbing what they can. As you pass the diners you’ll see the lucky ones who have money for coffee, getting what warmth they can from it. Maybe you’ll see someone poor walking in the cold, passing the shops because he has no money and can’t go in because everybody knows he has no money with which to buy the right. Loneliness is simple, strong in identity, unwilling to compensate itself for a moment of bodily comfort.

Some do divorce themselves and travel away. As youngsters they either decide to stay or to get out. Some keep themselves clean and pull out as their time comes. Others fall in love out of a need for that commitment, or from a hope that it will make things better — somehow. They usually have children young and never move out.

Others steal, are caught, and lose the chance before they have sights on it, before they know what it means, and soon assume they never had the chance; they pass the assumption on.

All the resources of the poor are pooled for their own survival. Humanness is too often forgotten, sometimes never known. Children rarely sing, or laugh. They walk the streets scared of losing what they have, or letting on what they don’t have. It is always their childhood they lose, having never known it.

And being unable to gain the essence of accomplishment never known, a whole society of people feed upon their own frustrations. Yet so rarely are they a society of despair. There is optimism every time they place food on their children’s plates or sense it in their own stomachs. Maybe they’ll get out. As a poor man grows older he thinks about his younger generation more than himself. Maybe they will get to go, whereas before he thought about taking them himself, or just taking himself.

Very few actually go. Strong roots are formed early and are the last organism to be unearthed.

If I were not well fed, well clothed, and warm, I could not be of music, of writing, of art, of thought. If I were not rich, I would be poor, unable to know myself.
A Block of Time
Isabel Coulter Abell
Coordinator of practice teaching

This year the Education Department embarked upon an improved program for student teachers which enabled them to teach in the local schools for a period of eight consecutive weeks, every day and all day the schools were in session. For two years this "block of time" has been under consideration. The Connecticut State Department of Education disapproved the previous program of permitting students to do student teaching on any day or hour that was free in their schedules; the local schools condemned it for fracturing their own teachers' programs; and the students frankly admitted that they were missing the experience of full time teaching. Obviously, the time had come for a new program that would provide continuity and sequence, and would make opportunities available to the students for learning about the full responsibilities of a teacher.

The "block of time" allows students opportunities for observation in the area they plan to teach. Working with a cooperating teacher who interprets the method and materials being used, students visit the library, business practices, guidance, homemaking, art and manual arts departments, and recognize that some students who have many problems with academic studies achieve commendable success in other areas. In fact, they get to know the staff, the whole program, the protocol and the philosophy of the school.

The implementation of the program did not happen overnight. Meetings were held early with Freshman, Sophomore, and Junior Classes to acquaint them with the change, and to urge them to plan for "a block of time" in the first or second semester of their senior year if they intended to do student teaching. "Read the catalog! Learn the certification requirements!" These were the watchwords. Some students might have to go to summer school, others might be able to over point. Innumerable conferences have been held, college schedules adjusted, and in some cases, late afternoon and evening classes had to be arranged. Considerable praise is due the faculty for their support, and the help they gave the students in program adjustments. The new program involves both elementary and secondary, but this article will embrace only the secondary.

At the close of this college year, fifty-two students will be eligible for teacher certificates. Of this number, fifteen will be for elementary grades and thirty-eight for secondary in various fields (13 English, 10 History and Social Studies, 4 Mathematics, 4 Spanish, 3 French, 1 Latin, 1 Russian, 1 Biology, 1 Chemistry). Altogether there are four M.A.T. candidates, five Special Students, one Return to College, and forty-two members of the class of 1970.

Teaching in present day high schools involves many problems. Students talk about "relevance" — they want what they learn to mean something to them. "Tell it like it is" is almost a universal slogan. Our students are cognizant of these forces and are trying to meet the challenge of the times. Three students who taught in a comprehensive high school last semester here "tell it like it is."

Sonia Palkes, City College of New York, B.A., '69. Special student at Connecticut College, and a Russian and French major.

Experiences with learning and teaching a foreign language make me aware of four principles which I like to follow: 1) vary the lesson as much as possible; 2) make the subject matter relevant and real to the learner; 3) encourage the student's initiative; 4) help the student individually when it is possible.

Of course, grammar lessons have to include rules, drills, memorization, pattern exercises, correct sounds and intonations, but these should be presented in a variety of ways and a variety of activities. My method is to divide the class hour into sections. For the first few minutes new dialogue is reviewed, and questions asked of the students on the one thing they were supposed to prepare. This gives the teacher an opportunity to review a lesson from the previous day. The next fifteen minutes is devoted to questions and answers based on the dialogue (oral comprehension drill), and approximately ten minutes of each period is spent on a new point in grammar. The explanation is always short, and I encourage participation in the lesson by having students explain the rule rather than listening to me explain it. Finally, the class does a few exercises based on the rule that they have learned. If there is any time left, I go back to the main dialogue.

Learning a new language means not only studying grammar, rules, vocabulary, spelling and other skills; it also means learning about the culture of the people. A good foreign language teacher, just as a teacher of any other subject, strives to make the subject matter relevant, and nothing succeeds in doing this as much as the "cultural hour." This time is used for the introduction of interesting related reading materials, and discussion of current events or other topics of special interest. A French class cultural hour was devoted to topics such as French painting and architecture, modern French music, Molière and his works, Louis XVI and his times. A Russian class read and discussed articles about the Soviet Union, and modern short stories of Golgol and Gorki, and I gave a lecture on Russian art.
In addition to making subject matter relevant, it must be made real. Visual aids enliven the lesson and lengthen the students' attention span. Colorful maps, posters, postcards add interest. A student reporting on modern French music played recordings of Edith Piaf, Françoise Hardy, Adano and Aznavour. To illustrate the beauty of France, my classes saw the films, Cathedral of Rouen and France and the Sea. I have used the French illustrated weekly, Paris-Match, as a source of easy but interesting essays which I read to the class, or assign to a student for a report. All these visual aids make a foreign language more real to students.

The teacher should stimulate students to teach themselves. Beginners in the study of a foreign language enjoy guessing and answering questions much more than listening to a teacher explain the lesson. Teaching this way involves all the class. The teacher puts a riddle on the board and then the pupils try to figure the answer. They match their answers with the teacher's and discuss why it was right or wrong. In using this method, a teacher must be well informed about the capacities, needs and experiences of his students.

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The first task of a teacher is to make the students feel that the teacher is with them and for them. Upon meeting a new teacher, high school students are more interested in her as a person than in what she knows or is going to teach. Therefore, it is necessary at the start to establish a personal relationship with the students, to let them know what sort of person one is, and to make them feel free to approach the teacher about matters that are important to them. Only in this way will a teacher get to know each student and be able to help him in terms of his individual needs.

A teacher should also be ready to help an individual student not only with academic difficulties, but also with problems outside the classroom.

Some students understand things better and quicker if they are explained to them individually on a personal basis. It is up to the teacher to know who those students are, and to give them as much help as required.

Nancy Martin Casey '65.
M.A.T. Candidate; teacher of History and Social Studies.

To say I was nervous the first day would be absurd. I had spent a week observing two of the teachers with whom I would work and the classes I soon would face. I worked diligently trying to master the names of the students, getting as much material as possible, and finally trying to muster up enough confidence for that first day! When I stood in front of the class to discuss a movie they had just viewed on Civil Rights, it seemed to me that everyone was listening to my rapidly knocking knees. The class looked extremely confident. After what seemed an interminable silence, the class warmed up and began discussing the movie and related issues.

As luck would have it, who should enter the class that first day but the Principal of the High School, a photographer, and a news reporter! They were searching for a student teacher to photograph for a college pamphlet on Education. Unfortunately, I was standing at the front of the class so I turned out to be their victim. They said that they only wanted to take pictures and that I should
proceed normally with the class! "Smile! Turn this way! Keep talking! Look happy! Act natural!" were statements continually uttered by the photographer. Finally, to my joy, they left.

Reflecting upon that first day, I realized that this class had rallied beautifully to help me in moments of panic. They had an uncanny sense of knowing that I needed their full cooperation and help, and they came to my rescue. This same consideration by students was exhibited in my other classes also.

I taught two subjects during my eight-week student teaching period. One course, "Twentieth Century Problems," was given to seniors; the other, "American Society," was for sophomores with reading difficulties. I had two classes in each subject and was supervised by two cooperating teachers which gave me the benefit of different opinions. The "Twentieth Century" course concentrated on the many problems encountered by Blacks in America. The students had studied the beginning of slavery and the horror of the slave trade, and were then reading excerpts from Frederick Douglass' autobiography. Both the materials and structure were very flexible in this course. The "American Society" course reviewed different forms of government found around the world as a basis for the concentrated study of the United States Constitution. These classes had a more structured format, and a great deal of time was spent with the students in developing reading skills. Both of my cooperating teachers strove very hard to make the students feel at ease and to make the classes enjoyable.

One of the first things I learned from observation and student teaching, was that my students had a universal dislike of history and social studies. They felt that history, especially United States history which is a requirement for all, was boring, useless, and a totally wasted period of time. Unfortunately, they believed that events are not important or relevant if they happened prior to 1960; the past to them is just a useless series of facts that provide no clue to the present. They saw no relationships between the Civil War and the Reconstruction Era, and the turmoil of the present day, nor between the Revolutionary and the Civil War periods. They stressed the point that they had learned facts and details, but relationships and comparisons were not part of the pattern of history courses.

It is important to mention that my sample of students consisted of only four classes and that generalizations like these are made on shaky grounds. However, it would be wrong to ignore these feelings of the student as merely idle gripes. The students did not like nor place much value upon learning history. To a history teacher this becomes an important consideration.

In an attempt to gather some enthusiasm for history, I tried a variety of techniques. In the discussion on the Blacks, we acted out plays in class, and used student reports and buzz sessions. One of the more successful ventures was our Soul Day. Some of the students in the class had asked if they could bring in records and poems to explain and demonstrate the meaning of Soul. Two days were spent on this project while students played music, danced, and read to the class. It was a class idea and a class project and thus a most rewarding two days.

Another assignment which appealed to the students was writing a paper on any social issue they wished. They were permitted to choose their own topic, to research it, and to analyze it. This project was designed to show them that their opinions and ideas were important, and that they were capable of planning their own work. Topics covered a wide range from drugs, to Vietnam, and dating. Some papers were read by the authors, and then discussed by the whole class; thus a student was given a chance to conduct the class and defend his ideas.

In the two "American Society" classes, I tried to maintain interest and work on reading at the same time by bringing in many paper-backs. Any student who needed to, could read a book and report to the class, report to me personally, or write a short paper on the significance of the book. One of the best reports was given by a student who read John Hersey's Hiroshima. It was, to say the least, one of the goriest reports, but it opened a discussion into all aspects of America's actions in Japan.
For the most part, the students had not heard of Hiroshima, nor did they have any idea of the impact of the bomb on the populace. This detailed and comprehensive report excited the class and it excited me.

In conclusion, I loved my classes and my assignment as a student teacher in this urban school. I learned so many invaluable things — the most important of which was that teaching is an extremely difficult profession sprinkled with much enjoyment. Student teaching made me see the great discrepancy between education courses dealing with the history and philosophy of education, and the practical problems one faces in the classroom. There is no better teaching course than standing up in front of a class and getting to work. Eight weeks is a short time, but it definitely provides an insight into the problems to be faced, and into the important question of whether teaching is really one’s field. Becoming a member of the school’s professional staff and discovering the responsibility of that position, is also a worthwhile experience.

Elaine Kerachsky ’70.

English major working with College Preparatory, and Honors students in literature.

Teaching English to high school students today can be a very exciting and worthwhile experience. Students are better informed in general and more concerned about the world around them than ever before. This fact makes them even more receptive to literature than ever before. Literature really is a reflection of the minds and movements of various periods in history; in this sense, it is very much like a mirror of life, reflecting all the styles, problems, events, emotions, and people included therein. Through the study of literature, students understand better the problems of the world they live in, and they become aware of the universality of human beings and of the themes of life. Almost nothing in literature is irrelevant.

The three basic forms of literature taught in high school are prose, poetry and drama. All of these forms can be taught effectively to all kinds of students. Often the results are amazing to students and teachers alike. For example, the Greek play, Antigone by Sophocles, was studied more enthusiastically by a general group of seniors than by a college preparatory group, and by the time they were finished, they wanted to study even more Greek plays. What is the intrigue? It is that the concepts and themes dealt with by Sophocles are not very different from those dealt with by many authors today. While the rules of society were different in Sophocles’ time, there were rules nevertheless, and there was a society in which people had to live. That people always are faced with dilemmas and problems is a fact remaining unchanged throughout history. For this reason, the students were able to relate to the Greek characters and their problems.

In the study of English literature, there is place and challenge enough for those students who are very talented. Teaching English to an honors group is especially exciting and rewarding, for most of these students have really fine, analytical minds. They are able to discuss a work philosophically and critically. The particular honors group I taught showed this ability in their study of Joseph Conrad’s Heart of Darkness; this work probes the meaning and effect of “civilization” quite deeply. My students held many excellent discussions based on the story, and on their very definite opinions about life and the world today. It was not only Marlow who thought about Kurtz’s dying words, “the horror, the horror,” but also these students.

One work the college preparatory and the honors groups enjoy studying particularly is T. S. Eliot’s poem, “The Hollow Men.” In this poem Eliot makes a statement concerning the human condition. Most of what is said of the basic problems in the world today, end up being a statement about the human condition also. Students today relate to such statements, whether they agree with them or not.

The study and teaching of literature is derived from and generates a deep understanding of the world as it has been, as it is, and possibly as it will be. From the standpoint of the teacher, this growing awareness makes the job of teaching ever more important, interesting and exciting.
In Memoriam

Marjorie Dilley
Professor emeritus

Dean Burdick used to chuckle over a remark she heard President Blunt make to a visitor as she walked with her to meet the Dean: “Miss Burdick is a bright, kind, generous, wise woman.” One could hear Miss Blunt saying it in the Dean’s telling. Miss Burdick was all this, and more, more than any words can tell. Those who knew her, admired her, and loved her have their own words to describe her, and at the same time know they are unable to name exactly what it was that everyone recognized and responded to.

She “deaned” us all with grace and good humor. She listened. Her listening invited an orderly, honest statement of the facts essential to the consideration of the problems we took to her. These problems were both college and personal, and we were invited to state and discuss them impersonally. She asked sharp, shrewd questions that encouraged accurate and complete reporting. She gave advice sparingly, and more often than not she led the seeker of advice to accept the implications of the evidence he had himself ordered under her careful probing. She invited one to think about the probable and possible results of any proposed action. Thus she would ask: “Have you thought about the consequences? Do you really want to risk securing that result?” She was in favor of “facing facts,” and was adept at developing alternative approaches. She did not permit belittling comment and always recommended a generous resolution of differences. Her advice was often given indirectly in a story about people and their affairs remote from the subject under discussion. No one who heard it will forget her invitation to apply her neighbor Joe’s views on history to the consideration of graduation requirements at Connecticut College.

She was a thoughtful person, knowledgeable in unexpected matters. She always thought of herself primarily as a teacher. She thought about the nature of wise decisions and was reasonably certain that they required standards for judgment. She believed in having agreed standards for human conduct, and thought it important to state them (and restate them) and use them. We responded by trusting her to an unusual degree. Individuals in disagreement accepted her moderating suggestions. She could take the heat out of controversy by her quiet approach and her insistence upon discussion of the issues rather than the personalities involved. We counted upon her to ease emotions, and she often did this with a witty comment that brought all parties together in laughter. She frequently surprised and confounded those who “knew in advance” what her attitudes, opinions, or actions in particular situations would be. What at times might appear to be contradictions in her decisions did not break down confidence in her good judgment. Her attitude asked for and she received the benefit of the doubt until further explanation or time clarified her position. She did not ask anyone to accept her judgments because they were hers; she did expect a hearing and she was prepared to explain. She was an extraordinarily effective spokesman for a cause she believed in.

She had character. Her integrity and independence were unique. She believed in the ability of people to improve, and she was primarily concerned with improvement in academic performance. She understood the human needs involved in such pursuit. She gave approval generously; she remembered successes. Her disapproval was clear but tentative. She offered compassion and understood its healing quality. She believed that kindness, generosity, honesty, and wisdom were a necessity in good human relations and demonstrated her belief in her own relations with others. In doing this she influenced all who were at Connecticut College when she was, and her death will not lessen her contribution to us all.

Connecticut College Alumnae News • Summer 1970
We would thank Thee at this time for the life and labors of a beloved friend and colleague, now departed from this life, and for whose sake we now come together in fitting tribute to her memory. We remember before Thee her many years of faithful service to this College, and the lasting contribution which she has made to its welfare — a many-sided contribution: physical, mental, moral, as well as musical, spiritual and religious. We recall her unflagging interest in the life of students, and her unique ability to resolve difficult problems, oftentimes helped with a saving sense of humor. We remember too her patience under affliction, her courage in suffering, and her devotion to a loving mother. For the privilege of association and friendship with a gracious personality over the years, we render to Thee due thanks, and will ever hold her in grateful remembrance.

Excerpt from the prayer offered by Professor emeritus Paul F. Laubenstein.
Memorial Service for Dean emeritus Alverna Burdick.
Harkness Chapel
February 21, 1970.
Elizabeth C. Evans Retires

Mary Louise Lord
Professor of classics

Eloquent witness of the affection and esteem with which Elizabeth C. Evans has ever been regarded by her students is the escutcheon designed for her by members of the class of ’63 and framed in her apartment. Its sprightly mottoes, In hoc signo Evans and Liber, Lux, well bespeak her wise counsel and warm good humor. Ever since she came to Connecticut College in 1953 as Professor of Classics and Chairman of the Department, after twenty-one years of teaching at Wheaton and Vassar, she has worked with imagination and enthusiasm to establish in the Classics a sound training that has enlightened the present while revealing the past.

A graduate of Radcliffe and a Ph.D. in Classics from Radcliffe, she was awarded the Prix de Rome and was a Fellow of the American Academy in Rome from 1930-32. Her study there led to the publication of The Cults of the Sabine Territory by the American Academy in 1939. She has traveled extensively in Greece and Italy, and in 1959 she traced the Roman Wall in Britain and drove to many other Roman sites.

In 1960-61, on leave from Connecticut College, Miss Evans lived as Visiting Scholar and Research Fellow at the Radcliffe Graduate Center. At that time she was awarded a Shirley Farr Fellowship from the American Association of University Women as well as a grant from the Penrose Fund of the American Philosophical Society. Her work, which has included the writing of several articles, culminated in the publication in 1969 by the American Philosophical Society of a definitive monograph, Physiognomies in the Ancient World, a study of the art of interpreting character from physique from the time of Homer to the end of the fourth century A.D. In this book she sheds light on a wide range of ancient literature, embracing epic, lyric, drama, philosophy, and satire. Her research was extended during her leave in the second term of 1967-68 when she gathered material on the Scriptores Physiognomonicorum for the Catalogus Translationum et Commentariorurn: Mediaeval and Renaissance Latin Translations and Commentaries.

For the breadth of her academic experience Miss Evans has won distinction both in the College and in the larger field of the Classics. In September 1963 she was designated Henry B. Plant Professor of Classics, one of six name chairs awarded by the College. She has served on the State Advisory Committee on Foreign Language Instruction, and in 1961-62 she was President of the Connecticut Section of the Classical Association of New England. She has served as Chairman of the Examining Committee for the Advanced Placement Program in Latin for the College Entrance Examination Board. She has been a member of the National Screening Committee to review applications for Fulbright awards for Italy and Greece. She has also filled the post of Chairman of the Advisory Council of the School of Classical Studies of the American Academy in Rome and has served on its Classical Jury and on the Managing Committee of the American School in Athens. Miss Evans persuaded the College to join as a cooperating institution both the American School in Athens and the American Academy in Rome, associations from which both faculty and students have richly benefited. She has been instrumental also in gaining for the College membership with the Intercollegiate Center for Classical Studies in Rome. She is on the Board of Advisors of the College Year in Athens, a program which has helped a number of our students to gain an introduction to archaeology in Greece.

A very high percentage of the Classical majors have achieved academic distinction. Three of the seniors have been named Woodrow Wilson Fellows, and three have received Honorable Mention in the Woodrow Wilson competition. Two seniors have been awarded Fulbright grants. A member of the class of ’70 has just received notice of a Danforth Fellowship. That several of the students have pursued advanced degrees in the nation’s leading graduate schools is directly attributable to Miss Evans’ inspired and untiring leadership.

During her years at Connecticut College Miss Evans has frequently expressed her pleasure at working with lively and congenial colleagues. Through her own sturdy voice in faculty meetings, she has set the tone for a responsible discussion of the vital academic issues that have always been her concern. We are fortunate that the Board of Trustees through the President have asked her to accept an appointment next year beyond her retirement. She plans in the future to live in Cambridge, Massachusetts and to work in Widener Library. Feliciter velimus teque laudamus!
Wedgewood Connecticut College Commemorative Dinner Plates
Set of four $10.00 (only 100 sets available)
A Unique Commencement or Wedding Gift

Harkness Chapel, Palmer Library, College Entrance, and Knowlton House engraved from drawings by Robert Fulton Logan, former chairman of the art department. Black on white dinnerware.

These plates also make an attractive wall decoration.
Checks payable to Connecticut College Alumnae Association should be included with the order.

(continues from page 6)

ilities of the new building and the talent on campus. Under Mr. Armstrong's direction the Chorus held its joint spring concert with the University of Pennsylvania Glee Club, featuring several small groups in a variety of styles. The Yale-Connecticut Tour Chorus will be on the road from March 20-27, with concerts in New Haven, Bethlehem, Pa., Cleveland Heights, and the University of Toronto — and a bonus of a free day at Niagara Falls.

On The Lecture And Conference Front, Conn-Quest (reviewed elsewhere in this issue) was the outstanding event with a focus on poverty. During Negro History Week the Committee for Interracial Education and Cooperation sponsored several events on campus, including a lecture by Dr. James Comer, psychiatrist of Yale, a Book Fair, and an Art Exhibition with Yale and Wesleyan artists participating.

On The Dramatic Front, Frost's Masque of Reason was presented at Matins by a student-faculty group, with Mr. Evans playing God and Mr. Grimsey, Satan. Undoubtedly the most unusual event was the evening of Chinese Opera brought by Mr. Chu and attended by Chinese scholars and students from other colleges. Mrs. Pian of Harvard opened the program with an explanation of some of the distinctive features of Peking opera. Two operas were presented with orchestra, and the campus was initiated into this exotic and beautiful art product.

(continues from page 19)

acceptable, effective approach to the learning-teaching-learning process which will be so appropriate to children's needs and interests that it will endure.

Additional government activities include the National Laboratory for Early Childhood Education which coordinates eight large university-based research projects covering the major aspects of early learning. As recently as early March, Commissioner of Education James Allen reaffirmed the federal agency's concern for improving the quality of existing kindergartens and primary schools, and working even more intensively to provide for the pre-school age group. And a National Institute of Education was announced in March also. This kind of interest and support suggests that children are at long last about to have their day in educational as well as other matters that concern both them and the adults in their lives.

His many friends among the alumnae will be saddened to learn of the death on March 27th in New London, of Dr. Gerard E. Jensen, professor emeritus of English and former chairman of the department. A memorial article will appear in the next issue.
IN MEMORIAM

KATHERINE WINCHESTER SHERMAN '19
EDITH LINDHOLM BALDWIN '20
ESTHER CHIDSEY MCEWEN '21
RUTH MCCOLLUM BASSET '21

Married: Dora Schwartz Knapp to Max Epstein on Dec. 31.

Bruce Odell, son of Joan Munro Odell, and his family live in Portage, Wis. Bruce sends word of Joan's grandchildren: Bob a high school senior chosen for Badger Boys' State; Nancy a sophomore in high school; Betsy a freshman and David in 7th grade.

Mr. Tom Pancer porter did not go to Florida this year and found herself caught in Connecticut's deep freeze. In October she and Max went to Pinehurst for the 'Three Score and Ten' golf meet. They have three grandsons in college, a granddaughter at Stoneleigh-Burnham girls' school, another grandson in prep school in Washington, Conn. and two still at home. There were 13 of the family at the Porters' for Thanksgiving. The oldest grandson graduated from Robert College on reunion weekend and we probably will not see Ray on the Hilltop.

Alice Horrax Schell and Fred visited in the Carolinas and Florida and then on to Port of Spain, Tobago and Curacao on the family's rental Freliner Alcoa. They visited the Poteats (Isabelle (Betty) Runney and John) in Tryon and the Luces (Jessie Menzies and Phill) in Richmond. Al talked to Clarissa Ragdale Harrison in Miami. Clarissa and her husband will be at reunion, as also talked to Dorothy Doane Wheeler in Seattle, and urged her to join us. The winter trip of Fanchon Hartman Title and Melvin took them to Panama on the Michelangelo. Then they flew around all the countries of the Caribbean on the Argonaut. Mary Brader a freshman at St. Lawrence Univ., her parents' alma mater. Eleanor's son, Dr. Robert Massonneau, finishes his psychiatric course at the medical college in June and will stay in Burlington. 1929's Colonel Charles I. Clark, husband of the late Agnes Mae Bartlett Clark, is definitely coming to reunion.

Margaret Davies Cooper and Bennett spent a month in Lancaster, Pa. caring for their son's family while Laurie was in the hospital. They are now back in Hendersonville, N.C. Henrietta Costigan Roome gave up her osteopathic practice and is now in the hospital. They have 5 children, one of them studying at the Sacred Heart School in New York. Marjorie Parsons Lees and Malcolm entertained Malcolm's son and family from the Boston area for Christmas. Marjorie's oldest grandson will be in college next fall.

Katherine Schaefer Parsons and Nelson spent Thanksgiving with their son Bob and family in Pennsylvania. They spent Christmas in bed with the flu. Maud Carpenter Dustin and her husband entertained their several children and 14 grandchildren who visit frequently. Helen Collins Miner's son reports his parents enjoying a long vacation in Florida— until the first of May. Ellen Carroll Wilcox, grandmother of 8, says a granddaughter's poem was read over a South Carolina radio program. Emma Wippet Pease is busy with club work, especially editing books for the Hartford Women's Ass'n, and the West Hartford Music and Art's Ass'n. Our sympathy goes to Dora Schwartz Epstein for the loss of her nephew and his wife on the Swissair plane that was sabotaged on its way from Zurich to Tel Aviv. He was an authority on public health on a mission concerning it.

The class extends its sincere sympathy to the family of Edith Lindholm Baldwin who died March 17, 1970.

Soon it will be June. So come ye members of 20 to your 50th reunion.

We hope to see G U at CC in '70.

1921 Correspondent:

Mrs. Alfred J. Chalmers (Anna M. Bazaar) 181 Irving Ave., Providence, R.I. 02906

1922 Correspondent:

Mrs. David H. Yale (Amy Peck) 1715 Bellevue Ave., Apt. 8-902, Wethersfield, Conn. 06109

Two of our members have moved this year, Helen Stickle Downes to Virginia and Harriet Bynon Rolfe to West Hartford. Harriet's husband has retired. They went to Florida this winter and while there saw Gladys Smith Packard, Helen Peale Summer and husband and have also been in Florida as has Constance Hill Hathaway, who is recovering from illness. I, Amy Peck Yale, spent last week with Lucy McDannel whose mother died in January. We both attended Alumnae Council weekend. There is news of Dorothy Gregson Slocum '21 who told me Jeanette Sprague Thompson's husband has not been well and they are living quietly at their home in New Hampshire. On a Hartford radio program, Ruth Bacon Wickwire's son Franklin is reviewing his new book, the first life of Cornwall Written for his father, for which he and his wife did research in England a few years ago. Gertrude Traurig, her sister and brother went to Hawaii for their vacation this winter, after a few days in California where Gert phoned my grandson just after I had left there. Marjorie Smith is active in Lifetime Learning work again this year. I went to the National Farm Bureau 50th Anniversary convention in Washington in December, and while there visited the National Geographic Society headquarters. From there I flew to California and visited my daughter, Amy Yale Yarrow '46. We saw Marjorie Doyle Sullivan '20 on their lovely hilltop where she and her husband work with their son Maurice in his book business. We spent a day with Marjorie Wells Lybolt and took her to ride in Marin County on their worst day of floods. Her home in Fairfax is on a hillside among redwood trees. I phoned Elizabeth Merrill Blake's daughter and had dinner later with her nephew and the family in Pacific Palisades. This winter death claimed two members of the class: Ruth Bacon Wickwire died just before Christmas and Helen Tryon two weeks later. Our sympathy goes to their families and to Constance Hill Hathaway on the loss of her husband.
by setting the standards and the pattern of work that was needed in order to get the tapes to the students when they had to have them. Annette’s last stop was when she left New York was in Winter Park, Fla. visiting Myrtle (Tommy) Ryder Dureya and her husband. Then she visited friends in some of the 21 RFB units in various parts of the country. In the process she had to decide where she will settle in as a volunteer worker. Elizabeth Lee continues to serve as our class agent chairman for the A.A.G.P. She remains ever hopeful of new contribution records from our classmates. She and Betty and a friend took a train trip through western Canada. Constance Clapp Kauffman did all the “preaching” in the First Congregational-Unit ed Church of Christ at Constantino, Mich. during the fall and winter months when her husband was ill. He continued to write the sermons but Connie delivered them and also “did all the other things involved in caring for a church during a cold, snowy winter.” In addition to writing the order bulletins, sending announcements to the newspaper, planning the music for the choir to sing and teaching 3rd and 4th graders in Sunday School, Connie administered Communion and “had a few situations which I didn’t know what to do.” She is active in AAWW in Three Rivers 8 miles away. The study group to which Connie belongs made a student study retreat in colleges and universities and she presented a paper titled “When and Why.” One of your correspondents spent the winter months at Marathon on the Florida Keys enjoying sun and sea. The other one went to San Francisco in March where she chaired a session at the annual conference on American Ortho-psychiatric Ass’n. En route back to New York, she visited a nephew in Los Angeles and spent Easter in Wickenberg, Ariz. with Charlotte Lang Carroll ‘28.

1927 Correspondent: Mrs. L Bartlett Gatchell (Constance Noble)
6 The Fairway
Upper Montclair, N.J. 07043

1928 Correspondent:
Mrs. Alexander C. Mitchell
(Louise Oldham) ‘15
13 Spruce St., Cranford, N.J. 07016

"70, Our Reunion — make it the best!
Class president Dorothy Davenport Voorhees, fresh from the March alumnae Council meeting and eager to share with us what she saw and experienced on campus, urges us all to come to reunion June 12-14 and to attend Alumnae College for insight into what is being taught today. She discussed reunion plans with Hazel Gardner Hicks, who has invited us to her home again for the closing of the College. Edna Somers has taken over as chairman of the nominating committee, the previous commit tee having resigned. On Sunday Roberta Biggood Wiersma will play a memorial service at a local church. Roberta was one of the many women active in AAGP, and her contributions to AAGP this year will become our class gift at reunion. Hilda Van Horn Rickenbaugh and her husband returned in February from a 6-weeks’ trip to the Orient to visit their daughter, Miss Lorna Hetzer, and 3 grandchildren in Bangkok. They made a circle of the South Pacific from Acapulco to Tahiti and Moorea, Sidney, Singapore, Bangkok, Hong Kong, Japan and the Hawaiian Islands. In Japan she saw the exterior of Expo ’70, Oekas, the gardens of Kyoto and spent a few days in Tokyo. Hilda was asked by the Japan Collie Club to judge 100 collies and 20 Shetland sheep dogs at Fujisawa City in the garden of a Buddhist Temple. Elizabeth Olsen Kline’s daughter Virginia is doing graduate work in music at the Univ. of Utah. Betty is flying to Denver in March for a visit. Henrietta Owens Rogers’ greatest joy was being awarded a teaching fellowship after her graduation from DePauw Univ. Betty is flying to Denver in March for a visit. Henrietta Owens Rogers’ greatest joy was being awarded a teaching fellowship after her graduation from DePauw Univ. Betty is flying to Denver in March for a visit.

1929 Correspondent: Mrs. Thomas L. Stevens (Alice D. Fackler) ’18
282 Overwood Road, Akron, Ohio 44313

"70, Our Reunion — make it the best!
Classmates working with Catharine (Speedro) Greer to make our upcoming reunion “best ever” include: Phyllis Heintz Malone, Janet Boomer Barnard, Eleanor Fahey Reilly, Flora (Pat) Hine Myers and Elizabeth (Bibbo) Riley Whitman. Silver anniversary, Norma Kennedy Mandell with husband Web spent a recent Sunday evening with Tom and me when they drove to Akron from Shaker Heights. Norma was getting packed to attend Alumnae College for summer the next weekend. Bibbo plays bridge regularly with Elizabeth McLaughlin Carpenter who is busy building an addition to their home in Chagrin Falls. Meredith Sheppard Jarvis’ husband Phil has fully recovered after recent hospitalization in Boston and is back at his teaching post at Western N.E. College. Flora (Pat) Early Edwards and her husband bought a condominium in S. Laguna, Calif. and sent Norma a picture of the view from their apartment window. Despite a broken finger suffered in turning a balky mattress, Bibbo Whitman wrote of a motor trip Dorothy Thayer White and Lyman took in summer with friends through Great Britain. Dot and Bibbo see one another often as they both do much volunteer work for the Brunswick Regional Memorial Hospital. Cynthia Lepper Reed and her sister, a well-known map maker and instructor of Sonoma State College, Me., took a voyage along the coast of Norway with their ship stopping at many interesting towns and villages. Jane Kinney Smith and her husband have been taking trips since his retirement two years ago. They are in Europe but will be back in time for Jane to be on hand for reunion. Bibbo extends thanks to those who have contributed to A.A.G.P., which this year will constitute our class gift.

1930 Correspondent: Mrs. Paul T. Carroll (Ruth Cooper) ’23
6017 N. 16th St., Arlington, Va. 22205

"70 Our reunion — make it the best!
Frances (Pete) Brooks Foster’s husband, Dr. Frank Foster, is retiring from the Leaky Clinic in Boston and will return to his college town where he will teach at Dartmouth Medical Center. Pete has been a committee lady at many events of our class in Boston over the past 10 years. Victoria Selickman Robins moved to an apartment in East Orange, N.J. Her daughter Pat attends Upsala College in East Orange. Ruth Cooper Carroll visited Helen Oakley Rockhold in the latter’s new colonial home in Bow, N.H. last summer. Helen is happy to have her son, Sgt. Alan Rockhold, back from Vietnam. He is now in San Francisco. Helen does volunteer work and baby-sitting in NYC. Mabel Bartlett is busy at her library work as well as the Tenure and Grievance Committee. Norma George Murray went on a fishing trip to Ecuador and last I heard was in Europe. Ending our week’s cruise to the Aegean Islands. Sally Dieser Kentz and husband Buzzy died five years ago. “He left me with a men’s shop he had started in 1949 after he retired from business. It is run by 2 employees, a good manager and office staff. Consequently I am free to travel as much as I want. Fishing occupies a great deal of my time and I have a friend who fishes tournaments with me each year. My other main interest is sport fishing and rallies. Was a
\[\text{[Natural text]}\]
Wagborn Cee'e daughter Caroline flew to Thailand with a brand new baby to join her Coast Guard husband. Son Steve is living on the Intracoastal Waterways to Florida and has spent the winter in Delray Beach. George is executive director of the C. H. O. S. Foundation in Elizabeth. Archduke Peter Libutzke's job with a travel agency keeps her on the go. Recently she visited East Africa, then Mexico. Purley is learning the language but who cares? The trip is fabulous.”

Marion Bogart Holtzman and George helped a friend take his family to the College is in Loudonville, N.Y. Their 4th son Jack is at St. Michael’s in Burlington, Vt. The only daughter, Rosemary, 33 years old in August.

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is a freshman at Newton (Mass.) College of the Sacred Hearl. Bethy Anderson Verduin's husband received an interdisciplinary teaching grant of five years' duration to teach abroad in Russia and the Orient. Their daughter, Jan, a physical therapist, had a 12 week tour of Europe with her sister Charlotte who is a French and German major, and whom she returns to Southern Illinois in the fall while Jan goes on to work in Hawaii. Another daughter, Hazel (Dinny) Sundt Brownlee is co-chairman of a community group called "Friends-in-Love," for parents of children with problems in learning on the high school and college level. Mary McCluskey Lempert is planning to begin her 21st birthday in Lincoln's birthday. Her oldest married son is a dentist studying at the Univ. of Texas Medical School; his wife is a registered nurse. Mary is a busy college librarian and husband Bob continues to practice obstetrics and gynecology on the Upper Peninsula, Mich. Another daughter, Wendy Law Dole, teaches junior college in Denver, Colorado. Their son Alan is a senior at Colgate U. Joe E. Ed started a busy year with trips to St. Martin and Florida. In May they attended a medical convention in San Francisco and returned to Hawaii for three weeks. Upon their return they had a successful show week with the band and Ed loaned money toward building a smaller house and turning over their horse training business to their new employees. Their two daughters, daughter, Candi and Margo, are both married. Candi teaches in Plymouth, Mich. Margo and her family have decided to purchase a horse ranch in the Upper Michigan, Mich. Another daughter, Wendy Law Dole, teaches junior college in Denver, Colorado. Their son Alan is a senior at Colgate U. Joe E. Ed started a busy year with trips to St. Martin and Florida. In May they attended a medical convention in San Francisco and returned to Hawaii for three weeks. Upon their return they had a successful show week with the band and Ed loaned money toward building a smaller house and turning over their horse training business to their new employees. Their two daughters, daughter, Candi and Margo, are both married. Candi teaches in Plymouth, Mich. Margo and her family have decided to purchase a horse ranch in the Upper Michigan, Mich.

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McGill Aldrich whose husband Thomas R. Aldrich Jr. died suddenly on April 1st.

Mrs. William J. Small (Elisabeth Lundberg)

Evan a junior at Proctor Academy. 172 Marlyn Ave., Lansdowne, Pa. 19050

15 Bay Vista Dr., Mill Valley, Calif. 94941

Mrs. Charles F. Forbes, Jr. (Mary Beth)

137 Sewall Ave., Brookline, Mass. 02146

Mrs. Charles I. Forbes, Jr. (Mary Beth)

59 Harrison Brook Drive

Banking Ridge, N.J. 07920

Our Reunion - make it the best!

Kathy from Mills; David from Univ. of Minnesota; and Robert from Chicago. Chuck is a sophomore at Univ. of Penn., and is at home. Kathy teaches 9th grade in Annapolis where her husband is a stockbroker. Dave, in Montana, 0n having just finished his basic in the Reserves, is a weekend ski instructor and had been guest hosts of our ambassador to Spain. Jean Smith Coward recently moved from Florida to Oklahoma City. Robert Jr. and Chris are married. Nancy is a sophomore at CC. Ellen is a student at William and Mary, her 20th reunion. Recent evidence that the whole busy weekend were Mary Anna Lemon Meyer, Alumnae trustee and committee chairman, and Marie, her associate director-at-large; Mary Elizabeth (Pete) Franklin Gehrig, nominating committee chairman. The class extends its sympathy to Evelyn of Vardell Hall, a girls' preparatory school in Connecticut with problems in learning on the high school and college level. Mary McCluskey Lempert is planning to begin her 21st birthday in Lincoln's birthday. Her oldest married son is a dentist studying at the Univ. of Texas Medical School; his wife is a registered nurse. Mary is a busy college librarian and husband Bob continues to practice obstetrics and gynecology on the Upper Peninsula, Mich. Another daughter, Wendy Law Dole, teaches junior college in Denver, Colorado. Their son Alan is a senior at Colgate U. Joe E. Ed started a busy year with trips to St. Martin and Florida. In May they attended a medical convention in San Francisco and returned to Hawaii for three weeks. Upon their return they had a successful show week with the band and Ed loaned money toward building a smaller house and turning over their horse training business to their new employees. Their two daughters, daughter, Candi and Margo, are both married. Candi teaches in Plymouth, Mich. Margo and her family have decided to purchase a horse ranch in the Upper Michigan, Mich.

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Swanger Burnts and families. Mary Melville Ziljian lives in Hull, Mass., and runs an antique shop. "My three daughters are having all the best time. Great privacy and freedom," says Mary. "The oldest is married and has been in Jamaica. Cugle is graduating from Lake Erie College and spanked sister who is working with a judge in Lake County under a new grant. Debbie is living the full life in Europe, spending time with two boyfriend Paul Cary. Three older sons are in the full-time ministry as Jehovah's Witnesses. Husband George is doing interior decorating for superior clients here but always helps the whole family at times. They also volunteer time each week to bring Bible information to anyone who wishes it. "No generation gap in our family!" Constance Geraghty Adams who lives in Walnut Creek, a suburb of San Francisco, was surprised last fall by a call from Elinor Houston O'Brien from a local hotel where she was spending a few days of Property Owners' a happy day together lunching, sight-seeing, and catching up on 20 years of news. Nancy (Rusty) Gresser English's two sons taking engagements on the CC charter flight to spend three months there. Chet and Rusty spent a month in Bermuda and over Christmas holidays we spent skiing in Stowe, N.H. Another ski enthusiast is Mary (Mel) Duncombe Knight's son, who spent Christmas in California. He is, we understand, a niker. N.H. Other members of the Knight family include a daughter at Ursinus College, Collegeville, Pa.; a daughter who is a high school senior; and the father of twins, who has just opened an aquarium store. Elizabeth Williams Smith is secretary to the dean of admissions and financial aid at prayer service. Cell phone, Betty's husband, is a manufacturer's representative for sporting goods in Maine. New England young edition of the Adelphi [Dartmouth '68] is a Peace Corps volunteer, teaching English at Chung Ang Univ in Seoul, Korea. Jean Geraghty Geraghty Adams, of New Hampshire; Marianna and Larry are senior and junior respectively at New London High School. Nancy O'Brien's son Mark is planning to be married next year. Our co-cycle: Phyllis Cunningham Vogel and Dick spent a recent evening with the family in New York. We had surprised them by coming along. They had been a National Merit scholarship finalist, is a sophomore at Stanford University, studying this year at their overseas campus in England, with the opportunity of traveling in Israel, Denmark and other countries.

Larry and Day stay young with their 8 year old, David Jr., whose interests at Case are chemistry and sports. "Nothing to complain about." It's a dream of her husband's. Jack is program chairman for New London Head Start. Daughter Gail is a Peace Corps volunteer, teaching at the Indian University of Kaluntik, in central South America, southern Idaho, Utah and Colorado last year. She joined with the Peace Corps this fall. June and Jim feel they must be doing something right because Jerry has not yet become a hippie and instead, "I think he wants to be a hard way to Boston last September, the Tirrells are still at their home in Fullerton, Calif, as a group of students, roommates, who are attending school here. The Browns look forward to warm weather and returning to their lakeside home in New Hampshire. The Browns live in New Hampshire. Alice and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and Nancy Wilson Wheeler could not persuade daughter Kathy to attend CC. She elected to become one of the first coeds in the academy. She is a sociology major and
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1947

Correspondents:
Mrs. Philip Welt (Janet Pinks) 5309 N, Brookwood Dr. Fort Wayne, Ind. 46805

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Mrs. Peter Roland (Adavson Davidson) 22 Vista Drive, Great Neck, N.Y. 11021 70 Our Reunion — make it the best!

The big news is reunion! Barbara Kite Veager hopes everyone will come June 11-13. Helsinki is the destination for those who choose to make the trip. The reunion committee, under the chairmanship of Holly Hedlund, has planned a great reunion. All correspondence concerning registration and hotel arrangements should be sent to Holly at 106 Quinn Rd., Severna Park, Md. 21146

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Mrs. Peter Roland (Adavson Davidson) 22 Vista Drive, Great Neck, N.Y. 11021 70 Our Reunion — make it the best!

The big news is reunion! Barbara Kite Veager hopes everyone will come June 11-13. Helsinki is the destination for those who choose to make the trip. The reunion committee, under the chairmanship of Holly Hedlund, has planned a great reunion. All correspondence concerning registration and hotel arrangements should be sent to Holly at 106 Quinn Rd., Severna Park, Md. 21146

Mr. and Mrs. H. Milton Garfinkle Jr. (Sylvia Joffe) 22 Vista Drive, Great Neck, N.Y. 11021 70 Our Reunion — make it the best!

All aspects of the family rewardingly fill my life. I am no longer an indiscriminate volunteer, assisting only where it strongly appeals to me. I am a middle age dropout who is content to be woman, mother and housekeeper.” Husband Dudley is a third generation business man who is seriously involved as a member of the Broome County Planning Commission, presiding officer of the Mental Health and Rehabilitation Center and bank director.
cell walls. Rabbit tells us Freiburg, celebrating its 650th anniversary this year, has lots of charm and many lovely buildings. The countryside is full of hills, forests and pastures and lots of other '50ites at reunion. "Her 11 and 13 year olds for the bicycling and skiing, our own radio, tape recorder and TV set. Sister

With our reunion still three years away, our classmates are making do with mini-reunions. Betty Sager Burlem visited in New York with Mary Beth Finley, and Michael and Judy Blank vacationed in New York and Sally saw the celebrated Newfoundlands "keep the middle-aged spread under control." Gertrude Perkins Oliva is an avid gardener with a passion for orchid-growing and she must undergo unpleasant treatment for scoliosis. Husband John is a high school junior who keeps in touch with SI. Louis on business with his husband, Arthur, and his county in the state legislature. Jane Michi-

Marry Margaret Rose to Al A. Schindler in September.

Mackie Gruber, with girls Mary Beth and Cathy, continues in the business of supplying animals for TV shows, including Cap-

The Brazils favor sailing and tennis in the summer and skiing with their children 7, 13 and 15. They have no regrets about buying their two-acre farm in Maine for the 1952 Correspondent:

1953 Correspondent:

Mrs. Frank R. Fahland (Dorothy Bomer)

1418 Olympia Drive

Bremerton, Wash. 98330

1954 Co-correspondents:

Mrs. J. A. Brady (Annette O. C.)

1606 University Avenue

Marblehead, Mass. 01940

Mrs. C. Robert Jennings

(Mar Robertoni)

277 Brownwood Ave.

Los Angeles, Calif. 90049

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Dona McIntosh Buchan, ruefully recalling that history and botany were not exactly her best subjects in the fifties, writes that Mr. Goodwin’s talk was named and praised by her as though it were 1956, not 1970. Janice Westwell’s talk centered on conservation to alumnae groups, with the encouragement of several alumnae, including Mrs. Roberl Friedman (Elaine Manasevit). She has continued her work on environmental control, including co-editing a book. In addition to her small private practice in physical therapy, she is helping to organize a federal government foundation, in the spring of 1969 which sent her off to Malaysia for three weeks. After another 46 hour flight, Wit and John, who had planned a cruise to Xiamen, returned to the United States and Maine. She has signed a contract for her first book, “Ethnic Conflict and Reality.”

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Sarah Bartlett Reeves and children moved to Greenfield, Mass. In October while Abry is in Vietnam, Nellie Reel. Marcy a teacher associate at the Desert Research Institute, recently attended the 11th International Botanical Congress in Seattle when she gave a paper on nutrient cycling.

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this time Los Angeles. Arthur, Sara and Amy and Matthew are busy with school and sports, and Diane is busy keeping up with them, being a Brownie leader, playing tennis, and re-doing yet another house. This fall she is now a Host International, the Springs look forward to staying put for a while.

Robert and Joan Adams Pirie, John, Carl and little Susan are living in Virginia Beach, Va., loving the beach life there, and wishing it could stay that way. John is still the captain of the capital's largest nuclear submarine SKIPJACK which is being overhauled in Portsmouth, Va. Joan Chappell Waller has been moving about, helping her three children substitute and work at the Bradford Pre-School. Mary Dawes Armknecht worked with water resources and housing problems for the Dovers, Mass., Housing Authority and is now back for the Boston Aquarium and Children's Zoo. Graham 4½ helps make all of this activity possible by being such a big helper around the house and with his new sister Susan. Bob Armknecht travels to Paris and Amsterdam several times a year as an alcoholic consultant. In Glaville's Train's children, growing fast, are in a non-graded school. John Train was made a partner in his law firm last November. Sally teaches at a private school and is busy with them, being a Brownie leader. While Juri continues his research at the Goddard Institute of Space Studies and is now working in NYC. Deborah Small of the Frick Art Reference Library last year.

The Walker Home for Children located in Needham, Mass. Jerry and Joan Dickinson Kartier with their two daughters are settled in Lowndes Square in the heart of London, England. Jerry travels extensively and gets the "Underground every day during its finest hours." Joan reports the "butcher shop a highlight of the day." Beth, the 6-year-old brick beauty with Romanesque windows complete with beasts hanging on display, Indirks and Dolores are busy with school and moving into a new house in Allendale, N.J. Indriks received his architect's license and is an associate in the firm of 

Robert J. Gilchrist, Bergenfield, N.J. Helen Rosenly Hargis Motter lives in a new home in Kansas City, Mo. Roz works in an art gallery and her new partner is planning to get the grounds of their new home in shape for spring. Anne's two young daughters keep her busy. While Jack is now working at the Goddard Institute of Space Studies and teaches mathematics at NYU's uptown campus. Linda now lives in a newer, smaller town than Djekarta and a bit more "sophisticated place in an elegant brick building in London," according to the "underground every day during its finest hours."

Betsy Rawson went to Europe. Betsy received a note but delighted. Judy and Jim thoroughly enjoyed the Hawaiian sun with Bill who is on vacation from his service in the army in Korea. Sue has been teaching 5th grade in Lowndes Square in the heart of London, England. Jerry travels extensively and rides the "Underground every day during its finest hours."

1961 Correspondent: Mrs. James F. Jung (Barbara Frick) 260 Bentleyville Road Chagrin Falls, Ohio 44022

1962 Correspondents: Mrs. E. Benjamin Loring (Ann Morris) 27 Old Meadow Plains Road New Canaan, Conn. 06840 Mrs. Charles E. Wolff II (Barbara MacMaster) 126 Tulip St., Summit, N.J. 07901

Elizabeth Haines Nash is finishing her 3rd year of U.C.L.A. Law School and has learned much in their travels. Barbara (Button) Brackin Smith. Susan Cohn Dorao is basking in the Hawaiian sun with Bill who is on vacation from his service in the army in Korea. Sue has been teaching 5th grade in Greenfield, Mass. and tutoring on the side. Company takes her "very seriously" at the local YMCA. Barbara (Button) Brush Wright teaches elementary school in the Briggs, Elizabeth McCaslin Battles and Nick live in Philadelphia where her sister is a successful stockbroker for Goodbody & Co. Cynthia Rosenthal Cole and Jeff make their home in NYC where Cynthia worked at the Frick Art Reference Library last year. Also in NYC is Judith Dubben who is an art researcher for the U.S. edition of Reader's Digest.

Briet Murometschinska is in Paris where Rudolf is conducting at the Opera. His wife, who likes Paris much better than Moscow, Wendy Casman after graduation took the publishing course at Radcliffe College. Wendy is finishing her 3rd year of working on design and production of children's books for Little, Brown & Co., Boston. For accoutrements see Betsy Rawson went to Europe. Betsy received her M.A. in social work from Utah last June and is now working in New York. Deborah Small teaches art to obedient school keeps Ellen busy. Spring is coming and has learned much in their travels.
Debby divides her spare time between son Matthew and fixing up their new house. Robin Frost Dawson and Jon live in NYC in a four-story walk-up brownstone apartment. Robin is employed by CBS in New York as assistant feature director with Snelling & Snelling in Plainfield, N.J. Her husband Ross, also from Westfield, is a professional employment counselor with Snelling & Snelling.

Marjorie Singer Yarmuth is completing her fellowship at the National Institutes of Health. Her status is one of a full-time faculty member with all faculty privileges and status.

Robin and Anne Moloney go to the YWCA at the Young Women's Christian Association of New York City. They are anxious to be reached before this, or any related problems, can even be approached.


1968 Correspondent:
Mrs. Jeffrey Talmadge, 1168 Madison Ave.
The Peddle School
Highstown, N.J. 08520

Married: Jean Kehoe to James MacDonald on 12/13/68; Barbara DiTrollio Mannino on 12/13; Karen Olson to Peter Collins; Patricia Bethel to John J. Egan; Patricia Gowdy to Arturo Ponce de Leon in 12/68; Anne Harvey to William C. Taylor in September; Stephanie Christopher to John Weitnbraub on 8/23.

Lucy Upson is in Boston where she will teach high school social studies in the inner city next September after receiving her MAT from Webster College in St. Louis in August. Marcia McMeen is working on her master's work in English at Columbia University. Her husband, a graduate of Columbia Law School, is a member of an architectural firm there. Cathleen Hull, living in NYC, has been invited to join the 17th National Print Show at the Brooklyn Museum.

Nancy Finn, having completed her M.A. in English at the University of North Carolina, works for CBS in New York as assistant feature editor in the Press Information Department. Caryl Shepley Deane teaches 4th grade at Albany Academy and does part-time graduate work, hoping to finish by next January. Teny is in her 2nd year of medical school; next year is her last and then internship and residency, probably in surgery. Barbara DiTrollio Mannino lives in Roselle Park, N.J. Before her marriage Barbara worked at the Chemical Bank as a trust administrator in the Personal Trust Department. She is now a professional employment counselor with Snelling & Snelling in Plainfield, N.J. Her husband Ross, also from Westfield, is co-owner of his own business. Pamela Berky

Conn-Quest '70 was unexpectedly a measure of the College's psychological blindness, a blindness that has reached epidemic proportions. Poverty is not a pleasant subject, but it is a problem that must be faced and dealt with realistically if civilization is to survive. Poverty and malnutrition breed apathy, but given a leader and a shred of hope, men and nations will fight desperately for a better life. Connecticut College is blessed with an abundance of material goods, but we are cursed with spiritual poverty in our lack of concern and awareness.

Yes, yes, everyone knows about poverty and hunger. Everyone, especially a college student, is bombarded with statistics and pictures and more statistics and we are weary of hearing about it, but that does not remove the problem or the responsibility. Self-flagellation and guilt are not the answers, nor is psychological blindness, but this campus has managed to go from one extreme to another. Two years ago, Conn-Quest presented Jonathan Kozol and Dick Gregory as part of their program, and a capacity crowd was moved to tears and anger by the injustices within the United States. Most of that audience never attempted to do anything constructive about it; Conn-Quest had only a cathartic effect that relieved their consciences. But at least Conn-Quest informed and increased the campus's awareness. This year the campus said, "I'm sick of poverty; I don't want to think about it and I'd rather sleep."

The reaction is understandable; perhaps apathy is a necessary psychological crutch. Initially the mind recoils at each freshly exposed horror until it develops a protective callus. But this is a luxury we cannot afford. It is too expensive in terms of human suffering and in terms of the world our children will inherit. We are moving too fast to ignore a problem of such mind-shattering, world-shattering potential, a problem that won't wait until we get around to solving it someday. Children are starving now. Men are angry now. And now is the time for action and awareness.

The most frequently given reason for not attending was, "Well, it's not like it's some new issue, or even a controversial one. After all, there have been poor people since the days of Jesus Christ. I mean realistically, what could I do about it?" The fact that it isn't a new issue is true; tragically, regretfully so. Poverty since the days of Christ? Maybe it's time people started noticing, caring, acting. What could you do? Perhaps caring is the first step to positive action.

Students all over the world have been dissatisfied with the "establishment." They stage sit-ins, demonstrations, riots and other related extra-curricular activities. But when it comes down to a positive, non-headline making conference, bent on tackling one of mankind's oldest establishments, they do nothing. They don't care. It's not controversial, or it doesn't touch them directly. How sincere can their claims be? They accuse their elders of not caring; how much more do they care?

Conn-Quest '70 was an experience; it was a double confrontation. It made one realize the kinds of things anyone who is fighting poverty or any other quiet tragedy is up against. One confrontation of the weekend was with poverty; the other was with the human element which must be reached before this, or any related problems, can even be approached.

J. 6/28; Married: Jean Kehoe to James MacDonald on 12/13; Karen Olson to Peter Collins; Patricia Bethel to John J. Egan; Patricia Gowdy to Arturo Ponce de Leon in 12/68; Anne Harvey to William C. Taylor in September; Stephanie Christopher to John Weitnbraub on 8/23; Lucy Upson is in Boston where she will teach high school social studies in the inner city next September after receiving her MAT from Webster College in St. Louis in August. Marcia McMeen is working on her master's work in English at Columbia University. Her husband, a graduate of Columbia Law School, is a member of an architectural firm there. Cathleen Hull, living in NYC, has been invited to join the 17th National Print Show at the Brooklyn Museum. Nancy Finn, having completed her M.A. in English at the University of North Carolina, works for CBS in New York as assistant feature editor in the Press Information Department. Caryl Shepley Deane teaches 4th grade at Albany Academy and does part-time graduate work, hoping to finish by next January. Teny is in her 2nd year of medical school; next year is her last and then internship and residency, probably in surgery. Barbara DiTrollio Mannino lives in Roselle Park, N.J. Before her marriage Barbara worked at the Chemical Bank as a trust administrator in the Personal Trust Department. She is now a professional employment counselor with Snelling & Snelling in Plainfield, N.J. Her husband Ross, also from Westfield, is co-owner of his own business. Pamela Berky

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Reunion 1970
June 12-14

Alumnae College:
Man Against Himself: Can He Survive? Reading List:
Paul R. Ehrlich, The Population Bomb (Sierra Club-Ballantine Books, $0.95); John H. Storer, Man In the Web of Life (Signet, $0.95); René Dubos, So Human an Animal (Scribner's, $2.45); Barry Commoner, Science and Survival (Viking, $1.35)

All Alumnae invited
Special class festivities for '20, '28, '29, '30, '40, '45, '48, '49, '50, and '65

Banquet; guided campus tours; discussion with two deans; chapel service of remembrance

Tickets may be ordered from Connecticut College Bookshop, Connecticut College, New London, Connecticut 06320. For mailing add $.45 for one book and $.05 for each additional book.